

ST ANNE'S PRIMARY SCHOOL PARK ORCHARDS

EMERGENCY MANAGEMENT PLAN (EMP)

JULY 2011



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INITIAL ACTIONS LIST

THE FOLLOWING LIST IS AN INITIAL GUIDE FOR INCIDENTS

THREAT	PLAN REFERENCES
INTERNAL EMERGENCY	<p>ACTIVATE THE EMERGENCY CONTROL ORGANISATION AND IMPLEMENT THE RELEVANT EMERGENCY PROCEDURE WITHIN THE EMERGENCY PROCEDURES (RED FOLDER).</p> <p>ONCE THE EMERGENCY SERVICES ARRIVE, ACTIVATE THE EMERGENCY MANAGEMENT TEAM AND EMERGENCY MANAGEMENT PLAN (THIS DOCUMENT).</p> <p>REFER TO DUTIES OF EMT MEMBERS, SECTION 4</p>
IMPENDING BUSHFIRE OR BUSHFIRE EMERGENCY NOTIFICATION (BEN)	<p>ACTIVATE THE EMERGENCY MANAGEMENT TEAM AND EMERGENCY MANAGEMENT PLAN (THIS DOCUMENT). REFER TO:</p> <ul style="list-style-type: none">• APPENDIX B BUSHFIRE PREPAREDNESS• DUTIES OF EMT MEMBERS, SECTION 4
EXTERNAL EMERGENCY OTHER THAN BUSHFIRE	<p>ACTIVATE THE EMERGENCY CONTROL ORGANISATION AND IMPLEMENT THE RELEVANT EMERGENCY PROCEDURE WITHIN THE EMERGENCY PROCEDURES (RED FOLDER).</p> <p>ONCE THE EMERGENCY SERVICES ARRIVE, ACTIVATE THE EMERGENCY MANAGEMENT TEAM AND EMERGENCY MANAGEMENT PLAN (THIS DOCUMENT).</p> <p>REFER TO DUTIES OF EMT MEMBERS, SECTION 4</p>
SCHOOL COMMUNITY ISSUE	<p>ACTIVATE THE EMERGENCY MANAGEMENT TEAM AND EMERGENCY MANAGEMENT PLAN (THIS DOCUMENT).</p> <p>REFER TO DUTIES OF EMT MEMBERS, SECTION 4</p>

0.0 DOCUMENT CONTROL

0.1 PLAN AMENDMENT TABLE

Details of amendments to this emergency plan must be recorded on the table below.

DOCUMENT AMENDMENT TABLE				
DATE	Section	NATURE OF AMENDMENT	UPDATED BY (NAME)	APPROVED BY PRINCIPAL / DATE
Feb 10	All	New Issue	EMQ Pty Ltd	
July 2011	All	Updated Version 2	EMQ Pty Ltd	

0.2 DISTRIBUTION LIST

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0.3 DOCUMENT CONTROL

This Emergency Management Plan (EMP) is a controlled document. The Document Controller holds the Master Copy.

If you become aware of any changes or corrections that are required please photocopy this page and the relevant page(s) requiring changes, note the corrections and fax them to the Emergency Management Team Leader.

PROPOSED EMERGENCY MANAGEMENT PLAN AMENDMENTS			
NAME		CONTACT DETAILS	
POSITION		Tel	
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		Email	
PLEASE NOTE PROPOSED CHANGES TO THE FOLLOWING SECTIONS/PAGES			
Document Ref:		Revision:	
Section No		Page No	
Section No		Page No	
Section No		Page No	
Section No		Page No	
OTHER COMMENTS			

When new revisions are issued, changes are summarised on a revision control sheet and highlighted by a vertical bar in the left-hand margin of affected pages.

This EMP is to be reviewed annually during Term 2 each year to reflect any changes that may have taken place, such as changes to site facilities and personnel normally on site. Whenever this EMP is updated a copy must be lodged along with your school's site maps with the Catholic Education Office.

Contents

0.0	DOCUMENT CONTROL	3
0.1	PLAN AMENDMENT TABLE	3
0.2	DISTRIBUTION LIST	3
0.3	DOCUMENT CONTROL	4
1.0	SECTION 1 - INTRODUCTION	8
1.1	SCHOOL DETAILS	8
1.1.1	SCHOOL DETAILS	8
1.2	MAP AND LIST OF SCHOOL EVACUATION / RELOCATION AREAS	9
1.3	SCOPE	12
1.4	PURPOSE	12
2.0	TEAM STRUCTURES, ROLES AND RESPONSIBILITES	14
2.1	EMERGENCY MANAGEMENT FLOWCHART	14
2.2	EMERGENCY MANAGMENT PLAN TEAM COMPOSITIONS	15
2.2.1	TEAM STRUCTURE	15
2.2.2	EMERGENCY MANAGEMENT TEAM (EMT)	15
2.2.3	EMERGENCY CONTROL ORGANISATION (ECO)	16
2.3	TEAM SUPPORT GROUPS	16
2.3.1	ADMINISTRATION SUPPORT	16
2.3.2	CATHOLIC EDUCATION OFFICE EMERGENCY MANAGEMENT OFFICERS (EMOS)	16
2.3.3	DIOCESAN SPECIALIST SUPPORT STAFF	17
2.3.4	LOCAL COORDINATION	17
2.3.5	ROLE OF EMERGENCY SERVICES	17
2.4	EMERGENCY MANAGEMENT TEAM ACTIVATION AND CALLOUT	18
3.0	PRE-EMERGENCY PREPARATION	19
3.1	TRAINING AND EXERCISES	19
3.1.1	EMERGENCY MANAGEMENT TEAM TRAINING	19
3.1.2	EMERGENCY CONTROL ORGANISATION TRAINING	19
3.2	PRE-CRISIS CHECKLIST	19
4.0	DURING EMERGENCY PROCEDURES	21
4.1	RESPONDING TO AN EMERGENCY - OVERVIEW	21
4.2	ASSESS THE SITUATION	21
4.3	ENACT THE EMP AND RESPOND IMMEDIATELY	22
4.3.1	NOTIFY EMERGENCY SERVICES	22
4.3.2	CONTACT THE CATHOLIC EDUCATION OFFICE	22
4.3.3	GENERAL FIRST HOUR PRIORITIES	22
4.3.4	WHAT DO STUDENTS NEED IN THE SHORT TERM?	22
4.4	DECIDE AND ACT: LOCKDOWN OR EVACUATION	23
4.4.1	LOCKDOWN	23
4.4.2	EVACUATION	23

SECTION 1 - INTRODUCTION

4.4.3	EVACUATION SEQUENCE	23
4.4.4	DOORS AND WINDOWS	23
4.4.5	STUDENTS WITH SPECIAL NEEDS.....	23
4.4.6	OTHER FACTORS	24
4.5	EMERGENCY MANAGEMENT TEAM PROCESS	25
4.6	EMERGENCY MANAGEMENT TEAM LEADER DUTIES.....	27
4.7	COMMUNICATIONS COORDINATOR DUTIES.....	31
4.8	FINANCE COORDINATOR	35
4.9	FACILITIES, TRANSPORT AND LOGISTICS COORDINATOR DUTIES.....	37
4.10	HUMAN RESOURCES COORDINATOR.....	39
4.11	SPOKESPERSON	43
4.12	LOG KEEPER DUTIES	45
4.13	CHIEF WARDEN DUTIES	49
5.0	POST EMERGENCY PROCEDURES	51
5.1	RESUME AND RECOVER	51
5.1.1	BACKGROUND	51
5.1.2	SHORT TERM RECOVERY	51
5.1.3	MEDIUM TERM RECOVERY	52
5.1.4	LONGER TERM RECOVERY.....	52
5.2	REVIEW THE EMERGENCY RESPONSE	54
6.0	APPENDIX A - PROFORMAS	55
7.0	APPENDIX B - BUSHFIRE PREPAREDNESS.....	67
7.1	APPLICATION.....	67
7.2	BUSHFIRE PREPAREDNESS CHECKLIST.....	68
7.3	EARLY COMMUNICATION	68
7.4	TRIGGERS FOR CLOSURE.....	68
7.5	SCHOOL REOPENING	69
7.6	DURING HEIGHTENED FIRE DANGER.....	69
7.7	SCHOOL BUSES	69
7.8	FAMILY FIRE SAFETY PLAN.....	70
7.9	LOCALISED BUSHFIRE EVENT	70
7.10	ACTIVATION AND ESCALATION POINTS FOR ACTION.....	71
7.11	MORE INFORMATION.....	72
8.0	APPENDIX C - SITE EVACUATION / RELOCATION PLAN	73
9.0	APPENDIX D - COMMUNICATIONS PLAN	74
9.1	STAKEHOLDER COMMUNICATIONS INTRODUCTION	74
9.2	CRITICAL INCIDENT REPORTING.....	74
9.3	REPORTING INCIDENTS TO THE CATHOLIC EDUCATION OFFICE	75
9.4	CRISIS COMMUNICATIONS FRAMEWORK.....	75
10.0	APPENDIX E - OFF-SITE ACTIVITIES PLAN	98

SECTION 1 - INTRODUCTION

10.1	PREPARATION	98
10.2	RISK ASSESSMENT	98
10.3	APPROVAL.....	98
10.4	OFFSITE ACTIVITIES EMERGENCY MANAGEMENT	99
10.5	STUDENT ACTIVITY LOCATOR (SAL) DATABASE	99
11.0	APPENDIX F – STRATEGIC ACTIONS PROMPT SHEETS.....	100
11.1	GROUP & INDIVIDUAL NOTIFICATIONS PROMPT SHEET	100
11.2	MANAGEMENT PROMPT SHEET	101
11.3	IMAGE AND REPUTATION PROMPT SHEET	102
11.4	OPERATIONAL/SUPPLY/MARKETING PROMPT SHEET	104
11.5	FINANCE/LEGAL/INSURANCE PROMPT SHEET	105
11.6	ENVIRONMENT/SAFETY/HEALTH PROMPT SHEET	107
11.7	HUMAN RESOURCES PROMPT SHEET	108
12.0	APPENDIX G - EVACUATION KIT	110
13.0	APPENDIX H - CONTACT DIRECTORY	111
13.1	DRILL SCHEDULE AND LOG.....	115

1.0 SECTION 1 - INTRODUCTION**1.1 SCHOOL DETAILS****1.1.1 School Details**

School Name	St Anne's Primary School
Address	60 Knees Road, Park Orchards Victoria 3114
Principal	Michael Edmonds
Telephone	03 9876 1533
Fax	03 9879 9588
Website	www.saparkorchards.catholic.edu.au
Number of students	Approximately 290
Number of staff	Approximately 24
Melways Map Reference	35 E9
Total Fire Ban District	Central
On 'Bushfire At-Risk' register	Yes (October 2010)
Site Description	St Anne's School is a co-education metropolitan primary school with classes from prep to grade six. It is listed on the CFA school bushfire at-risk register.
Building Description	The main building of the school is constructed of brick, and is connected to several of the school's class rooms. There is a central multi-purpose room in the middle large enough to fit all students and staff. Another class room block just east of the main building is also constructed of brick.
Dangerous Goods stored and locations	Small quantities of various classifications.
Communication Systems	Public Address (PA) system Evacuation and alert tones Internal phone and intercom system Phone in every classroom and office area
Emergency Equipment Available	20,000 Litres of on-site water
Recovery Room Location	First Aid Room
Emergency Management Team Meeting Location	Reception Building

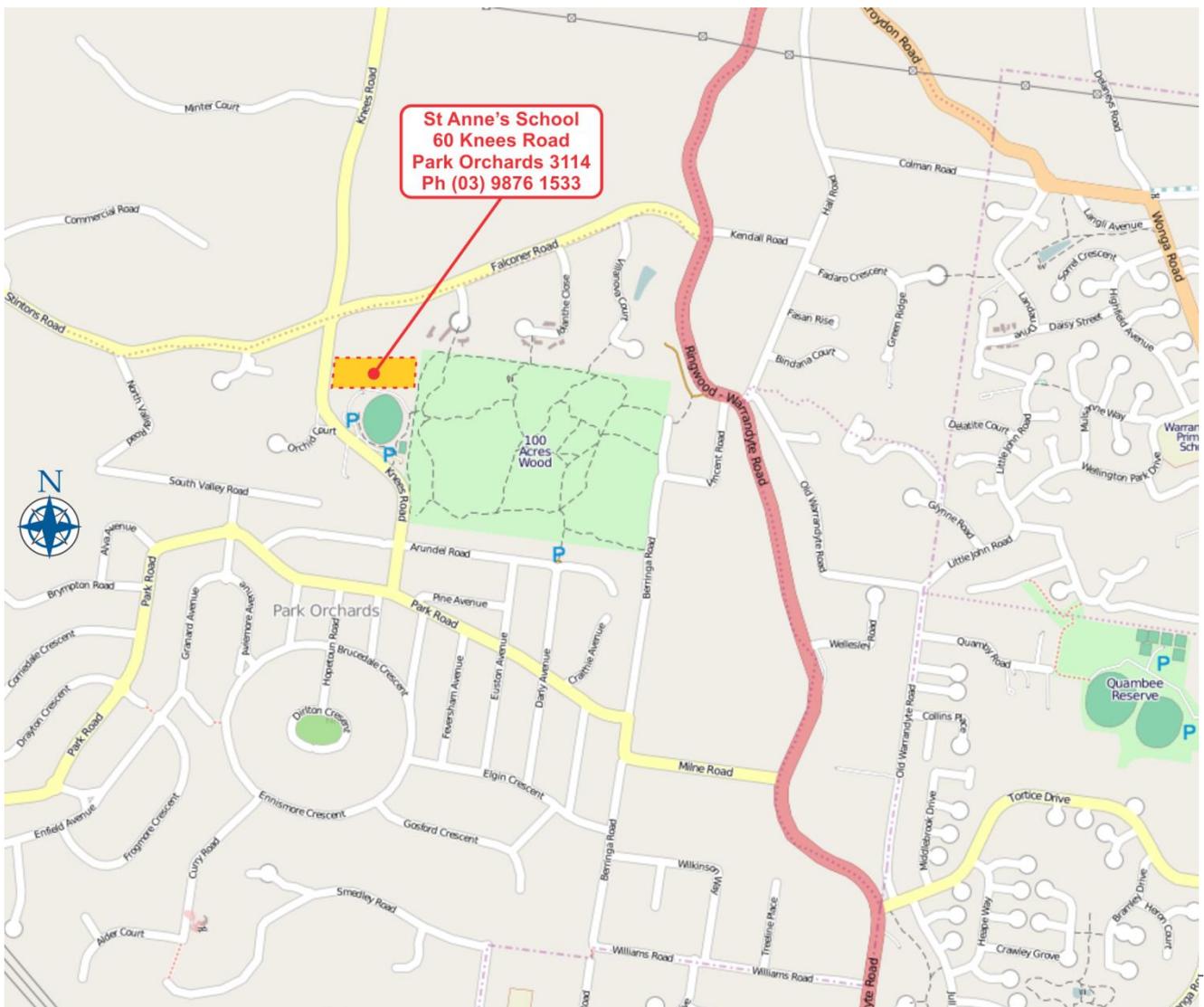
SECTION 1 - INTRODUCTION

1.2 MAP AND LIST OF SCHOOL EVACUATION / RELOCATION AREAS

SITE EVACUATION / RELOCATION OPTIONS –

Evacuation Option	Location
- General Evacuation Assembly Area	Open space on the grassy area south of the school's chapel and east of class room one.
- Safest building in the event that evacuation/relocation is not possible	Multi-purpose hall located in the centre of the school's main building.
- Alternate building location: Walking distance	Domeney Reserve, which is a CFA designated <i>Neighbourhood Safer Place</i> , a place of last resort.
- Alternate building location: Requiring transport	Westfield Shopping Town 619 Doncaster Road, Doncaster The Pines Shopping Centre 181 Reynolds Road, Doncaster East Eastland Shopping Centre 171-175 Maroondah Hwy, Ringwood

Locality Map

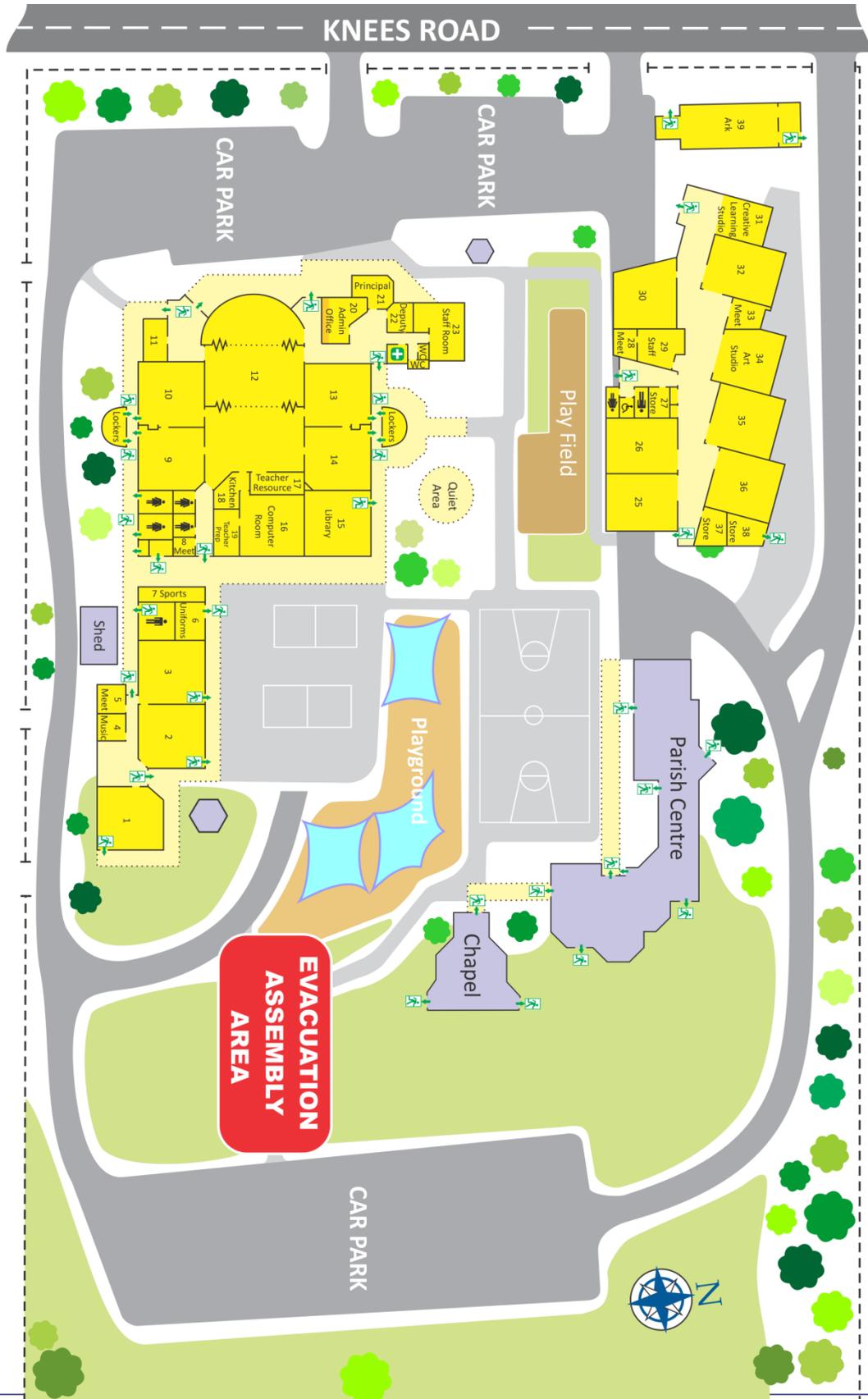


SECTION 1 - INTRODUCTION

Off-Site Relocation Assembly Area



On-Site Evacuation Assembly Area and Potential Safer Refuge



1.3 SCOPE

An emergency is an event or series of events that fall outside the normal business contingency and require response by the organisation's personnel and/or external emergency services.

An emergency can strike at any time, usually with little warning, causing major interruption, attracting intense public scrutiny and threatening irreparable damage.

Schools face a wide range of risks and threats that could constitute an emergency.

The scope of this Emergency Management Plan (EMP) and supporting documentation is to provide the school management with a practical decision making tool, comprising simple actions and guidelines, to ensure the safety of all staff and students, the integrity of the environment and protection of the school's reputation.

This plan is written in-line with the four phases of emergency management, namely:

1. Prevention - conducting assessments to identify potential hazards and develop procedures and policies designed to mitigate or prevent damage.
2. Preparedness - developing plans, policies and procedures then communicating these plans by conducting training, testing the plan and communicating the EMP with the required stakeholders.
3. Response - implementing the Emergency Management Plan to respond to an emergency or critical incident.
4. Recovery - working with affected members of the school community and others to recover and return to normal activities as soon as possible. This includes the development of short, medium and long term recovery activities.

Other factors are considered in the development of this plan, such as demographic factors, geographic factors and specific risks identified. Some information within this plan has been referenced from the Catholic Education Commission of Victoria Ltd document Catholic Schools Emergency Management Manual (Schools) December 2009.

1.4 PURPOSE

The Catholic Education Commission Victoria Ltd (CECV) aims to provide a safe and secure environment for all children, staff and volunteers who work or participate in schools.

In accordance with the Victorian Registration and Qualifications Authority (VRQA) minimum requirements for school registration, every school in Victoria must have a documented *Emergency Management Plan* (EMP). The purpose of the EMP is to:

- Reduce the likelihood of emergencies and critical incidents.
- Minimise the impact of these events on students, staff, volunteers and visitors.
- Facilitate the return of the workplace to normal operations as soon as possible.

The school has in place strategies designed to provide a measured response to emergency incidents and operational interruptions. The primary response to such incidents and interruptions is carried out by staff initially and supported by statutory agencies depending on the nature of the incident or emergency. Incidents that would require the activation of this Emergency Management Plan include, but are not limited to, the following:

Personal injury	Kidnap, Extortion, Sabotage	Missing People
Loss of teaching capacity	Major contractor or supplier Issue	Financial issue

SECTION 1 - INTRODUCTION

Media coverage	Loss of facilities/infrastructure	Legal action
Loss of Senior Personnel	Regulatory/Government authority action	Environmental Issue

This school has established an Emergency Management approach to protect the school from the consequences of a major interruption. This approach focuses in three key areas:

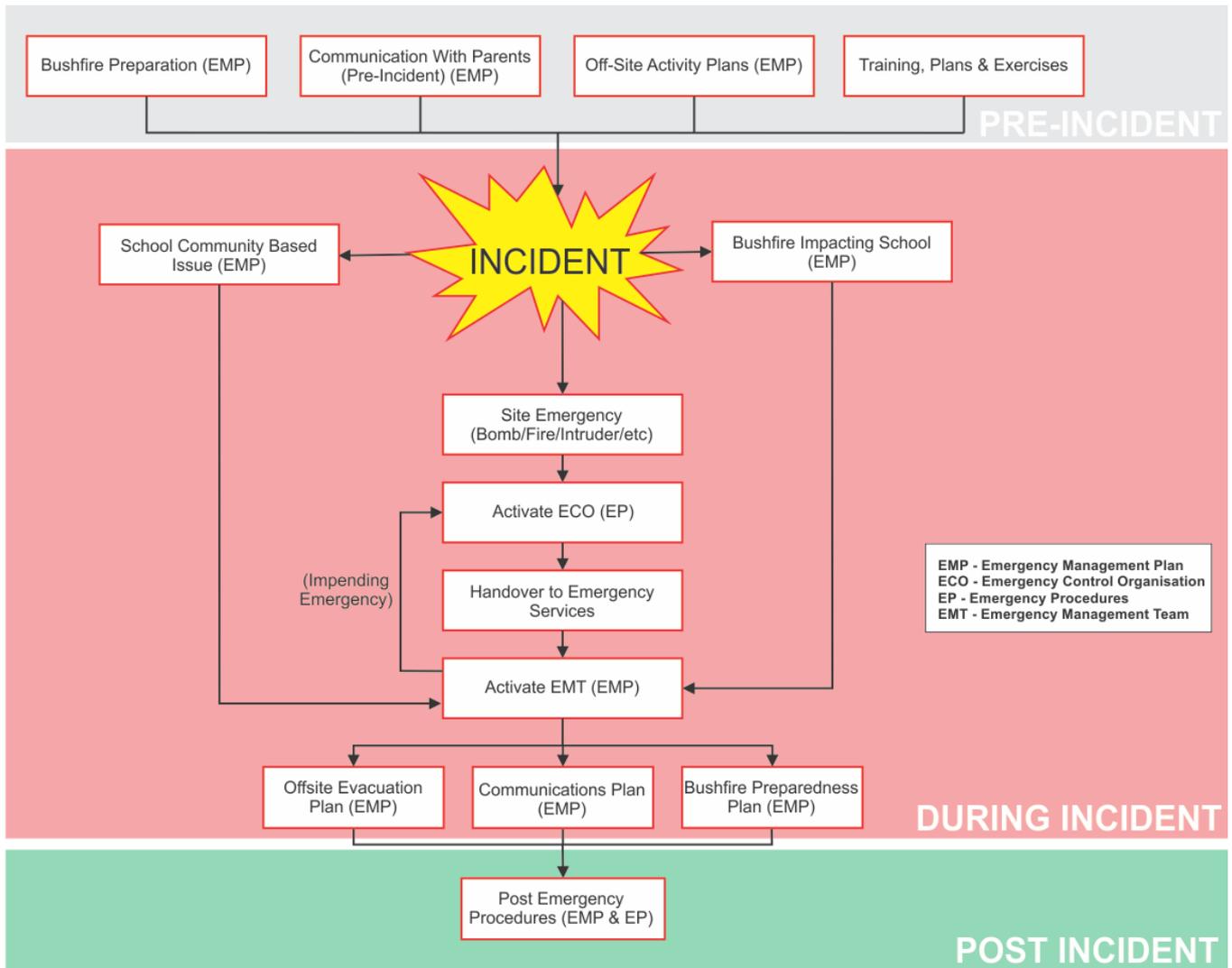
1. Supporting campus and area response efforts to ensure staff and student safety.
2. Communicating with staff, students and relevant stakeholders and managing the demand for information.
3. Strategic planning of control and recovery processes.

SECTION 2 - TEAM STRUCTURES, ROLES AND RESPONSIBILITIES

2.0 TEAM STRUCTURES, ROLES AND RESPONSIBILITIES

2.1 EMERGENCY MANAGEMENT FLOWCHART

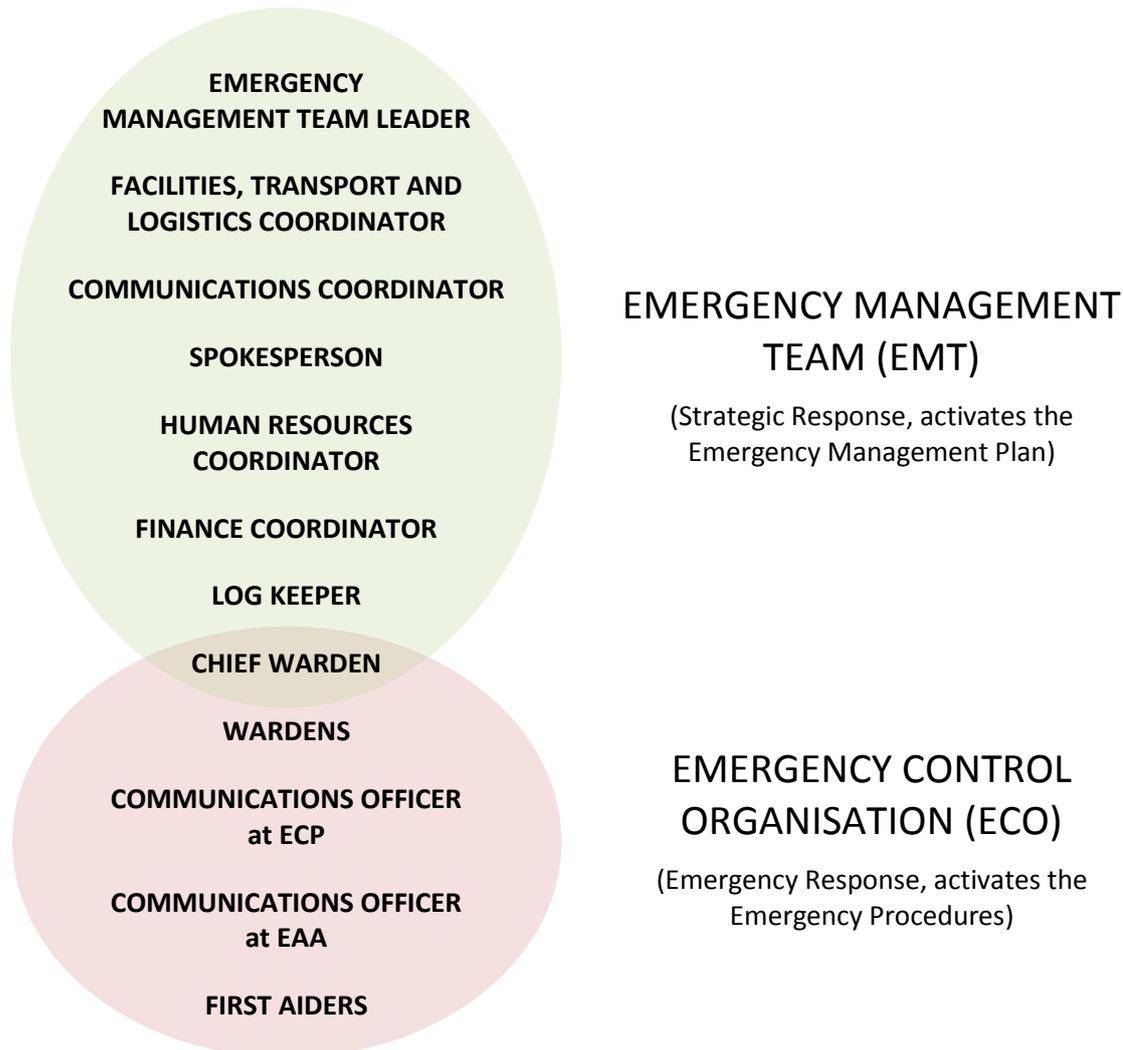
The following flowchart shows the overall Emergency Management Plan system, including pre-incident, during incident and post incident responsibilities (and plans used at each stage).



SECTION 2 - TEAM STRUCTURES, ROLES AND RESPONSIBILITIES

2.2 EMERGENCY MANAGEMENT PLAN TEAM COMPOSITIONS

2.2.1 *Team Structure*



2.2.2 *Emergency Management Team (EMT)*

The Emergency Management Team consists of senior school staff who will implement the Emergency Management Plan whenever there is the potential and likely impact of an emergency or critical incident on the school community. The EMT manages the emergency from a strategic perspective while providing guidance and support to the staff.

The EMT Team shall comprise senior staff fulfilling the following roles.

- Team Leader
- Facilities, Transport and Logistics Coordinator
- Communications Coordinator
- Spokesperson
- Human Resources Coordinator
- Finance Coordinator
- Log Keeper
- Chief Warden

The EMT Leader will determine which members of the team are to assemble in any given situation.

SECTION 2 - TEAM STRUCTURES, ROLES AND RESPONSIBILITIES

NOTE: Situations where actions are required to safeguard building occupants require activation of the Emergency Control Organisation.

2.2.3 *Emergency Control Organisation (ECO)*

The Emergency Control Organisation will implement the Emergency Procedures (Red Emergency Procedures Folder) whenever there is a required response to threats to safeguard building occupants. This includes the lockdown or evacuation of the school occupants and specific duties dependant on the threat.

The ECO Teams shall comprise staff fulfilling the following roles.

- Chief Warden
- Communications Officer at the Emergency Control Point (ECP)
- Communications Officer at the Evacuation Assembly Area (EAA)
- Wardens
- First Aid Personnel

All other staff shall follow the directions of the Chief Warden/Wardens.

The ECO is also supported by:

- Copies of the Emergency Procedures (Red Emergency Procedures Folder).
- The installation of Standard Fire Order drawings in general areas.
- The installation of Emergency Procedure Summary Charts in each class room.
- Warden Duty Cards and School Search Area breakdown.
- Warden Identification.

2.3 TEAM SUPPORT GROUPS

The Team may call upon assistance from internal or external support services in areas including:

- Administration Support
- Catholic Education Office Emergency Management Officers (EMO)
- Diocesan Specialist Support Staff
- SSSO Regional Emergency Management Team
- Local Coordination
- Emergency Services

2.3.1 *Administration Support*

This team provides administration support to the EMT and undertake actions as directed. These actions include arranging catering, accommodation, security and transport/travel arrangements.

2.3.2 *Catholic Education Office Emergency Management Officers (EMOs)*

The Catholic Education Office EMOs are responsible for providing emergency and security advice and assistance to schools, including operational response assistance.

EMOs work directly with schools and Emergency Services to maintain staff and student safety until the emergency is resolved. This may include coordinating specialist psychological services to students and teachers.

EMOs will immediately notify student support services about injuries and other incidents that may need counselling support for staff and students

SECTION 2 - TEAM STRUCTURES, ROLES AND RESPONSIBILITIES

EMOs can also assist schools with facilities issues following major fires and structural damage if required.

2.3.3 *Diocesan Specialist Support Staff*

Diocesan CEO personnel including specialist support staff and psychologists provide the first level of support when the emergency is beyond the local resources of the school.

Diocesan psychologists work with staff and students during emergencies and will liaise with other agencies in providing specialist services to schools.

2.3.4 *Local Coordination*

Diocesan CEO personnel including specialist support staff and psychologists provide the first level of support when the emergency is beyond the local resources of the school.

Diocesan psychologists work with staff and students during emergencies and will liaise with other agencies in providing specialist services to schools.

2.3.5 *Role of Emergency Services*

The Emergency Services (police, fire brigade, ambulance, State Emergency Service) should be contacted immediately an emergency occurs. One of the Emergency Services may assume legal responsibility for control and coordination of response activity on arrival and will retain control until their services are no longer required.

SECTION 2 - TEAM STRUCTURES, ROLES AND RESPONSIBILITIES

2.4 EMERGENCY MANAGEMENT TEAM ACTIVATION AND CALLOUT

Upon receiving information that indicates a possible threat, the Emergency Management Team Leader (EMT Leader) is advised and the team members advised to meet.

INCIDENT OCCURS	CALL	000
	CONTACT	Catholic Education Office Emergency Management Officer (EMO) – Refer to the Contact Directory, Appendix H

ADVISE	WHO	The number and name/s of persons involved Name of the person reporting the emergency/critical incident
	WHAT	The nature of the emergency/critical incident
	WHEN	The time you became aware of the emergency/critical incident
	WHERE	The location of the emergency/critical incident and contact phone numbers if the emergency/critical incident is away from the school

REPORT	Complete a copy of the incident report on CEVN http://cevn.cecv.catholic.edu.au/schimp/emergency_procedures.htm
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SECTION 3 - PRE-EMERGENCY PREPARATION

3.0 PRE-EMERGENCY PREPARATION

To deliver an effective response in an emergency, there are certain prerequisites that the EMT Members must ensure are in place.

3.1 TRAINING AND EXERCISES

All people assigned a role in the EMT or ECO must receive formal foundation and ongoing training.

3.1.1 *Emergency Management Team Training*

To ensure the Emergency Management Team members are competent in the use of the Emergency Management Plan, and understand their duties in case an emergency occurs, periodic training and exercises are required. At a minimum, the EMT must:

- Participate in facilitator lead training on all aspects of the EMP.
- Participate in planned and unplanned scenario based exercises.
- Maintain a register of those people trained or participate in exercises.

3.1.2 *Emergency Control Organisation Training*

To ensure the Emergency Control Organisation members are competent in the use of the Emergency Procedures, and understand their duties when reacting to emergency situations, periodic training and exercises are required. At a minimum, the Australian Standard AS3745 requires that:

- Wardens meet at intervals no greater than six monthly.
- All parts of the school must participate in an evacuation at least annually.
- A register of people trained or participating in exercises is retained.

3.2 PRE-CRISIS CHECKLIST

To deliver an effective response in a crisis, there are certain prerequisites that EMT Members must ensure are in place.

PRE-INCIDENT RESPONSIBILITIES – ALL TEAM MEMBERS

- | | |
|---|--------------------------|
| - Be aware of the range and potential impacts of risks and threats to the school – be vigilant in identifying and implementing appropriate risk reduction and mitigation measures and areas in which recovery actions may be pre-planned | <input type="checkbox"/> |
| - Establish schedules for the monitoring and removal of materials that may be easily ignited | <input type="checkbox"/> |
| - Establish procedures for ensuring exits, exit paths and the Evacuation Assembly Areas are not obstructed and access is available for emergency vehicles | <input type="checkbox"/> |
| - Achieve and maintain familiarisation with the Emergency Management Plan (EMP) and its current operation, scope and objectives | <input type="checkbox"/> |
| - Lodge a copy of this EMP along with the school's site maps with the Catholic Education Office. (This will ensure an easily accessible copy of the plan and maps for Emergency Services in the event that access to the school itself is restricted and/or key staff are unavailable). | <input type="checkbox"/> |
| - Develop and maintain situational awareness particularly during the fire season – regularly check the CFA website for current fire warning rating. Reinforce the importance of vigilance with staff, students and parents/guardians. | <input type="checkbox"/> |

SECTION 3 - PRE-EMERGENCY PREPARATION

- Achieve and maintain familiarisation with the scope and operation of supporting Emergency Response Plan (Red Folder) and Emergency Control Organisation (ECO)
- Achieve and maintain familiarisation with your individual role on the EMT
- Ensure availability for your role. If unavailable, it is your responsibility to ensure that an alternate is available and that the alternate and EMT Leader are advised of the situation
- Ensure there is clear direction on who takes over your normal duties when you are engaged on EMP duties
- Collect all predictable data and documentation that will assist you implement your role effectively
- Brief all Team Support Group Members on your expectations of them in a emergency
- Maintain up-to-date contact details for all Support Group staff and external advisors
- Ensure all staff and students know the locations of Safe Refuges
- Identify, establish and maintain goodwill contact with people and organisations whose trust, assistance or support may be needed
- Identify and attend any training you may need to more effectively perform your role on the Emergency Management Team
- Request Facilities Manager to carry out an annual inspection to ensure the integrity of the buildings is maintained.

SECTION 4 - DURING EMERGENCY PROCEDURES

4.0 DURING EMERGENCY PROCEDURES

NOTE: The Emergency Control Organisation and the Emergency Procedures (Red Emergency Procedures Folder) shall be immediately activated should any situation occur which has the potential to threaten the safety of the school occupants.

4.1 RESPONDING TO AN EMERGENCY - OVERVIEW

Schools are responsible for the safety of students at all times when school activities are running, especially during an emergency. Staff should take reasonable steps to reduce the impact of the emergency prior to the arrival of the Emergency Services.

Once the Emergency Services have taken responsibility for managing the emergency, school efforts should be directed towards the immediate welfare of affected individuals and groups, and to providing resources or information requested by the Emergency Services.

When an incident occurs make the basic decisions about what type of action is needed and respond as quickly as you can.

The ability to respond effectively to emergency situations depends on:

- Being focussed on the safety of students, staff and visitors
- Being prepared
- Having a clear understanding of the roles and responsibilities in the event of an emergency
- Ready access to critical information
- Obtaining timely external help from Emergency Services.

Documenting every action taken during an emergency will assist with tracking the implementation of the Emergency Management Plan. Keep all original notes and records for future reference.

4.2 ASSESS THE SITUATION

The Team Leader's initial response requires a quick and careful assessment of the situation.

First, determine if an emergency exists. If yes, what is the type of incident, its location is and size.

Once more information is obtained about the incident adjust the Emergency Management Plan as required.

Ask yourself:

- What is the emergency?
- Has the worst already happened? Can the situation get worse?
- Where is it? Is it close enough to be a threat?
- How is the hazard behaving? Is it getting:
 - bigger/smaller
 - closer/moving away
 - moving quickly/slowly
- Is it affected by weather conditions
- How far does the danger area extend?
- Is it safer to move to another area?
- Which areas or access routes cannot be used?
- Is it best to remain indoors or leave the building/site?

SECTION 4 - DURING EMERGENCY PROCEDURES

- Have you sealed the building to the best of your ability if remaining indoors?

4.3 ENACT THE EMP AND RESPOND IMMEDIATELY

4.3.1 *Notify Emergency Services*

If you have the slightest doubt, call the Emergency Services.

Do not delay calling the Emergency Services. It is better to have the Emergency Services on scene as soon as possible, even if the incident is resolved by the time they arrive. To delay calling may risk further injury and damage.

NOTE: In the event of a major emergency, local emergency personnel may not be able to respond for several hours.

4.3.2 *Contact the Catholic Education Office*

Contact your Catholic Education Office Emergency Management Officer for advice and/or support. Catholic Education Office Support Staff will arrive at the school to offer support, where practicable and appropriate.

4.3.3 *General first hour priorities*

During the first hour of an emergency, school staff may need to:

- Determine who does what, where, and how (refer to duties of the EMT which follows this section).
- Notify your CEO.
- Attend to the first aid needs of injured students and school personnel, including psychological first aid.
- Account for all students.
- Locate missing students and personnel.
- Extinguish small fires before they become uncontrollable.
- Check damage to utility systems and appliances; if necessary, shut off main power, and water (only turn off gas if you can smell it).
- Seal off and indicate areas where hazardous materials have spilled.
- Calm and reassure frightened students.
- Anticipate an influx of concerned and anxious parents and guardians.
- Keep records of students released to parents and guardians or other authorised persons.

The Regional Emergency Management Team will arrive at the school to offer support, as soon as practicable.

4.3.4 *What do students need in the short term?*

The calm presence of, and contact with, one or more teachers or adult caregivers (preferably a parent/guardian or other family member) who understands the feelings and needs of the child.

Assurance of safety and security in honest, realistic and understanding terms.

Validation of their feelings of fear, grief, anxiety, loss, anger, confusion.

SECTION 4 - DURING EMERGENCY PROCEDURES

4.4 DECIDE AND ACT: LOCKDOWN OR EVACUATION

The Chief Warden when assessing an emergency situation has two options:

1. Lockdown.
2. Evacuation.

NOTE: The primary duty of staff involved in emergencies is to ensure, as far as practicable, the safety of students, themselves, and other staff not engaged in responding to the emergency and visitors – it is not to combat emergencies.

4.4.1 *Lockdown*

Used when an external and immediate danger is identified and it is determined that the students should be secured inside the building for their safety. The Chief Warden will announce the lockdown with instructions. These may be to close internal doors and windows, sit below window level or move into corridors and remain outside classroom, or a combination of these instructions.

- Check outside areas are clear of students.
- Check that all external doors are locked, non-engaged staff to be posted at locked doors to allow students/staff to enter if locked out.

4.4.2 *Evacuation*

Depending on the circumstances of the school and the critical incident or emergency and evacuation may be required.

The Chief Warden must exercise their judgement but, as a general rule, if a threat is external to the school (and evacuation to a distant safer place is not feasible) it is safer to remain in the school. If the threat is internal to the school (e.g. chemical hazard) it may be safer to be outside of the school.

Entry doors to the school should be locked when an internal and immediate danger is identified and it is determined that students should be excluded from buildings for their safety.

4.4.3 *Evacuation sequence*

For floors and buildings evacuate:

- The affected room or area.
- Any room, adjoining area.
- Other rooms or areas, commencing with the closest.

For multi-level schools, evacuate:

- The affected floor.
- The two floors above the affected floor (if applicable).
- The floor below the affected floor (if applicable).
- Other floors in ascending and descending order.

4.4.4 *Doors and windows*

Close doors and windows for all evacuation situations except bomb threats. In the unlikely event of a detonation, open doors and windows can lessen the damage from the effects of a blast.

4.4.5 *Students with special needs*

The Principal assumes responsibility for developing an evacuation plan for students with special needs. Students in need of such a plan should be identified by staff at the beginning of the year or

SECTION 4 - DURING EMERGENCY PROCEDURES

upon placement mid-year, and plans should take into account their physical ability to evacuate. Refer to the *Students with Special Needs* list in the Contact Directory, Appendix H.

4.4.6 *Other factors*

Other factors to consider are:

- liaising with school staff, other agencies and the Regional Office when considering your options.
- communicating the evacuation or lockdown using predetermined activation signals (i.e. particular sirens or verbal warning over public address systems).

SECTION 4 - DURING EMERGENCY PROCEDURES

4.5 EMERGENCY MANAGEMENT TEAM PROCESS

Following the initial actions and assessment, the Emergency Management Team Leader will guide the team through a defined response process as illustrated below.

Team Assembly

Having decided to activate the team:

- Nominate a location
- Determine appropriate team composition and commence callout
- Conduct initial team briefing
- Refer all team members to their individual Role Checklists
- Ensure a team Log of Events is initiated and maintained

Identify Outcomes

- Utilise the teams' own knowledge, supplemented by any information provided by other support teams.
- Confirm / determine severity.
- List all outcomes as they are identified.

Identify Issues

- Use previously identified outcomes as prompts.
- Identify and list all of the issues.
- Each team member should consider function specific issues, referring to their checklists for guidance.

Identify Stakeholders

- Use the list of issues as a prompt.
- Consider internal and external stakeholders.
- Consider the need to prioritise the stakeholder list.
- Allocate, undertake and record stakeholders' interactions.

Actions Required

- Identify and allocate responsibilities and tasks, using outputs from previous steps as prompts.
 - Generate, record and track actions.
 - Identify and approve key messages quickly.
 - Determine an appropriate planning cycle / review duration, return to the "Identify Outcomes" step and repeat the process.
- Schedule regular update / briefing meetings to keep track of the team's progress – repeat the process shown above.
 - At each team update / briefing meeting, identify and address any new / changed outcomes and issues.
 - Coordinate and maintain contact with support teams.
 - Consider mobilising alternate team members for long events and ensure full and complete handovers take place.

DUTIES - EMERGENCY MANAGEMENT TEAM LEADER

4.6 EMERGENCY MANAGEMENT TEAM LEADER DUTIES

PRIMARY ROLE OF THE TEAM LEADER

Lead the EMT in managing the emergency from a strategic perspective while providing guidance and support to the staff and students. Insures student care and adherence to school protocols and procedures. EMT operation is team-based, however decisions must be made expeditiously and clear actions implemented.

KEY INTERFACES

Staff and Students	Keep advised, provide advice and assistance, obtain regular updates
Parents and Guardians	Notify promptly and keep informed
EMT Members	Guide, direct, prompt and seek input
CEO and Catholic Regional Office	Keep informed and consult with as appropriate

INITIAL ACTIONS

- **Immediately activate the Emergency Control Organisation and the Emergency Procedures should any situation occur which has the potential to threaten the safety of the school occupants**
- Activate the Emergency Management Team to meet at the Control Room and plan further actions and enact the Emergency Management Plan
- Review Team Briefing Agenda and establish priorities with the team
- Consider the potential and likely impact of the emergency or critical incident on the school community (including students, parents, guardians, other schools and community members)
- If the emergency is Bushfire related, refer to Bushfire Preparedness Plan (Appendix B)
- Consider the timing of the incident (time of day, whether it occurs during a weekend or in the school holidays and upcoming events (e.g. exams or the school ball)
- Determine whether the incident is site-specific, bushfire or community-oriented
- Identify the location of the emergency or critical incident
- Consider weather conditions
- Consider the cumulative effect of other emergencies or critical incidents which have affected the site in the recent past
- Consider the age and capabilities of the student population
- Consider the social, cultural, linguistic, economical, geographical and other community factors
- Assess the management role that other agencies play under legislature or policy
- Verify information

GENERAL ACTIONS

- Allocate responsibilities

DUTIES - EMERGENCY MANAGEMENT TEAM LEADER

- Use incident log to record details of event, including the source/s of information and make notes as information is received
- Gain family/ police authority to release information
- Offer immediate comfort and support to those most affected
- Make direct contact with affected staff or families.
Note: in the case of a death Police contact the family
- Prepare a statement for informing students and determine method of delivery
- Brief all staff of known facts and ensure everyone knows how to respond to media (i.e. direct all enquiries to the EMT Communications Coordinator) and understands support strategy for students and staff
- Inform students using a prepared statement and offer comfort and support. Consider siblings and close friends
- Prepare in conjunction with the EMT Communications Coordinator a written statement related to incoming enquiries and for students to take home to their parents/guardians. Liaise with the Regional Office or CEO Media Coordinator before releasing information
- Identify and notify others who need early advice. (e.g. School Council, key community agencies, other catholic schools affected, other regions, government and independent schools)
- Consider employee assistance programs for staff in need
- Undertake recovery operations at the end of the day
- Operationally debrief all staff as necessary
- Review with the Emergency Management Team and plan for the next day
- Organise necessary relief/additional staff to meet teaching, support, administration and front office needs
- Ensure support for the leaders of the school response and those who have been supporting others. This may involve support from employee assistance programs for those in need
- Hold regular, scheduled briefing/feedback sessions with Team
- Lead the EMT in strategic responses and recovery planning including:
 - What is the effect on students and staff? Time for restoration of services?
 - What are the financial implications?
 - Are our communications consistent with our actions and designed to reduce confusion?
 - What is the effect on other school programmes?
 - What can be done to protect image/reputation?
 - Are there business continuity/contingency plans to be implemented?
 - What is the overall plan to get back to normal?
 - What are the long-term implications?
- If a long duration event, ensure effective handover to suitable replacement/alternate
- Liaise with local agencies for possible after hours/weekend support

STRATEGIC ACTIONS

- Take a lead role in brainstorming for development of strategic planning and setting of recovery goals – review the Strategic Actions Prompt Sheets

DUTIES - EMERGENCY MANAGEMENT TEAM LEADER

- Promote discussion about the School's image and reputation, alignment of messages and behaviours and anger mitigation approaches – Refer to Strategic Actions Prompt Sheets
- Consult with Finance regarding implications relating to financial data and reporting, cash flow, billings, payments, issues impacting regulatory requirements

CONCLUDING ACTIONS

- Provide all log sheets and written records/correspondence to EMT Log Keeper
- Coordinate EMT debriefing session
- Consult with HR regarding need for long term counselling and support for next of kin, students, families and employees
- Consider need for counselling for EMT, Support Groups and the Emergency Control Organisation

DUTIES - COMMUNICATIONS COORDINATOR

4.7 COMMUNICATIONS COORDINATOR DUTIES

PRIMARY ROLE OF COMMUNICATIONS COORDINATOR

This role is responsible for managing and overseeing information flow. They are to ensure the Team is fully aware of the likely internal and external consequences of their actions including the staff, students, parents/guardians, government, media & other interested parties. Advise on development of internal and external communications strategy. Manage media response. Ensure availability and management of communication systems.

KEY INTERFACES

Staff	Provide advice and assistance, obtain regular updates
Students	Provide advice and assistance
Parents and Guardians	Assist as required with information
EMT Members	Keep EMT up to date with information
CEO and Regional Office	Keep informed and consult with as appropriate

INITIAL ACTIONS

- Report via the CEO Emergency Management Officer
- Seek assistance from the Regional Office and/or CEO Media Coordinator for all communications about the incident
- Instruct staff to direct media enquiries to you as Communications Coordinator
- Consult with the CEO regarding student support services personnel
- Contact your Occupational Safety and Health Representative

GENERAL ACTIONS

- Refer to Appendix D - Communications Plan for details in regards to:
 - Critical Incident Reporting
 - Communications with Parents, Guardians and the Local Community
 - Communications with other stakeholders
 - A clear/consistent message
- Use Incident Log to record events, actions, messages and decisions
- Inform teachers and ancillary staff about the crisis. Ensure Staff receive the same information that is put into the public domain
- Contact parents and guardians as soon as it is safe to do so.
- Have your communications/contacts telephone list ready and updated
- Advise EMT on Staff/Public/Media/Government likely reaction to proposed responses
- Undertake a Stakeholder Analysis and oversee development and implementation of a Communications Plan addressing the needs of all relevant stakeholders

DUTIES - COMMUNICATIONS COORDINATOR

- Ensure Receptionists and the EMT Room (Log Keeper) are in possession of relevant information releases
- Discuss with Human Resources Coordinator a strategy for notifying school employees, students, parents and guardians, keeping them regularly updated
- Coordinate media requests for information and take responsibility for provision of information parents and guardians who arrive at the school
- Ensure all relevant parties are consulted for input before media conferences
- If you have the staff available, assign someone to make calls and another person to handle incoming calls
- Ensure daily attendance record, first aid kit and any necessary emergency medications are readily accessible.
- If a long duration event, ensure effective handover to suitable replacement/alternate

MEDIA

- Seek assistance from the Regional Office and/or CEO Media Coordinator for communications about the incident – clarify which information can be released and which is confidential
- Develop media strategy & select an appropriate Spokesperson
- Ensure development of Key Messages and Q&As for media releases and conferences
- Oversee preparation and issue of media releases, media kits and factsheets (EMT Leader to approve). Consider CEO Media Coordinator and/or Catholic Regional Office approval for releases
- Check for accuracy of facts. Ensure no guesswork
- Ensure the school shows concern, clearly states actions being undertaken & commits appropriate resources
- Ensure Key Messages are encompassed
- Ensure Q&A's are available and understood by all school spokespersons. Help rehearse spokespersons
- Ensure availability of authorised school spokesperson(s)
- Utilise support staff to adequately manage attending media –marshalling of their vehicles, meeting and bringing them to a pre-determined stationing post, escorting them on their further movements about the school
- Ensure an adequate system is in place to enable enquiry calls from the media to be directed to you in an expeditious manner. Arrange for assistance in replying to media enquiries, if necessary
- Monitor effectiveness of media activities relating to the incident, report facts, tones and trends to the EMT
- If media conference is appropriate, determine timing & schedule for initial & update conferences. Confirm with EMT Leader. Manage logistics and chair the conference
- Consider necessary facilities and security issues for media management and a Media Centre

DUTIES - COMMUNICATIONS COORDINATOR

- Discuss with using the school's Internet site to convey information on the incident and copies of media releases
- Monitor the School's Spokespersons' performances

STRATEGIC ACTIONS

- Contribute to strategic discussions of the EMT about the School's image and reputation, that messages and behaviours are aligned and anger mitigation approaches – Refer to Strategic Actions Prompt Sheets
- Inform school council
- Inform the school community via letter or newsletter

CONCLUDING ACTIONS

- Provide all log sheets and written records/correspondence to EMT Log Keeper
- Attend EMT debriefing session
- Hold External Media Consultant debrief session (if mobilised)

HELPFUL CONTACTS

- Local Government Authority
- Victorian Bushfire Information Line (24 hours) on 1800 240 667
- ABC Radio - AM 774 - broadcast regular bushfire activity in consultation with relevant authorities, as do local radio stations in rural areas.
- CFA website: www.cfa.vic.gov.au
- DSE website: www.dse.vic.gov.au
- Catholic Education Offices:
- Melbourne: www.ceomelb.catholic.edu.au
- Ballarat: www.ceoballarat.catholic.edu.au
- Sale: www.ceosale.catholic.edu.au
- Sandhurst: www.ceosand.catholic.edu.au

4.8 FINANCE COORDINATOR

PRIMARY ROLE OF THE FINANCE COORDINATOR

To ensure adequate funds are available for the emergency response and recovery efforts, & providing advice & support to the EMT on financial planning impacts & aspects.

KEY INTERFACES

(IN CONSULTATION WITH/UNDER THE DIRECTION OF THE EMT LEADER)

EMT Leader	Advise on likely fiscal ramifications of incident and response plans
Financial Institutions	Keep appropriately informed

INITIAL ACTIONS

- If contacted, attend or advise as required
- If requested, provide input to the severity classification, refer to the Crisis Severity Matrix
- On arrival at EMT Room, discuss any change in status with EMT Leader
- Attend EMT briefing meeting

GENERAL ACTIONS

- Use Incident Log to record events, actions, messages and decisions
- Ensure no inadvertent admission of liability, fault or blame occurs
- Assess the degree of financial risk presented by the incident
- Notify relevant Banks of incident & any likely requirements
- Establish tracking system for financial liabilities generated
- Notify Insurance Brokers
- Maintain contact with Insurance Brokers and their assessors during incident regarding claims, loss assessment etc
- Provide EMT with a list of relevant insurance and coverage
- Assess whether any claims are likely
- Activate fund transfer procedures if necessary
- Advise if financial commitment to the response may affect normal school operations
- Review stakeholder listings: undertake necessary notifications
- Discuss with the EMT Leader any possible financial impact on contracts
- Compile an overall financial assessment including recommendations (include school business interruptions)

DUTIES – FINANCE COORDINATOR

- If public involvement is high, discuss with Legal Representation, invoking claims-handling procedures.
- For fatalities/serious injuries, in conjunction with HR, prepare compensation information for next of kin
- If a contractor is involved, review indemnity clauses with Legal Representation.
- Maintain & direct activities of the finance personnel in your charge
- If a long duration event, ensure effective handover to suitable replacement/alternate and that shifts are organised for your support staff

STRATEGIC ACTIONS

- Take an active role in brainstorming for development strategic planning and setting of recovery goals – review the Strategic Actions Prompt Sheets
- Consider strategic implications relating to financial data and reporting, cash flow, billings, payments, issues impacting regulatory requirements

CONCLUDING ACTIONS

- Provide all log sheets and written records/correspondence to EMT Log Keeper
- Attend EMT debriefing session

DUTIES – FACILITIES, TRANSPORT & LOGISTICS COORDINATOR

4.9 FACILITIES, TRANSPORT AND LOGISTICS COORDINATOR DUTIES

PRIMARY ROLE OF THE FACILITIES, TRANSPORT AND LOGISTICS COORDINATOR

The purpose of the Facilities, Transport and Logistics Coordinator is to make safe and secure affected areas, provide temporary facilities solutions while recovering the affected area and to provide support to the EMT by sourcing transport services, catering supplies, materials, resources, services, additional staff and other services as identified.

KEY INTERFACES

EMT Leader	Continually consult with regarding status of the incident location and plan the recovery of affected school facilities
External Suppliers	Source temporary facilities/alternate accommodation/transport/supplies/resources and any other recovery assistance
Finance Coordinator	Provide cost estimations for damage and supplies/resources

INITIAL ACTIONS

- Receive briefing from EMT Leader
- Consult with EMT Leader and refer to the Crisis Severity Matrix
- Determine Facilities members required for response
- Make site safe / secure (including isolations – electrical / gas)
- Erect signage and barricades as necessary to isolate incident scene and prevent entry by unauthorised personnel

GENERAL

- Use Incident Log to record events, actions, messages and decisions
- Carry out disaster recovery operations as requested by EMT
- Maintain contact with external service providers relevant to any disaster recovery activities (including restoration companies)
- Provide EMT with advice on disaster recovery priorities and timelines
- Invoke and accommodation and logistic contingencies
- Refer to Appendix C - Site Evacuation/Relocation Plan for details of alternate evacuation locations, procedures and required contacts
- Prepare a transport plan
- Estimate future service and support requirements
- Ensure the necessary administrative and logistical support is available – help deploy Support Groups
- For protracted incidents, ensure catering is organised, sets up rest facilities, and arranges appropriate building services as appropriate

DUTIES – FACILITIES, TRANSPORT & LOGISTICS COORDINATOR

- Commence damage inventory and provide inventory to the Finance Representative
- Deploy in house resources to begin salvage/disposal
- Organise re-entry to incident scene for recovery of items critical to recovery operations (and maintain a register of items removed)
- If a long duration event, ensure effective handover to suitable replacement/alternate

STRATEGIC ACTIONS

- Take an active role in brainstorming for development of strategic planning and setting of recovery goals – review the Strategic Actions Prompt Sheets

CONCLUDING ACTIONS

- Provide all log sheets and written records/correspondence to EMT Log Keeper
- Attend EMT debriefing session

DUTIES - HUMAN RESOURCES COORDINATOR

4.10 HUMAN RESOURCES COORDINATOR

PRIMARY ROLE OF THE HUMAN RESOURCES COORDINATOR

To ensure all legislative & ethical commitments in regard to the treatment of staff, students & their families are acted on and fully understood by the EMT and that all reporting is carried out. Monitor security aspects and minimise effects on physical and mental health

KEY INTERFACES

(IN CONSULTATION WITH/UNDER THE DIRECTION OF THE EMT LEADER)

EMT	Advise, assist and support as necessary
Offsite Incident Location	Keep updated, provide guidance and assistance
Communications Coordinator	Maintain liaison for personnel and IR issues

INITIAL ACTIONS

- If contacted, attend or advise as required
- If requested, provide input to the severity classification, refer to the Crisis Severity Matrix
- If incident involves “security issue” (terrorist/kidnap/extortion etc) contact Police
- Attend EMT briefing meeting

GENERAL ACTIONS

- Use Incident Log to record events, actions, messages and decisions
- Be responsible for issues relating to staff, students or members of their families during a crisis or threatening situation. Callout CEO/ Regional Office support and manage appropriate support staff to advise and assist with issues concerning – counselling, relatives’ support, employee relations, occupational health and safety and/or security
- With the EMT Communications Coordinator, develop procedures for effective and regular staff (and contractor) communications
- Review the injury/fatality status with the Legal Representation before defining approach – keep EMT Leader & EMT Communications Coordinator informed. Document the details and advise on legislative reporting
- Gather employee and next of kin contact details
- Develop guidelines and implement process for who communicates with next of kin and how this will occur. Notify parents/guardians of students first, then brothers and sisters in the school
- Action travel and accommodation plans for next of kin
- Set up a recovery room (including staff to monitor the room) for affected students and a waiting room for parents and guardians (setup details at the end of this Duty Card)
- Establish counselling and prepare a crisis counselling and relatives’ support plan

DUTIES - HUMAN RESOURCES COORDINATOR

- Oversee implementation of any counselling & support required for affected staff, students and relatives
- Provide information on financial assistance to families after a fatality/serious injury
- Ensure procedures are in place to shield families/next of kin from intrusive media
- Consider staff and students absent or off-site today, relief staff, ex-students and ex-staff who need to be informed
- Actively seek information from CEO and/or Region Office, emergency services, hospital or elsewhere
- Assist EMT Leader and EMT Communications Coordinator in selection of spokesperson(s) by providing media training details
- Gather any existing school employment records or data which may enlighten, or affect in any way, the incident (e.g. safety record, injured person's training &/or qualifications)
- Monitor in-house crisis impact particularly morale and rumours
- Monitor school community reactions and support those in care-giving roles
- Fulfil any requirements regarding additional response/operational personnel
- Develop guidelines for post-trauma and after-care counselling
- Review stakeholder listings. Undertake necessary notifications
- Support any overloaded member if you are not heavily loaded
- If a long duration event, ensure effective handover to suitable replacement/alternate and that shifts are organised for your support staff

STRATEGIC ACTIONS

- Take an active role in brainstorming for development of strategic planning and setting of recovery goals – review the Strategic Actions Prompt Sheets

CONCLUDING ACTIONS

- Provide all log sheets and written records/correspondence to EMT Log Keeper
- Attend EMT debriefing session
- Consider need for long term counselling and support for next of kin, students, families and employees
- Consider need for counselling for EMT, Support Groups and the Emergency Control Organisation

RECOVERY ROOM SET-UP

PRIMARY RECOVERY ROOM LOCATION First Aid Room

SECONDARY RECOVERY ROOM LOCATION Staff Room

- designate a room where people know they can quickly locate support staff
- ask for a staff volunteer, preferably with first-aid knowledge, to supervise the recovery room and to support those who are very distressed

DUTIES - HUMAN RESOURCES COORDINATOR

- set up a student recovery room well away from classrooms, or several rooms during a large incident, close to toilets and with comfortable chairs and tissues
- monitor students for shock reactions and have someone available to provide first-aid if required
- Send inconsolable people to the recovery area and/or Student Services staff (school psychologist, nurse, Clergy, year coordinators)
- Make arrangements for students/siblings/parents/guardians to be reunited
- provide a separate recovery room for staff
- allow distressed staff members and students reasonable access to the room
- ensure that several adults are available to monitor and assist students during a large or complex incident where a large number of students may be affected
- set aside a room for parents and guardians with tea and coffee making facilities, which is separate from students to avoid having them congregate around the school
- encourage students to gather in smaller friendship groups rather than larger groups
- keep a list of students who are attending the recovery room
- give students a task to undertake such as making a card or writing a letter to the injured person as soon as practicable
- contact parents/guardians of students who remain in the recovery room and alert them about possible concerns

4.11 SPOKESPERSON

PRIMARY ROLE OF THE SPOKESPERSON

To represent the school to the media and other external audiences, as authorised by the EMT. As such everything said should be considered to be “on the record” and therefore public property and subject to broadcast.

This position may be delegated to the Principal or other appointed delegate.

KEY INTERFACES

(IN CONSULTATION WITH/UNDER THE DIRECTION OF THE EMT LEADER)

EMT Leader, Region Office, CEO Media Coordinator	Take direction and receive approval on approach and content of information to be discussed or released
Communications Coordinator	Establish relevant incident facts and seek guidance on approach being taken and development of media conference presentation materials

INITIAL ACTIONS

- Obtain briefing from the EMT Communications Coordinator to establish all relevant facts concerning the incident and approach being taken
- If you are already involved in the EMT nominate a deputy to take over your normal operational role while you undertake the role of Spokesperson

MEDIA

- Communicate with the CEO Media Coordinator, Region Office and EMT Communications Coordinator on development of media conference presentation materials
- Confirm Key Messages
- Advise the EMT of key messages, display clearly in the EMT Room
- Make sure you know any appropriate site background information
- Communicate with contractor spokesperson/s if appropriate
- Be aware of all incident related media releases
- Review the Communications Plan (Appendix D)
- Following approval from EMT Leader and under guidance from the Communications Coordinator (and CEO Media Coordinator/Region Office) undertake external communications as appropriate

- In presenting information and responding to questions ensure that:
 - Use only facts. NO EXAGGERATION and NO GUESSWORK
 - No blame is allocated to others
 - Do not answer for others
 - Use minimum technical detail and language
 - Ensure promises and assurances made are deliverable
- Ensure that any promises and assurances that have been made to the media or other stakeholders (or any issues / questions / etc. raised by them) are relayed to the appropriate EMT personnel for action
- Continually monitor the progress / completion of these actions and distribute any responses to the appropriate media / stakeholder representatives once the content has been approved

GENERAL

- Use Incident Log to record events, actions, messages and decisions
- Act as the site based point of contact with agencies concerned with community relations, refer requests / complaints to the EMT Communications Coordinator
- Arrange for support staff / assistance as necessary to undertake your role
- If a long duration event, ensure effective handover to suitable replacement/alternate

STRATEGIC ACTIONS

- Contribute to strategic discussions of the EMT about the School's image and reputation, that messages and behaviours are aligned and anger mitigation approaches – Refer to Strategic Actions Prompt Sheets

CONCLUDING ACTIONS

- Provide all log sheets and written records/correspondence to EMT Log Keeper
- Attend EMT debriefing session

4.12 LOG KEEPER DUTIES

PRIMARY ROLE OF THE LOG KEEPER
To maintain a record of events as they occur in the Control Room for reference purposes during & subsequent to the incident response.

KEY INTERFACES	
EMT	Assist and support as necessary – collect and collate team logs
Communications Coordinator.	Maintain liaison to ensure an accurate record of events/updates

INITIAL ACTIONS	
-	If contacted, attend as requested <input type="checkbox"/>
-	Assist with room set-up if required <input type="checkbox"/>
-	Attend all EMT briefing meetings - act as recording secretary <input type="checkbox"/>
-	Prepare whiteboards for recording <input type="checkbox"/>
	<ul style="list-style-type: none"> • use electronic whiteboard for chronological recording • use other whiteboard to record current status

GENERAL ACTIONS	
-	Maintain chronological calendar of events on electronic whiteboard (from EMT meetings) – print off copies before advancing / cleaning board <input type="checkbox"/>
-	Maintain snapshot of current status on a whiteboard – update immediately after all EMT briefings <input type="checkbox"/>
-	Act as recording secretary for all EMT briefing meetings <input type="checkbox"/>
-	Try to remind EMT Members of any commitments they have failed to keep <input type="checkbox"/>
-	Display media releases on Control Room wall <input type="checkbox"/>
-	If a long duration event, ensure effective handover to suitable replacement/alternative <input type="checkbox"/>

STRATEGIC ACTIONS

- Take an active role in brainstorming for development of strategic planning and setting of recovery goals – review the Strategic Actions Prompt Sheets

CONCLUDING ACTIONS

- Gather and collate all log sheets and written records/correspondence
- Attend EMT debriefing session and record minutes of the debrief – capture any lessons learnt

4.13 CHIEF WARDEN DUTIES

PRIMARY ROLE OF THE CHIEF WARDEN

The Chief Warden is in charge of the overall management of an emergency situation which has the potential to threaten the safety of school occupants.

The Chief Warden directs the Wardens, provides a direct communication link between the Wardens and the EMT and liaises with Emergency Services. This enables the EMT to maintain an up to date knowledge of situation developments and status of resources.

KEY INTERFACES

Staff	Keep advised, provide advice and assistance, obtain regular updates
Students	Provide advice and assistance
Wardens	Notify promptly and keep informed
EMT Members	Guide, direct, prompt and seek input

INITIAL ACTIONS

- When contacted, attend as requested
- Attend EMT briefing meeting
- Obtain information from Emergency Services (website, telephone)

GENERAL ACTIONS

- If an emergency is evident, put in place the relevant procedure as described in the 'Emergency Procedures' document and liaise with the Emergency Services
- Ensure the EMT is fully briefed on Emergency Service activities and response to the situation
- Oversee the movement of staff and students to the Safe Refuge when directed
- Clarify any confusion of events / actions as soon as apparent
- Provide the EMT with up to date information on the conditions in the immediate area
- Oversee site evacuation if directed

STRATEGIC ACTIONS

- Take an active role in brainstorming for development of strategic planning and setting of recovery goals – review the Strategic Actions Prompt Sheets

CONCLUDING ACTIONS

- Provide all log sheets and written records/correspondence to EMT Log Keeper
- Attend EMT debriefing session
- Ensure Wardens are debriefed and any actions/lessons learnt are acted upon

SECTION 5 - POST EMERGENCY PROCEDURES

5.0 POST EMERGENCY PROCEDURES

5.1 RESUME AND RECOVER

5.1.1 *Background*

After an emergency, such as a flood, internal fire, severe storm or a bushfire, most families can expect to recover over time, particularly with support from relatives, friends, community agencies and organisations.

Recovery time for an individual may depend on past and present experiences, the thoughts and actions that contribute to these experiences, and an individual's own coping strategies. Students need time to recover from losses such as family members, friends, homes, pets, childcare schools and kindergartens.

Parents, guardians and teachers need to provide calm and honest answers to student's questions and, importantly, be guided by what a child asks. It helps students to understand what has happened if parents, guardians and teachers spend time responding to their needs.

NOTE: Communication is vital. Everyone affected by the emergency needs to be kept fully informed of the recovery progress. The relevant people should be consulted before major decisions are made.

Parents and guardians should be informed when students are able to return to the school. This can be through the media (e.g. community radio), by telephone, or by other means.

5.1.2 *Short term recovery*

In the short term:

- Students will be concerned about parents, guardians, friends and pets. They will need continuous reassurance and encouragement to express their concerns.
- Convey the likelihood that parents and guardians may be delayed for several hours because of traffic.
- Remind students that parents and guardians have been told that you will take care of them until they arrive.
- Encourage students to express their feelings through drama, art, writing activities and music (where appropriate).
- Allow opportunities to talk about the incident and reactions, taking the opportunity to explain that people respond in different ways. Allow students to opt out of discussion.
- Explain that a range of reactions may be experienced, that the reactions are normal, that people react in a range of ways and with time and support the reactions will ease
- Encourage students to comfort each other. Physical contact helps reduce feelings of separation and isolation.
- Discuss the chores that may await them at home. Emphasise the importance of their role in restoring order.
- Tell students why it is important to remain at the school, how you will care for them, and what they can do to help.
- Provide Psychological First Aid to identify individuals who may need counselling and support after the first few days.
- Identify and offer more specialised personal support to vulnerable and/or most affected staff and students.
- Notify staff who are not at school.

SECTION 5 - POST EMERGENCY PROCEDURES

5.1.3 *Medium term recovery*

In the medium term:

- Restore regular school routine.
- Encourage students to express their feelings through drama, art, writing and music activities (where appropriate) and allow opportunities to talk about the incident and reactions.
- Provide recovery support and advice for students, staff, parents and guardians about the normal cycle of recovery and advise of indicators that extra support may be required.
- Reiterate information about reactions as required.
- Follow up contact with families involved to express sympathy, arrange retrieval of personal items of students and staff members, as appropriate, and discuss school role in ongoing support.
- Update staff, parents, guardians and students as appropriate. Enlist the help of CEO's student support staff.
- Provide information and encourage support networks among parents and guardians.
- Make special considerations for suicide, including contagion effect.
- Consider cultural issues.
- Prepare public expressions of farewell such as obituaries and wreaths when a death has occurred.
- Attend funerals, with attention to the wishes of the family. Use replacement class room teachers to enable staff to attend the funeral.
- Keep a scrapbook of eulogies and sympathy cards in a central location for members of the school community to read.
- Continue support for students and staff.
- Monitor and support reactions within the school community
- Alert teachers to be sensitive to curriculum content.
- Monitor media coverage of the event to identify areas which may be causing difficulty or distress for students and staff.
- Consider ex-students.
- Keep your receptionist up-to-date with information.
- Liaise with outside agencies and maintain contact networks.
- Update your incident report to the CEO/Region Office, if appropriate.

5.1.4 *Longer term recovery*

Long-term recovery management requires a continuing awareness of individual needs and reactions and a process for managing those responses.

In the longer term, consider:

- Holding a memorial service.
- Acknowledge anniversary dates. Monitor and support members of the school community, particularly on significant dates such as anniversaries.
- Inform any new teacher about the child's or the class's experience and possible triggers which may cause a re-emergence of symptoms
- Continuing support for students and staff.
- Alerting teachers to be sensitive to curriculum content.
- Maintaining documentation.
- Ongoing liaison with other affected or vulnerable schools.

SECTION 5 - POST EMERGENCY PROCEDURES

- Ex-students.
- The processes for meeting visitors (e.g. community people most affected).
- Continue liaison with outside agencies and maintain contact networks.
- Consider long term intervention activities such as the need for ongoing counselling or other specialist support.
- Keeping receptionist up-to-date with information.
- Acknowledge people who have supported the school and the work of school-based and specialist care givers. Continue to monitor their wellbeing, particularly when things start to quieten down and they may start to reveal their own views about the experience.
- Review school records and mailing lists and amend as appropriate.
- Inquest date(s) and prepare for legal proceedings, if necessary.
- Acknowledge anniversary dates.
- Prepare people for coronial inquests and legal proceedings providing them with knowledge about what to expect

SECTION 5 - POST EMERGENCY PROCEDURES

5.2 Review the emergency response

Post emergency debriefs are required to identify key learning's to improve the school's response to any future incident. These debriefs should be documented and tasks to improve plans should be allocated to responsible parties. Both the EMT and ECO must conduct post emergency debriefs. Reconvene key people at regular intervals to review the school's response and the effectiveness of planning arrangements.

The debriefs should include the following:

- Debriefing meetings for staff and volunteers.
- Debriefing meetings for the school coordinator.
- Was your EMP effective in helping you respond to this event?
- What went right?
- What needs improvement?
- Who will update your plans and procedures to help you in the future?
- What lessons have been learned?

Re-examine the school's emergency management plan, to revise the plan on the basis of what worked well and what didn't work. Strategies which were found to be useful during the emergency should be included in the plan for future use.

6.0 APPENDIX A - PROFORMAS**LIST OF PROFORMAS**

- 6.1 CRISIS SEVERITY MATRIX**
- 6.2 INCIDENT NOTIFICATION FORM**
- 6.3 EMT BRIEFING AGENDA**
- 6.4 INCIDENT LOG**
- 6.5 STAKEHOLDER CORRESPONDENCE SHEET**
- 6.6 ROLE HANDOVER CHECKLIST**
- 6.7 END OF CRISIS CHECKLIST**
- 6.8 STATUS BOARD LAYOUT**
- 6.9 STAKEHOLDER LIST**
- 6.10 TASK LIST**
- 6.11 TEAM LIST**

6.1 CRISIS SEVERITY MATRIX

APPENDIX A - PROFORMAS

RESPONSE OUTCOME		STATUS 1 –INCIDENT MAINLY MANAGED BY THE SCHOOL'S EMT. REGION OFFICE/CEO MUST BE NOTIFIED (MAY ACTIVATE)	STATUS 2 –INCIDENT REQUIRING A COORDINATED RESPONSE FROM THE REGION OFFICE/CEO
		EMERGENCY MANAGEMENT TEAM	EMERGENCY MANAGEMENT TEAM AND REGION OFFICE/CEO
1	Personal injury	Injury involving hospitalisation	Multiple injury involving hospitalisation / fatality
2	Missing People	One or more people confirmed missing	One or more people confirmed missing >24hrs
3	Kidnap, Extortion, Sabotage	Confirmed threats without actions	Escalated threats or actions involving harm and/or significant damage
4	Loss of teaching capacity	Total loss of classes or >25% loss for less than two weeks	Total loss of classes or >25% loss for more than two weeks
5	Major contractor or supplier Issue	Supply or services disrupted with threat to teaching	Supplier in crisis
6	Financial issue	Cash flow or accounting issues	Escalated cash flow or accounting issues
7	Media coverage	Response required to local or state media article	Response required to nationwide media attention
8	Loss of facilities/infrastructure	Loss of facilities <u>not</u> affecting school activities	Long term loss of facilities affecting school activities
9	Regulatory / Government authority action	School controlling with higher than normal government interest	Threat of government interference with management and control
10	Loss of Senior Personnel	Personnel loss affecting normal teaching capabilities	Personnel loss affecting school management capabilities
11	Legal action	Threatened legal action	Confirmed legal action
12	Environment	Small spill / release with minor implications to staff and students	Significant spill / release requiring evacuation and regulatory reporting

6.2 INCIDENT NOTIFICATION FORM**APPENDIX A - PROFORMAS**

Mark any speculative information with an asterisk*

Name:		Position:								
Contact details:										
Incident Location:			Update No:	Date:	Time:					
Incident Type:	Medical	<input type="checkbox"/>	Injury	<input type="checkbox"/>	Fatality	<input type="checkbox"/>	Supply Interruption	<input type="checkbox"/>		
	Collision	<input type="checkbox"/>	Fire	<input type="checkbox"/>	Explosion	<input type="checkbox"/>	Pollution Release	<input type="checkbox"/>		
	Gas	<input type="checkbox"/>	Electricity	<input type="checkbox"/>	Sewerage	<input type="checkbox"/>	Water	<input type="checkbox"/>		
	Other:									
Severity:	Status 1	<input type="checkbox"/>	Status 2	<input type="checkbox"/>	(see Severity Matrix, Section 6.1)					
Status:	Stable	<input type="checkbox"/>	Escalating	<input type="checkbox"/>	Falling	<input type="checkbox"/>				
Injuries:	No. of Fatalities		No. of Serious Injuries		No. of Minor Injuries					
DO NOT list names on this sheet – verbally report names of fatalities / injuries to EMT										
Weather:	Dry	<input type="checkbox"/>	Wet	<input type="checkbox"/>	Windy	<input type="checkbox"/>				
	Wind Direction:			Wind Speed:						
	Forecast:									
External Assistance	Medical	<input type="checkbox"/>	Fire Brigade	<input type="checkbox"/>	Police	<input type="checkbox"/>	EPA	<input type="checkbox"/>	Mutual Aid	<input type="checkbox"/>
Mobilised Other:										
Impact on Operations										
Services Damaged:										
Services Shut Down:										
Area Affected:										
Response Forward Plan										
Next 30 Minutes:										
Next 6 Hours:										
Next 12 Hours:										
Last External Contact										
Agency	Contact Name			Time			By Whom			
CMT										
Medical										
Fire										
EPA										
Police										
Nature of Assistance Required:										
Prepared By:					Approved By:					

6.3 EMT BRIEFING AGENDA

APPENDIX A - PROFORMAS

The following is an example of a briefing meeting agenda, which serves as a guideline for the team. Actual meeting agendas will vary according to circumstances. Meetings should be chaired by the Team Leader and minutes recorded by the Log Keeper.

	AGENDA ITEM	DESCRIPTION	
1	Introductions	- Team members and their roles, any additions to the team	<input type="checkbox"/>
2	Current situation	- Description of the incident and current status - Updates from each Team Member - Assessment whether incident is under control or more resources are required, referring to the Severity Matrix	<input type="checkbox"/>
3	Immediate Actions	- Requests received for response resources or actions - Situations calling for immediate response	<input type="checkbox"/>
4	Planning	- Likely course of the incident - Key crisis management issues and risks - Possible initiatives and pre-emptive actions	<input type="checkbox"/>
5	Personnel	- Reallocation of responsibilities of absent team members - Support personnel needs - External support required	<input type="checkbox"/>
6	Stakeholder Communications	- Current status of communications plan (inc Media) - Notifications obligations & status (internal/external) - Outstanding compliance issues - Interventions by regulatory bodies	<input type="checkbox"/>
7	Media	- Any media interest or coverage - Media monitoring requirements - Selection and preparation of spokespersons	<input type="checkbox"/>
8	Any Other Business	- Items not covered elsewhere	<input type="checkbox"/>
9	Closing Remarks	- Summary of key points by EMT Leader - Emphasis recording information on log sheets - Focus on strategic planning & recovery, NOT managing the response	<input type="checkbox"/>
10	Next Meeting	- Time, place, agenda, attendance	<input type="checkbox"/>

6.5 STAKEHOLDER CORRESPONDENCE SHEET**APPENDIX A - PROFORMAS**

Use 1 page per correspondence

Correspondence Type	Incoming Call <input type="checkbox"/>	Outgoing Call <input type="checkbox"/>	Meeting <input type="checkbox"/>	Other (specify)
Call taken by				
Ext		Date:		Time:
Caller wished to contact				
Source of call	Government <input type="checkbox"/>	Media <input type="checkbox"/>	Public <input type="checkbox"/>	Staff Family <input type="checkbox"/>
	Employee <input type="checkbox"/>	Assistance <input type="checkbox"/>	Student's Family <input type="checkbox"/>	
CORRESPONDENCE DETAILS				
Name				
Title/Relationship				
Organisation				
Department				
Phone Number		Fax Number		
Return call before				
Message/information details				
Action required	Call Back <input type="checkbox"/>	Send Fax <input type="checkbox"/>	Wants Meeting <input type="checkbox"/>	
	Will call back <input type="checkbox"/>	Assistance <input type="checkbox"/>	Other <input type="checkbox"/>	
Action taken		Date:		Time:

6.6 ROLE HANDOVER CHECKLIST

APPENDIX A - PROFORMAS

Some crises may extend over a long period of time requiring a changeover of personnel. Team Members will be replaced by Alternates to avoid fatigue.

In the event the EMT is to sit for more than 12 hours, the following guidelines should be adhered to:

ROLE HANDOVER CHECKLIST

- All Alternates must be approved by the EMT Leader
- Alert Alternates for each team member, giving them the time that they will be required at the EMT Room. (Normally schedule for 10 to 12 hour shifts)
- Changeover times of individual Members should be staggered over a reasonable period to avoid concurrent changeover of several Members and maintain team continuity
- Individual hand-overs are to include a complete briefing on the crisis incident, current status and actions taken
- Departing Team Members are to sit with their Alternate until they are satisfied that the Alternate is fully conversant with the situation and duties
- Relieved Team Members are to advise the EMT Leader that their hand-over is complete and make arrangements for when they will next be required
- Relieved Team Members must ensure they get adequate sustenance and rest in case they are required again
- Responsibility for arranging handover is that of the individual members

REMEMBER: A tired team member is a liability. YES, EVEN YOU!

6.7 END OF CRISIS CHECKLIST**APPENDIX A - PROFORMAS**

In standing down the Emergency Management Team the following checklist must be considered:

END OF CRISIS

- On-going incident control if required
- On-going recovery actions handed over to appropriate personnel
- Resources for on-going control
- Final information release to:
 - Staff
 - Students, parents and guardians
 - Local Community
 - Government
 - Media
 - Environmental Agencies
 - Neighbours/Third Parties
 - Contractors
 - Consultants
 - Lawyers
 - Suppliers
 - Insurers
 - Emergency Services
 - Trade Unions
- De-brief of EMT members (including members currently relieved or stood down)
- Closing down security arrangements
- Finalise catering and other services
- Compile and file all documents relating to the response
- Arrange for full incident investigation and analysis
- Carry out follow-up review to ascertain effectiveness of:
 - Callout
 - EMT Function
 - EMT Support Teams
 - Communications strategy
 - Strategic Planning effectiveness
 - Site Emergency Response
 - Approve/comment on incident debriefing reports and recommended actions
 - Analyse public perception after final event (e.g. one week after incident)
 - Check if key messages got through to external parties
 - Revise Emergency Plans and Emergency Management Plan as required

6.8 STATUS BOARD LAYOUT

APPENDIX A - PROFORMAS

STATUS BOARD			
Incident Location		Severity	
Contact Numbers (Phone & Fax)		Status	
Incident Start date and Time		Weather	
Brief Incident Description			
Immediate Needs			
Actions Underway to Contain the incident			
Effects on People			
Effects on the Environment			
Effects on Operations			

APPENDIX B - BUSHFIRE PREPAREDNESS

7.0 APPENDIX B - BUSHFIRE PREPAREDNESS

7.1 APPLICATION

Bushfire preparedness is not just a concern of rural and regional schools. Metropolitan schools may be at risk from site specific factors (e.g. located in a leafy area) or because their students may attend activities or camps in bushfire prone areas.

During the summer months, the EMT Leader should check the CFA website regularly for fire danger ratings.

On days of Very High, Severe and Extreme fire danger days, the EMT should meet to pre-plan actions for the remainder of the day. Once notified of a Code Red day, the team must meet to confirm actions and ensure that all staff and students are advised. The CECV will be advising schools to close on Code Red (Catastrophic) days (the CECV website will report potential and actual closure notifications). The operation of school buses will also cease on Code Red days.

The table below outlines recommended actions for property holders in fire prone areas given each classification of fire risk.

FIRE DANGER RATING TABLE (VIC)

Fire Danger Rating	Recommended Action
CODE RED (CATASTROPHIC)	If you live in a bushfire prone area the safest option is to leave the night before, or early in the morning.
EXTREME	The safest option is to leave early in the day if you live in a bushfire prone area and your Bushfire Survival Plan is to leave. Only stay if your home is well prepared, well constructed and you can actively defend it.
SEVERE	The safest option is to leave early in the day if you live in a bushfire prone area and your Bushfire Survival Plan is to leave. Only stay if your home is well prepared and you can actively defend it.
VERY HIGH	If you live in a bushfire prone area and your Bushfire Survival Plan is to leave, the safest option is to leave at the beginning of the day.
HIGH	Check your Bushfire Survival Plan.
LOW – MODERATE	Check your Bushfire Survival Plan.

Courtesy Country Fire Authority

7.2 BUSHFIRE PREPAREDNESS CHECKLIST**BUSHFIRE PREPAREDNESS CHECKLIST**

- Check CECV website for potential and actual closure notifications
- Check relevant Emergency Services website for current information
- Determine who is responsible for monitoring fire risk information and how
- Complete CECV Bushfire & Emergency Management Self Assessment Tool (SAT); refer to <http://cevn.cecv.catholic.edu.au> and review any issues resulting from the assessment
- Review Emergency Management Plan prior to the official start of the bushfire season
- Ensure a back-up of the payroll master file is part of the school's normal back-up procedures. Regularly test that the back-ups can be used to recover all vital information
- Ensure communication procedures are in place to contact parents and guardians in the event of closure or evacuation. This includes communications to parents and guardians warning of impending school closures 72, 48 and 24 hours prior to a Code Red day
- Allocate roles and responsibilities of Principals, staff, parents and guardians in executing emergency evacuation procedures

7.3 EARLY COMMUNICATION

In the event of a bushfire the prime consideration is the safety of students, teachers, staff, parents and guardians.

During such an event considerable confusion and worry may be prevented if the people concerned know the procedures to be adopted. Schools must make sure that all parents, guardians and other school community members are aware of these procedures. Ask parents, guardians and staff to familiarise themselves with these procedures and to discuss them with students.

7.4 TRIGGERS FOR CLOSURE

Planned or Pre-emptive closure:

- On declaration of a Code Red fire danger day Emergency Services advise that fire safety plans should be enacted. In this circumstance, the CECV will advise Principals that at-risk schools in the designated areas are to enact their Emergency Management Plans and closure notification processes.
- This includes activating the communication tree and advising local ABC radio to inform all parents and guardians, students, staff and others providing services to the school of the proposed closure. Others to be contacted may include bus operators, suppliers, support agencies, etc.
- Immediate closure: Emergency Services may occupy and control a school site and instruct the Principal to close the school immediately in response to an imminent fire threat.
- Continuing closure: Emergency Services and/or the CECV may recommend a school remain closed due to:
 - threat of continuing fires
 - unsafe access
 - potential smoke, water contamination or building safety concerns

7.5 SCHOOL REOPENING

Following a bushfire incident schools that have been closed should reopen in close consultation with their Catholic Education Office.

Parents and guardians, students and teachers will be advised when schools will be opened via the school, the media and the CECV website www.cecv.catholic.edu.au.

7.6 DURING HEIGHTENED FIRE DANGER

Parents and guardians should arrange to collect their children from:

- Bus Stops – if students are passengers
- School – if students cycle or walk to school

Students should be housed in their home rooms and moved to the main building if necessary to ensure they are accessible and safe.

All teachers must maintain an accurate record of students to enable the school to account for missing or extra students.

If parents and guardians need to collect their children prior to the end of the school day, they must ensure the student is signed out and that the student's teacher is informed.

Coordinating teachers will communicate with staff and bus transport authorities to facilitate students coming to designated locations to join their parents and guardians.

Students must only be released to an authorised person. Staff must cross-check with the student emergency card which records the name of the person(s) authorised to pick up a student.

7.7 SCHOOL BUSES

If a fire occurs during school time in a zone serviced by the school ALL students on possible affected bus routes will be held at that school until the all-clear is given.

NOTE: On Code Red days, school buses would most likely be not be operating.

- Bus drivers must make themselves aware of possible hazards on their routes and determine areas of temporary refuge (this information must also be held by the Principal coordinating bus arrangements)
- Buses with students on board must not leave the school without the approval of the Principal
- Bus drivers must carry some form of communication device to contact Emergency Services or the school
- Bus drivers must notify Emergency Services (typically police) and the school immediately via two way radios or mobile phone if a bus is delayed en route
- Bus drivers must not allow students to alight from buses if fires are burning in the area unless parents and guardians are waiting for them. If no-one is waiting, buses will take students to the nearest safe area. (Safe areas to be agreed to by police and Principal coordinating bus arrangements)
- Bus drivers must have a card prominently displayed at all times showing telephone numbers of the school, Police and local CFA.
- If the road is blocked, the bus should return to the school, unless otherwise directed by Emergency Services personnel.

7.8 FAMILY FIRE SAFETY PLAN

It is important that all families (particularly those in bushfire prone or high risk areas) have a family fire safety plan that aligns with their school Emergency Management Plan.

The family fire safety plan should include information about alternative care arrangements for students in the event that school and children's services are closed with some warning.

The family fire safety plan should be practiced so families are familiar with the procedures to be followed in a bushfire.

7.9 LOCALISED BUSHFIRE EVENT

This advice is generic in nature and may alter according to the circumstances. If early evacuation advice is not issued or the fire is approaching the school and it is unsafe to evacuate, everyone should remain in the building after the following precautions are taken:

- Ensure Safe Refuge is ready for use.
- Assess initial information and confirm fire threat level (refer to Fire Danger Rating Table).
- Identify which buildings need to be evacuated in the case of a fire. Do not stay in portable/demountable buildings.
- Phone 000 for Fire Brigade (dial an additional 0 for an outside line, if required) or dial 112 if calling from a mobile and follow advice. Inform 000 / fire brigade operator which building/s the staff and students will be housed in. Keep in contact as fire approaches buildings so the operator can direct services as they may become available.
- Contact the CECV Emergency Management Officer to report the incident.
- The primary responsibility of staff is the safety of students.
- Move everybody inside, assembled away from the part of the building that will be initially exposed to the fire.
- Check attendance against class rolls at assembly area.
- Turn off power and gas.
- Listen to the local radio or TV on battery-powered sets for bushfire/weather warnings and advice.
- Close all windows, doors and block crevices, cracks and gaps with wet materials (e.g. towels, clothing) and fill gutters, all sinks, washbasins and drums with water.
- Stay inside in the identified area (preferably bricked and tiled) with available water and away from windows.
- Once the fire has clearly passed evacuate the building, assess and remain in a safe area.
- Staff should extinguish fires that may have started in or near the buildings once they have determined it is safe to do so. Douse embers around building with wet mops etc. This should be done in teams of not less than two staff and they should have some form of communication with the staff member managing the lockdown procedure (normally the Chief Warden).
- Staff should be suitably attired in natural fibre clothes (long sleeved top, long pants) and sturdy shoes.
- Ensure staff/students do not hamper Emergency Services or put themselves at risk by going near damaged buildings or trees.
- Contact the Catholic Education Office for further advice and support, as appropriate, including media support.
- Implement procedures to resume school activities, including arranging counselling support for anyone affected by the fire.

APPENDIX B - BUSHFIRE PREPAREDNESS

7.10 ACTIVATION AND ESCALATION POINTS FOR ACTION

<p>POTENTIAL OF FIRE IN THE SHIRE ON A VERY HIGH DANGER DAY OR ABOVE</p>	<p>On 'Very High' fire danger days, the team will meet to ensure preparedness and agree on actions should an incident arise.</p> <ul style="list-style-type: none"> - Draft messages for staff, students, parents and guardians should be prepared - All resources checked - Vigilance encouraged <p>This is the minimum level of preparedness for the Fire Danger Period.</p>
<p>CONFIRMED FIRE IN THE SHIRE ON A VERY HIGH DANGER DAY OR ABOVE</p>	<ul style="list-style-type: none"> - Call the team together - Confirm potential threat - Commence incident monitoring via CFA website, ABC Radio 774, Bushfire Info Line - Confirm location of fire and weather forecast - Does the fire pose any threat to the school? - If likely to escalate, confirm appropriate actions (if late in the day, is there any disruption to student home bound transport?) - Commence communication strategy to staff, students, parents and guardians - Initiate Appendix C - Site Evacuation / Relocation Plan if evacuation is required
<p>FIRE IN THE IMMEDIATE VICINITY OF THE CAMPUS ON A VERY HIGH DANGER DAY OR ABOVE</p>	<ul style="list-style-type: none"> - Call the team together - Confirm location of fire and weather forecast (wind strength and direction) - Commence incident monitoring via CFA website, ABC Radio 774, Bushfire Info Line - Is the school in the travel path of the fire? - Confirm appropriate action – Early dismissal of students, School Closure, preparation for movement to Safe Refuge - Commence communication strategy to staff, students, parents and guardians - Initiate Appendix C - Site Evacuation / Relocation Plan if evacuation is required - Ensure wardens have been activated and are available on radio - Considerations – time of day, transport limitations due to lack of buses, adequate supervision of students when at home, number of staff directly affected and students that reside in an area that is directly under threat

APPENDIX B - BUSHFIRE PREPAREDNESS

FIRE THREATENING THE SCHOOL ON A VERY HIGH DANGER DAY OR ABOVE	<ul style="list-style-type: none"> - Call the team together - Confirm the location of the fire and weather forecast (wind strength and direction) - Commence incident monitoring via CFA website, ABC Radio 774, Bushfire Info Line - Is the school in the travel path of the fire? - Confirm appropriate actions – Early dismissal, move to the Safe Refuge, site evacuation if safe to do so. - Commence communication strategy to staff, students, parents and guardians - Initiate Appendix C - Site Evacuation / Relocation Plan if evacuation is required - Ensure wardens have been activated and are available on radio - Considerations – time of day, transport limitations due to lack of buses, adequate supervision of students when at home, number of staff directly affected and students that reside in an area that is directly under threat
CODE RED (CATOSTROPHIC) DAY DECLARED AT LEAST ONE DAY PRIOR	<ul style="list-style-type: none"> - Call the team together - Confirm closure of the school is the appropriate action - Commence communication strategy to staff, students, parents and guardians - Considerations – transport limitations due to lack of buses, adequate supervision of students when at home, number of staff directly affected
CODE RED (CATOSTROPHIC) DAY DECLARED ON THE DAY	<ul style="list-style-type: none"> - Call the team together - Confirm appropriate action – early dismissal, School closure, site evacuation - Commence communication strategy to staff, students, parents and guardians - Initiate Appendix C - Site Evacuation / Relocation Plan if evacuation is required - Considerations – transport limitations due to lack of buses, adequate supervision of students when at home, number of staff directly affected

7.11 MORE INFORMATION

- Local Government Authority.
- Victorian Bushfire Information Line (24 hours) on 1800 240 667.
- ABC Radio broadcasts regular bush fire activity in consultation with relevant authorities as do local radio stations in rural areas.
- Catholic Education Office or Regional Office.

APPENDIX C – SITE EVACUATION / RELOCATION PLAN

8.0 APPENDIX C - SITE EVACUATION / RELOCATION PLAN

Transport arrangements for an off-site evacuation should be planned in advance. Advice can be obtained from the Local Emergency Management Committee (chaired by the Local Government).

Whenever there is an external threat to the safety of staff and students on site (such as bushfire), the Evacuation / Relocation Plan must be enacted.

SITE EVACUATION / RELOCATION PLAN

- The Facilities, Transport and Logistics Coordinator and the EMT Leader must assess the situation and seek advice from:
 - Catholic Education Office or Regional Office.
 - Fire and Emergency Services agencies.
 - Note: In case of bushfires obtain more information at:
 - CFA website: www.cfa.vic.gov.au
 - DSE website - www.dse.vic.gov.au
 - Victorian Bushfire Information Line: 1800 240 667
 - AM 774 ABC Radio
- Refer to Site Evacuation / Relocation Options table and map (Section 1.2) and determine the best evacuation location
- If evacuation is required off-site and not in walking distance from the school, make contact with bus company, confirm number of students requiring evacuation, obtain bus ETA, etc
- Continuously refer to information on safe evacuation road routes and alternatives (refer to Vicroads website www.vicroads.vic.gov.au)
- Advise the Chief Warden to implement the Evacuation Procedure (Red Emergency Procedure Folder) ensuring that all occupants are advised to assemble at a relocation staging area (if off-site evacuation is required) or at a identified evacuation assembly area within the school
- Isolate gas by closing mains valve
- Ensure sprinklers on oval are operational and ready to be activated
- Ensure all outside activities have ceased
- Have back up power unit in place ready for activation
- Implement traffic management strategy to ensure ease of access in and out of the campus
- Check school buses are fuelled and pre position school buses in preparation for movement of students. Ensure all roadways are clear.
- Issue two way radios to relevant personnel and conduct a radio check
- Isolate gas cylinders and check fuel tank for venting
- Once at the off-site evacuation location, have the Communications Coordinator activate the Communication Plan (refer to Appendix D)
- After an off-site evacuation the school site may need to be inspected or cleared by relevant authorities before people return to the site

9.0 APPENDIX D - COMMUNICATIONS PLAN

9.1 STAKEHOLDER COMMUNICATIONS INTRODUCTION

Handling communications forms an important component of crisis management.

In the course of a crisis, communications strategies are called for in order to –

- Supply critical information to prevent loss of life, injury, damage to the environment, or destruction of assets. This includes the stress and anxiety suffered by staff, students and their families
- Minimise public anger against the school
- Protect the school's reputation
- Demonstrate the values for which the schools stands

Effective communications strategies consist of a number of elements. These include –

- Identifying the target audience
- Selecting an appropriate channel to reach this audience
- Defining the purpose of the communication
- Delivering the message in a way that achieves this purpose
- Monitoring media coverage to assess impact and effectiveness of key messages

Messages can be delivered directly through organisation channels, or else through the media. If the media are to be used, this requires the adoption of certain techniques for handling the media correctly. Without these techniques, the communication strategies will fail to achieve their ends.

Seizing the initiative is critical. Communications must be actively managed, in particular those that involve the media. Crisis communications management, therefore, forms one of the highest priorities for the EMT.

The purpose of this crisis communications plan is to provide a framework that will allow the EMT Communications Coordinator, along with Diocesan assistance to develop effective communications strategies during the course of a crisis.

9.2 CRITICAL INCIDENT REPORTING

A critical incident is an event which has the potential to adversely affect the students, staff, or school community and interrupts the normal flow of daily events.

Examples of critical incidents include suicide and death of a student or member of the school community. Other traumatic events such as fires or flooding can have a significant impact on the school's ability to provide an effective learning environment for a period of time.

A critical incident in a school is likely to affect the physical, psychological and emotional wellbeing of staff and students and may have a minimal or significant impact on the school community. Some people will be more emotionally affected than others, but no-one involved should be ignored.

If handled properly, a critical incident can make a school community stronger in the long-term. If not, it can tear the school community apart. In times of crisis, direction from professionals coupled with trained compassionate staff help contain the emotional disruption associated with a traumatic event.

9.3 REPORTING INCIDENTS TO THE CATHOLIC EDUCATION OFFICE

Where the safety of staff or students is at risk, there is criminal activity, a threat to property or the environment, it must be reported immediately to emergency services on 000. It should then be immediately reported to the relevant Catholic Education Office EMO.

The following incidents should be reported:

- Fatality including illness, suicide and suicide attempts
- Serious injuries (involving visiting a GP, ambulance transport or hospitalisation)
- Transport accidents
- Assault, threat of assault or offensive behaviour
- Firearms, weapons or bomb threats
- Siege, hostage, disappearance or removal of a student
- Outbreak or incidence of disease
- Fires, floods, major disasters or natural event
- Chemical, biological or radiological spillage or contamination
- Criminal acts (violence, theft, arson, vandalism, graffiti)
- Sexual assault or allegations involving inappropriate sexualised behaviour.

After the event, an Incident Report form, available under Emergency Management on CEVN, should be completed and lodged with your Catholic Education Office.

9.4 CRISIS COMMUNICATIONS FRAMEWORK

The purpose of this framework is to serve as a guide to developing an effective communications strategy during a crisis. To assist this process, each of the steps that make up the plan have been filled out with sample contents to illustrate their nature. In any real situation, the team in charge of communications management will have to create information based on the event or issue.

1. General communications to parents, guardians and the local community
2. School closure communications checklist
3. Supplying critical information
4. Notifying authorities & statutory obligations
5. Identifying key stakeholders
6. Likely concerns of key stakeholders
7. Key messages for communicating with the school community
8. Reaching stakeholders through direct channels
9. Communicating outside the school community through the media
10. Recognising media needs
11. Creating first impressions
12. Minimising public anger/outrage
13. Monitoring media coverage
14. Holding statements
15. Interview techniques
16. Reception guidelines
17. Sample letters

1. GENERAL COMMUNICATION TO PARENTS, GUARDIANS AND THE LOCAL COMMUNITY

At the beginning of each year parents and guardians should be advised of the school's Emergency Management Plans and emergency safety policies – and the 'rules' you expect parents and guardians to follow.

This can be achieved by publishing a newsletter at the start of the school year including the during incident communication below on your school web-site.

The likely consequences of inadequate communication of the EMP to parents and guardians are:

- a flood of telephone calls (if the system is working)
- a major traffic jam in front of your school (if the roads are open)
- people (neighbours or friends) volunteering to take children home

In the event of an emergency, school staff or Emergency Services will attempt – as soon as it is safe to do so – to contact parents and guardians to advise of the status of the emergency, if students have been evacuated, when they will be returned and when it will be safe to collect their children.

Parents and guardians should be advised in advance to be realistic about how long it may take for the school to contact them when an emergency arises, especially if children have been relocated to another town or it is unsafe to travel by road.

Advise parents and guardians to keep the following in mind:

- DO NOT contact the school, if it has been evacuated no one will be there to answer your call.
- Staff are endeavouring to deal with the emergency, so please do not distract them from seeing to the safety of your children first. Their safety is of paramount importance.
- Parents and guardians calling staff mobile numbers may prevent staff from:
 - Seeking assistance and guidance from Emergency Services thereby putting students in further danger
 - Trying to contact parents or guardians about the whereabouts of their children.

If parents and guardians have provided their children with mobile phones, they should not call them. Making contact with parents and guardians may distract students from listening to instructions from staff and endanger their safety. Students will be advised by their teachers when they can safely use their mobiles to make contact.

If parents and guardians are on the phone with their child during an emergency, they should provide them comfort and assurance. Students may become agitated and panicked if they hear fear in the parent or guardian's voice and this may hamper staff in ensuring disciplined and calm behaviour.

To ensure relevant stakeholders are informed of a school incident or an impending school closure, the following stakeholder guides should be referenced.

APPENDIX D - COMMUNICATIONS PLAN

2. SCHOOL CLOSURE COMMUNICATION CHECKLIST

If the school will be closed or school buses not available: In advance, advise parents, guardians and staff via:

- Letters for students to take home.
- School Website: Post closure details on home page.
- CEO Website.
- Local radio stations.
- Local ABC Radio Station.
- Staff Contact List, (refer to Appendix H - Contact Directory).
- If late notice or out of hours, contact student's parents or guardians. Note time called, person communicated with or if no answer/message left.
- 'SCHOOL CLOSED' signage at the school gate and in the local community.

- **If students have been evacuated:** As soon as it is safe to do so contact parents and guardians to advise of the status of the emergency, when students will be returned and when it will be safe to collect their children. This can be achieved via:

- School Website: Post evacuation details on home page (if possible).
- Local radio stations.
- Local ABC Radio Station.
- Contact student's parents or guardians. Note time called, person communicated with or if no answer/message left
- 'SCHOOL CLOSED' signage at the school gate and in the local community.

- Use school roll to account for students and note release details (if students are being picked up by parents and guardians off-site).

3. SUPPLYING CRITICAL INFORMATION

Immediate priority has to be given to the supply of critical information that may help prevent loss of life, injury, damage to the environment, or the destruction of school assets. This includes the stress and anxiety suffered by staff, students and families.

As a general rule, staff, students and families should be notified of all major developments in a crisis directly through organisational channels, before receiving the news through media channels.

EXAMPLES OF CRITICAL INFORMATION

RECIPIENTS

Need for evacuation

- Employees
- Students
- Contractors

Health and safety alerts

- Relevant authorities

Notification of fatalities

- Next of kin
- Employees
- Students and families
- Relevant authorities

APPENDIX D - COMMUNICATIONS PLAN

Status and identity of injured personnel	<ul style="list-style-type: none"> - Next of kin - Co-workers/classmates
Equipment and other assistance required	<ul style="list-style-type: none"> - Sources of assistance
Assistance on its way	<ul style="list-style-type: none"> - Crisis victims - Emergency personnel

4. NOTIFYING AUTHORITIES & STATUTORY OBLIGATIONS

Regulatory and statutory obligations include the notification of relevant authorities for certain types of crisis situations. These need to be dealt with promptly and efficiently.

EXAMPLE OF A SITUATION**RELEVANT AUTHORITIES**

Fatalities	<ul style="list-style-type: none"> - CEO, Police, Coroner, WorkCover
HAZMAT Release	<ul style="list-style-type: none"> - CEO, EPA
Injuries	<ul style="list-style-type: none"> - CEO, WorkCover

5. IDENTIFYING KEY STAKEHOLDERS

Stakeholders are all parties with an interest in the outcome of a crisis situation affecting the school. Stakeholders may be internal, such as staff and students, or external, such as local communities and families. Not all stakeholders are of equal importance, nor will they all react in the same way to a particular message.

A critical early step is to identify the key stakeholders in any crisis and to orient communications towards these stakeholders. The importance of all the various stakeholders in a school will vary from situation to situation and throughout the course of a crisis.

EXAMPLES OF STAKEHOLDERS	RANK IN IMPORTANCE
Employees	
Next of kin	
Students and families	
Local communities	
CEO	
Senior management	
Politicians	
News media	
General public	
Contractors	
Suppliers	
Governments	
Unions	
Industry associations	
Others	

APPENDIX D - COMMUNICATIONS PLAN**6. LIKELY CONCERNS OF KEY STAKEHOLDERS**

Key stakeholders will have a range of concerns in the event of a crisis situation. Anticipating these concerns forms a major step in defining the key messages to communicate to these stakeholders

EXAMPLES OF KEY STAKEHOLDERS	LIKELY CONCERNS
Staff, Students and families	<ul style="list-style-type: none"> - Critical information - Impact on jobs and school future - Changes in work practices to come
CEO	<ul style="list-style-type: none"> - Critical information - Impact on teaching and school future - Steps taken to prevent future incidents
Next of kin	<ul style="list-style-type: none"> - Critical information - Steps taken to prevent future incidents
Local communities	<ul style="list-style-type: none"> - Environmental or health hazards
Regulatory bodies/ Law Enforcement agencies	<ul style="list-style-type: none"> - Compliance issues - Cooperation from the school with investigations
Politicians	<ul style="list-style-type: none"> - Relevance to pet issues
News media	<ul style="list-style-type: none"> - Flow of information from the school, including background material, file footage - Relevance and truthfulness of school statements - Access to the site and personnel for cameras and interviews
General public	<ul style="list-style-type: none"> - Who is to blame - Has the school acted in good faith - What values has the school demonstrated
Unions	<ul style="list-style-type: none"> - Have members interests been looked after - Is the school in breach of agreements

7. KEY MESSAGES FOR COMMUNICATING WITH THE SCHOOL COMMUNITY

The school will need to address the concerns of stakeholders through key messages that illustrate the school's position on the crisis and its implications.

Messages also present an opportunity to provide known facts, dispel rumours and to establish a common reference base. It also provides an opportunity to outline the preliminary recovery management arrangements.

These key messages need to be accompanied by candid statements of the facts surrounding an incident, and need to be consistent with these facts.

Before contacting stakeholders, **ENSURE YOU HAVE VERIFIED INFORMATION**. Undertake the following pre-notification tasks:

- Contact the bereaved family or police to ascertain what information may be released within the school
- Prepare a factual written statement, without graphic detail, for use as a reference by teachers when discussing the incident with students
- Determine whether to tell students about the incident at a whole school assembly, by year levels or individual classes depending upon the nature of the incident
- Discuss with teachers who feel uncomfortable raising the event with students and arrange for support from another teacher or a member of the recovery team
- Identify staff who may be too distraught to take classes and arrange replacements from within the school, from neighbouring schools or casual teachers
- Inform students soon after briefing staff

KEY MESSAGES FOR IDENTIFIED GROUPS

KEY STAKEHOLDER	KEY MESSAGE
Employees - Immediately	<ul style="list-style-type: none"> - provide teachers and ancillary staff with a brief outline of the incident - provide a brief factual outline to others within the school community on a need-to-know basis - inform staff as soon as possible about a serious emergency involving death or injury which occurs after hours, on the weekend or during school holidays - inform staff about arrangements for holding a briefing meeting before informing students at the start of the next school day
Employees – Before start of the school day	<ul style="list-style-type: none"> - verify and restate factual information about the incident, so that staff can understand what has happened and the information will sink in - talk with staff about the reactions they may experience - outline recovery management arrangements - inform staff about procedures for dealing with the media - discuss procedures to be followed by staff during the day - discuss guidelines for informing their students and ways of answering questions from students

APPENDIX D - COMMUNICATIONS PLAN

- provide teachers with a written summary for use as a reference when discussing the incident with students
- ensure that staff have time to have their questions answered and to talk about the incident amongst themselves.

Certain teachers or staff members may require special help, for example those who were close to the victim or who had recently disciplined the deceased. These staff members should not be expected to deal with the emotional problems of students if they are having difficulty managing their own response. Those teachers who feel uncomfortable with discussing the event should be assisted by a recovery team member or a peer or have such a person inform their class for them.

Employees – At the end of the school day

- meet with staff to review the day, to allow staff to share the trauma of the day, and identify students at risk
- ensure that school emergency team members are available to offer support and guidance

Close Friends

Notify close friends of the dead or injured, including girlfriends or boyfriends, prior to making an announcement to other students

- take students aside when they arrive at school and inform them privately
- consider contacting the students or their families at home prior to the start of the school day
- ensure that individual attention is given to intimate friends who are likely to have special needs beyond those of other students

Students

The classroom setting enables teachers to monitor individual reactions within a supportive environment. Death, injury or other significant emergencies are usually more effectively managed in a classroom setting rather than at a general assembly or over the public address system. Teachers should establish a climate of open communication to help students work through issues such as unresolved conflicts which traumatic events may cause to resurface.

In the classroom environment, Teachers should:

- provide a factual account of the incident at the beginning of the first class, in a way that ensures that everyone hears the same information
- limit speculation and rumour by providing factual and relevant information about the incident
- inform students about the location of counselling services and recovery rooms
- inform students about arrangements for memorial services, funerals and appropriate ways to express condolences
- outline arrangements for the day.

Teachers must mark a roll to identify who has been informed.

APPENDIX D - COMMUNICATIONS PLAN

Next of kin	Notify parents and guardians of students directly involved in the incident first, then brothers and sisters in the school
Families & School Community	<p data-bbox="517 282 1430 394"><i>Parents, guardians, school councillors, other members of the school community and neighbouring schools will want to know what has happened and to assist if possible.</i></p> <p data-bbox="517 412 1315 483"><i>It is important that they are given factual information and that the information has been approved for public release.</i></p> <ul data-bbox="517 501 1430 1021" style="list-style-type: none"> - confirm the release of information with those directly affected and to the police - send a letter to parents and guardians about the incident - advise parents and guardians about the recovery arrangements which have been put in place - provide copies of the Common Reactions To Trauma pamphlets to parents and guardians - explain to parents and guardians that adolescents are likely to seek comfort from their peer group rather than their parents, guardians and adults - provide a recovery room for parents and guardians and run briefings as required.

APPENDIX D - COMMUNICATIONS PLAN**8. REACHING STAKEHOLDERS THROUGH DIRECT CHANNELS**

Where the school has access to stakeholders through direct channels, these should be utilised as soon as possible to deliver key messages and supporting facts

EXAMPLE OF CHANNEL	STAKEHOLDER RECIPIENTS
Face to face meetings	<ul style="list-style-type: none"> - Next of kin - Students & families - Staff at site
Telephone calls from Management	<ul style="list-style-type: none"> - Next level down in management structure - Direct next of kin if a fatality or prolonged incident - Sympathetic media contacts - Interested politicians
Intranet	<ul style="list-style-type: none"> - Employees
Internet	<ul style="list-style-type: none"> - Students & families - Employees and next of kin - General public

9. COMMUNICATING OUTSIDE THE SCHOOL COMMUNITY THROUGH THE MEDIA

Where the school has to use the media it is important to remember that the target audience remains key stakeholders, not the media themselves. This influences the priority given to different media channels and selection of the best means of message delivery. In general, supporting facts can be rendered easily through prepared statements or by visual means, while key messages usually require a more personal touch to be convincing.

EXAMPLE OF CHANNEL	STAKEHOLDER RECIPIENTS	MEANS OF MESSAGE DELIVERY
Local press and radio	<ul style="list-style-type: none"> - Next of kin - Students and families - Local community 	<ul style="list-style-type: none"> - Site interview - Press release - Photographer/reporter access - School spokesperson interview
TV	<ul style="list-style-type: none"> - Students and families - Employees - General public 	<ul style="list-style-type: none"> - Media conference - School spokesperson interview - Camera crew access - Archive footage

10. RECOGNISING MEDIA NEEDS

Effective relations with the media begin with the recognition of what it is media channels require. If the school cannot meet these needs, media outlets will supply the missing requirements themselves. This may not be in the school's best interests

MEDIA NEED	EXAMPLE OF SCHOOL RESPONSE
Awareness of incident	<ul style="list-style-type: none"> - Activating media contact directory
Information	<ul style="list-style-type: none"> - Initial holding statement - Scheduled news conferences - Access to the site and school representatives - Background material on the school and site
Newsworthy items	<ul style="list-style-type: none"> - Media releases - Access to the site and school representatives
Items suitable for broadcast	<ul style="list-style-type: none"> - Sound bites - Quotable statements - Archive footage or material
Spokesperson with authority	<ul style="list-style-type: none"> - Designating school spokespersons
Deadlines	<ul style="list-style-type: none"> - Media initiatives timed to meet deadlines
Special stakeholder interests	<ul style="list-style-type: none"> - Information tailored to specialist interests
Exclusive coverage	<ul style="list-style-type: none"> - Privileged access for selected agencies

APPENDIX D - COMMUNICATIONS PLAN**11. CREATING FIRST IMPRESSIONS**

The first impressions created by the school during the initial phase of a crisis will set the tone for both media coverage and public perception throughout the incident. This initial phase is crucial.

FIRST IMPRESSION	EXAMPLES OF SCHOOL'S ACTIONS
The school has nothing to hide	<ul style="list-style-type: none"> - Makes initial contact with the media - Discloses facts of the matter promptly - Cooperates with media requests - Provides regular updates
The school accepts there is a crisis situation	<ul style="list-style-type: none"> - Arrangements made to accommodate media - Authorised spokespersons are available
The school is not dragging its feet in its response to the crisis	<ul style="list-style-type: none"> - External agencies invited to lend support to the emergency effort - School resources have been fully mobilised - Management is involved in the response
The school cares about the victims	<ul style="list-style-type: none"> - Statements of sympathy and concern - Direct contact made with next of kin - Financial and other assistance offered
The school is prepared to take responsibility for its actions	<ul style="list-style-type: none"> - Admission of fault where this is so - Willingness to investigate the incident fully - Seen to cooperate with investigating agencies - No attempt to pass blame on to others
The school can be trusted	<ul style="list-style-type: none"> - Willing to admit fault - Accepts seriousness of situation
The school accepts public scrutiny as legitimate	<ul style="list-style-type: none"> - Preparedness to answer questions - Willing to debate critics
The school shares the same concerns as everyone else	<ul style="list-style-type: none"> - Media and next of kin granted access to managers

APPENDIX D - COMMUNICATIONS PLAN**12. MINIMISING PUBLIC ANGER**

Public anger is built on perception of the school as uncaring and irresponsible. Minimising anger involves changing this perception. In a crisis situation, when public scrutiny is at its most intense, the school can inflame public opinion or else it can gain a reputation as a responsible school.

MINIMISING ANGER	INFLAMING PUBLIC OPINION
Acknowledging problems, expressing regret and sympathy	Denying issues, pretending all is well, seeing the question as purely a PR challenge
Facing the media in person, presenting a human face	Keeping silent, issuing only written statements, using overly technical language
Checking facts before issuing statements	Making hasty assumptions and later backtracking
Maintaining a constant flow of information	Hiding as much as possible from the public eye
Accepting victims anger and critics as expressing legitimate points of view	Being defensive towards victims and dismissive of critics
Adopting full range of stakeholder perspectives on the crisis	Attending only to stockholder interests
Being clear about any hazards to public health or the environment	Playing down threats, ridiculing those who raise the alarm
Erring on the side of safety	Trying to minimise short term damage
Identifying real source of problem if known	Giving vague and unconvincing explanations
Asking for and accepting external assistance during the crisis and with any investigation	Refusing any offers of help, closing the doors to school outsiders as far as possible
Focusing on fixing the problem at hand	Diverting attention on to other issues
Promising to learn from the experience	Claiming the school to be infallible
Meeting with families and victims	Avoiding face to face contact with victims
Making clear commitments to assist victims and honouring these	Seeking to wriggle out of any clear commitment due to fear of conceding legal liability
Exceeding community expectations when compensating victims	Engaging in long legal contest to avoid compensation Paying as little as possible
Setting up independently administered fund to deal with long term after effects	Keeping control at all costs

APPENDIX D - COMMUNICATIONS PLAN**13. MONITORING MEDIA COVERAGE**

Over the course of an incident, media coverage will put the communications strategy to the test and call for shifts and adjustments in the school's position to be made. This in turn requires constant monitoring of the media and checking the content of media coverage against the key messages the school wishes to get across.

MEDIA ITEM CHECKLIST	REMEDIAL ACTIONS
Is the school's position being represented in media coverage?	- Ensure media channel have copies of media statements and contact details of school representatives
Are media releases being used and quoted?	- Check language of media releases for short quotes and sound bites that convey key messages
Are spokespersons being interviewed?	- Ensure spokespersons are available to media
Are spokespersons creating a good impression?	- Coach spokespersons or replace with others
Are key messages getting across?	- Discuss with spokespersons and with the drafters of media releases
Are the right key messages getting across to the right stakeholders?	- Shift emphasis in media releases to specific media channels directed at key stakeholder groups
Are key stakeholders being reached?	- Look at media channels carrying coverage
Do the facts support the key messages?	- Check for consistency
Are supporting facts being cited?	- Ensure supporting facts are known to media
Have damaging facts come to light?	- Draft response, investigate truth of claims
Are there groups hostile to the school with access to the media?	- Identify such groups and their underlying agenda - Try to win over the middle ground
Is public anger rising or falling?	- Examine any specific causes of anger and address
Is the school's reputation being damaged?	- Adjust communications strategy

14. HOLDING STATEMENTS

Holding statements are designed to keep the media at bay during the initial phase of an incident when details are only emerging and the picture is confused. These statements should limit themselves to known facts, avoid speculation, and give a positive picture of the school's response effort to date. Holding statements should state briefly what has happened and where, how many people are involved, and what the school is doing. It is important to advise when and how further information will be released. Liaise with the Region Office/CEO prior to releasing holding statements.

APPENDIX D - COMMUNICATIONS PLAN**15. INTERVIEW TECHNIQUES**

Giving good interviews involves a high degree of skill. Preparation is essential. The following is a guide to some of the more effective interview techniques.

TOPIC	TECHNIQUE
Preparation	<ul style="list-style-type: none"> - Develop key messages - Find out media needs, the particular angle or information required - Anticipate difficult or hostile questions and prepare response - Provide background information - Rehearse with a colleague
Setting the tone	<ul style="list-style-type: none"> - The opening question will set the tone for the entire interview. A weak response will invite criticism and reinforce suspicion in or hostility to the school. A strong response will set the discussion on favourable terrain, allowing key messages and supporting facts to come through in a convincing manner.
Conversation	<ul style="list-style-type: none"> - The interviewer will have a list of prepared questions. There is no need for the interview to follow this script however, and can take the form of a conversation instead, if the interviewee takes the lead. This may well suit both parties.
Distractions	<ul style="list-style-type: none"> - Bright lights, microphones, interruptions can distract an interviewee and throw them off their stride. Focusing on the interviewer is crucial. Make and keep eye contact as much as possible
Self control	<ul style="list-style-type: none"> - Maintaining composure is a must. All responses, even to provocative or accusing questions, must be considered and weighed against key messages and with a view to the impression that needs to be made. Sometimes an interviewer will interrupt and not allow a proper answer in an attempt to throw the interviewee off balance
Body language	<ul style="list-style-type: none"> - Head and body stance, positioning of the arms, eye movement, and tone of voice all make an important contribution to the credibility of the interviewee
Candour	<ul style="list-style-type: none"> - Admitting problems and difficulties, accepting responsibilities where these are clear, and acknowledging mistakes where these have been made, give the school a human quality and affect its perception. - Care has to be taken over legal liability, but usually this aspect is exaggerated. High priority needs to be given to showing concern for victims and a commitment to put things right

APPENDIX D - COMMUNICATIONS PLAN

Blocking	<ul style="list-style-type: none">- Not all questions are appropriate or need to be answered. The key is not to be evasive but to confront these head on and explain why they will not be answered. Often such questions are speculative or accusing, and can be blocked with statements such as, 'a full investigation will show the truth of that matter'.- The words 'no comment' are to be avoided
Bridging	<ul style="list-style-type: none">- This is the skill of making a subtle transition to topics that allow key messages to get across. This technique is often combined with blocking.
Speculation	<ul style="list-style-type: none">- Many questions will invite the interviewee to speculate on future events, such as what an investigation will reveal, what may have caused the incident, what might have happened. There is no need to take up such invitations. Stick to the facts and key messages
Referring to other people's statements	<ul style="list-style-type: none">- Interviewers may also ask for comment on remarks given by others, especially where these appear to contradict a key message. Such comments should be avoided
Leading questions	<ul style="list-style-type: none">- Some questions may call for a yes or no answer, neither of which is favourable. Others may be based on misinformation or a misunderstanding that needs to be challenged before the question can be answered

16. RECEPTION GUIDELINES

During any crisis incident, receptionists will be the major first points of contact for a wide range of stakeholders. In a crisis, reception is to professionally answer incoming calls, record their details, prioritise them and ensure that they are directed to an appropriate person to respond. They should not discuss any details with any caller; especially the media, other than what they have been directed to answer.

- Provide Receptionists with regular clear briefings on the message strategy and handling of inquiries from the public, employees, next of kin and the media – particularly television crews and reporters
- All incoming telephone calls should be recorded on a Stakeholder Correspondence Sheet (Section 6.5)
- Recorded messages should be avoided
- Calls will need to be prioritised into those to be put straight through and those who will be called back. Review with Reception which key stakeholders fall into the former category (media, government, regulators and next of kin) and which fall into the latter. Provide details of the names and extension numbers of EMT Members and Supports who will take the calls from the key stakeholders
- Normal business must continue, if possible, and these callers need to be treated efficiently
- Appoint support staff to collect completed Stakeholder Correspondence Sheets and deliver to the EMT Room on a frequent basis
- Review need for and provide appropriate back up assistance
- Provide reception staff with regular, clear briefings on the message strategy and scripts for handling a range of enquiries, including difficult and demanding callers
- Consider establishing and publicising an Emergency Information telephone number
- If a long duration event, ensure effective handover to suitable replacement/alternate

17. SAMPLE LETTERS

Prompt communication with all parents and guardians in the school following an emergency will help them to understand what has happened and will also help to dispel rumours which can be extremely destructive. If possible, an information letter should be sent to all parents and guardians within twenty-four hours of the emergency. Further information could be communicated to parents and guardians as an information item in the school's regular newsletter or as a special newsletter about the emergency. Information to be included in the letter should be verified for accuracy and confirmed as available for public release with police. In some cases, police or others may not want certain information to be published, even though it may be widely circulating informally within the school community. Sample letters include are:

- Student Death, Example 1
- Student Death, Example 2
- Student Death, Example 3
- Death of a Teacher
- Regular Newsletter
- Anticipated Death

Each of the sample letters have five functions. It tells parents and guardians:

1. The facts
2. What the school has done
3. The school's plans
4. How their children may react
5. How to get help

The following sample letters should be distributed in the School's letterhead and signed off by the most senior school representative.

SAMPLE LETTER—STUDENT DEATH, EXAMPLE 1

Dear Parent/Guardian's,

It is with great sadness that I am writing to inform you that (number) of our students were tragically killed in a road accident while returning from _____. They (use names if approved by next of kin) were travelling with other students when the accident occurred.

Several other students, teachers and the driver sustained minor injuries. All were able to go home after medical treatment. The parents/guardians and families of XX and XY have the support of the broader school community and our heartfelt sympathy is with them during this time of grief.

A Mass will be celebrated for XX and XY on _____ at our school. More information will be made available closer to the time.

This tragedy will affect our students and to facilitate support, it is advisable for school routine to continue, and students are encouraged to attend school regularly.

Reactions of students will vary and may include crying, not wanting to talk (or wanting to talk), wanting to be alone, anger, lack of concentration, sleeping and eating problems. Should you or your child feel the need for professional assistance, please contact myself or the student welfare coordinator _____, who will be able to assist you.

A counsellor from _____ has spoken to the Year _____ students today and will be available for if you require further assistance. Contact may be made through the student welfare coordinator, or on _____ (telephone number).

I ask that you keep the families of these students in your prayers.

Principal

SAMPLE LETTER—STUDENT DEATH, EXAMPLE 2

Dear Parent/Guardians

It is with great sadness that I am writing to inform you that early on Sunday morning three current students and a former student were tragically killed and one was critically injured.

The parents/guardians and families have the support of the broader school community and our heartfelt sympathy is with them during this time of grief.

Your children may be affected by the student's deaths in a variety of ways. Reactions may include crying, not wanting to talk, wanting to talk, anger, wanting to be alone, lack of concentration, sleeping or eating problems. Should you or your child feel the need for professional guidance please contact me or _____, our school psychologist/social worker on telephone _____ who will be able to assist.

It is advisable to encourage a return to normal school routine when students return to school and for students to attend each day. We are all deeply saddened by this event and will work with you in providing your children every support.

We have been reassured by the care and concern demonstrated by students, teachers, parents and guardians in the support offered at this difficult time.

I ask that you keep the families of these students in your prayers.

College Spokesperson

SAMPLE LETTER—STUDENT DEATH, EXAMPLE 3

Dear Parent/Guardians

It is with great sadness that I am writing to inform you that last week one of our students was killed in tragic circumstances. The school is providing support to _____'s family and offered them the sympathy of our school community.

The Year 5 children will conduct a paraliturgy and establish a memorial.

We have been reassured by the care and concern demonstrated by students, teachers, parents and guardians in the support offered at this difficult time.

The school has a support system which involves psychologists and social workers that is available to anyone in need.

Your child may be affected by _____'s death in many different ways. Reactions may include not wanting to go to school, crying, not wanting to be alone and lack of concentration.

Should your child need counselling, please contact me and I will make the necessary arrangements.

It is advisable for school routine to continue and for students to attend each day. We have all been deeply saddened by this event and will support each other over the coming weeks.

Every effort is being made to support the children at school and I am sure you will be doing the same at home.

I ask that you keep the family of _____ in your prayers.

Principal

SAMPLE LETTER— DEATH OF A TEACHER

Dear Parent/Guardian's

It is with great sadness that I am writing to inform you that today we were advised that one of our teachers, Ms _____ died. As some of you will be aware, Ms _____ has been unwell for some time and tragically succumbed to the illness yesterday.

Your children will be very upset and in particular Ms _____'s class. All the children have been spoken with and we have had counsellors assisting at the school today. If your child is very upset and needs further assistance or if you would like to speak with the counsellors about this matter, they will be available tomorrow at school.

Although your children will be affected by the loss of their teacher, it is advisable for school routine to continue as normally as possible and children should attend school. Reactions of children will vary and may include crying, not wanting to talk, wanting to talk, anger, wanting to be alone, lack of concentration, sleeping or eating problems.

If there is any way we can help you or your children deal with this sadness, please contact me on telephone _____, and assistance can be arranged. Please feel free to talk with me at any time.

I ask that you keep the family of Ms _____ in your prayers.

Acting Principal

APPENDIX D - COMMUNICATIONS PLAN**SAMPLE LETTER—REGULAR NEWSLETTER**

PRINCIPAL'S MESSAGE

Dear Parent/Guardians,

We were all very saddened and shocked at the news yesterday of the fatal accident at _____ in which two young children, a brother and sister were killed. The children were known to some of our students as they shared common interests.

Our heartfelt sympathy goes out to the families and friends of the children concerned.

I have contacted the principals of _____ Primary and _____ Secondary College expressing our sympathy and offering our support for them at this sad time.

I ask that you keep the families of these children in your prayers.

SAMPLE LETTER—ANTICIPATED DEATH

Dear Parent/Guardian's

As some of you may know _____ has been unwell for some time and succumbed to the illness yesterday. _____ has been a wonderful support to our school.

We offer our heartfelt sympathy to _____. The school will be represented at the funeral by _____. A floral tribute has also been sent.

Your children may be upset, and in particular, _____ class. All the children have been spoken with and have had some counsellors at the school today. Reactions of children will vary and may include crying, asking questions about death and fear that their own parents/guardians may die. If your child is very upset and needs further assistance, or if you would like to speak with the counsellors about this matter, they will be available tomorrow at school.

If there is any way we can help you or your children deal with this sadness, please contact me on telephone _____, and assistance can be arranged. Please feel free to talk with me at any time.

I ask that you keep the family of _____ in your prayers.

Principal

10.0 APPENDIX E - OFF-SITE ACTIVITIES PLAN

10.1 PREPARATION

Principals must ensure that:

- Adequate pre-excursion planning and emergency preparation is undertaken and other safety considerations take place, including preparing students undertaking the activity and if required the completion of a qualitative risk assessment.
- Full records are maintained and that if, accidents or injuries occur, comprehensive reports are completed and filed promptly.

Principals, teachers, school councillors and others involved in school excursions, including camps and adventure activities, must anticipate the possibility of litigation following an incident or injury. They must be prepared for a detailed examination of all their actions, their planning and the curriculum role of the particular activity.

10.2 RISK ASSESSMENT

The undertaking of a risk assessment by excursion coordinators for any off site activities assists in:

- Identifying possible safety risks and hazards that students may be subjected to;
- Documenting existing safety control measures that the school has in place;
- Analysing the likelihood and consequences of a risk/hazard being realised;
- Identifying further safety control measures that may mitigate any risk / hazard; and
- Developing an action plan to ensure identified risks / hazards are mitigated.

The Australian and New Zealand Standard for Risk Management AS/ NZS ISO 31000:2009 provides guidelines on how a risk assessment should be undertaken.

The pre-excursion risk assessment should consider the following:

- Identification of key stakeholders;
- Identifying risks / hazards / risk scenarios / vulnerabilities;
- Analysing the risks in terms of likelihood and consequence;
- Evaluating and ranking the risks (i.e. extreme, high, medium and low);
- Treating the risks and developing an action plan (i.e. reducing the likelihood or consequence of a risk by implementing further safety control measures);
- Communicating the risk assessment outcomes to all relevant stakeholders; and
- Monitoring and reviewing the risk assessment as conditions or measures change (the assessment becomes a living document).

10.3 APPROVAL

Prior to the conduct of an excursion the approval of the school council or the Principal must be obtained. In approving the excursion, consideration should include the:

- Contribution of the activity to the school curriculum
- Adequacy of the planning, preparation and organisation in relation to:
 - School policy, guidelines and advice provided by the CECV and/or your Region Office

- information provided by community groups and organisations that specialise in the activity proposed
- appropriateness of the venue
- consideration of seasonal and locality factors that might increase risks (i.e. bushfire season)
- provisions made for the safety and welfare of students and staff
- experience and competence of staff relevant to the activities being undertaken
- adequacy of student supervision

DEECD's *Safety Guidelines for Education Outdoors* may also provide some useful information. See www.education.vic.gov.au.

10.4 OFFSITE ACTIVITIES EMERGENCY MANAGEMENT

Schools should establish contingency plans for offsite activities that may be affected by extreme weather (including bushfires). Contingency plans must document the arrangements to cancel, relocate, recall or otherwise change the offsite activity to ensure student safety.

The school Emergency Management Plan should extend to and incorporate all off-site activities and include the impact on student supervision if staff are required to assist injured students or go for help.

All excursion staff and, where appropriate, students need to be familiar with the procedures for dealing with emergencies on each excursion. Emergency procedures pertaining to campsites should be explained as soon as practicable after arrival and a trial evacuation exercise should be carried out immediately to familiarise staff and students with emergency evacuation protocols and ensure the procedures are appropriate.

On days of Code Red fire danger Principals may cancel excursions. Where possible, three days notice will be given. Where excursions are not cancelled, special fire safety precautions may be required.

- Obtain Emergency Management information from the intended site prior to arrival, such as emergency procedures and local contacts.
- Take an Emergency Kit and train staff in dealing with emergencies off site.

10.5 STUDENT ACTIVITY LOCATOR (SAL) DATABASE

Relevant details about approved excursions must be entered into the Student Activity Locator database using the online notification form (edumail password required) available at www.eduweb.vic.gov.au/forms/school/sal

This will allow the school and DEECD or emergency staff to quickly locate and identify the numbers of staff, chaperones and students potentially affected and take action if required to ensure their safety.

The database should be updated at least three weeks prior to the activity.

Schools should register overseas travel plans with the Department of Foreign Affairs and Trade (DFAT). DFAT will assist in ensuring the safety and security of staff and students should dangerous or exceptional circumstances arise while travelling overseas.

Assistance with the database can be obtained by contacting the ESMU.

APPENDIX F – STRATEGIC ACTIONS PROMPT SHEETS**11.0 APPENDIX F – STRATEGIC ACTIONS PROMPT SHEETS****11.1 GROUP & INDIVIDUAL NOTIFICATIONS PROMPT SHEET**

Certain groups, companies, authorities, agencies and individuals may need to be contacted as a result of the incident. The following is a suggested list of contact personnel and groups.

It should be noted that the level at which contact is made will vary depending upon gravity of incident and other unforeseen factors.

POSSIBLE CONTACTS	RESPONSIBILITY FOR CONTACT	TIME DONE
Employees		
Students & Families		
Catholic Regional Office		
Catholic Education Office Emergency Management Officer		
Government: Local		
Environmental Agencies		
Regulators		
Contractors		
Consultants		
Suppliers		
Insurers		
Local Emergency Services		
Media		
Neighbours / Third Parties		
Local Communities		
Trade Unions		

REMEMBER: If you are unsure, it is better to notify and then cancel rather than notify later.

APPENDIX F – STRATEGIC ACTIONS PROMPT SHEETS

11.2 MANAGEMENT PROMPT SHEET

EFFECTS/IMPACTS	ACTIONS
School Management	<ul style="list-style-type: none"> - Have you established the facts of the incident? - Is the emergency response capable of being addressed in accordance with the site Emergency Procedures? - Maintain information flow from incident - Ensure protection priorities are recognised and maintained (safety, environment, organisational)
Team Composition	<ul style="list-style-type: none"> - Do you have all appropriate team members? - If not, how will you ensure all EMT roles and responsibilities are met?
Security	<ul style="list-style-type: none"> - Are there special security arrangements that need addressing?
What are the school's real liability / responsibility for this incident, and what posture should the school take as a result?	<ul style="list-style-type: none"> - Establish public posture to take concerning the incident - Establish media strategy - Who will be the prime School Spokespersons? - Is there a personal security risk?
What are the impacts and effects?	<ul style="list-style-type: none"> - Confirm, and where appropriate, initiate actions to mitigate the effects of the incident - Develop strategies to mitigate the longer term effects of the incident - Can the School capitalise and get positive advantage from the response to the incident? - Will this affect current / future plans?
Additional loads placed on management Managing incident Managing recovery	<ul style="list-style-type: none"> - Put in place actions to continue management of normal business

APPENDIX F – STRATEGIC ACTIONS PROMPT SHEETS

11.3 IMAGE AND REPUTATION PROMPT SHEET

EFFECTS/IMPACTS	ACTIONS
Media reporting and coverage	<ul style="list-style-type: none"> - Confirm media strategy - Ensure media release protocols are understood and followed - Where will media congregate? - Is a media conference required? Where will it be held? - Monitor television / radio news - Review recent advertising / public policy releases/community programs/PR strategies and consider action to withdraw / modify
Internet reporting	<ul style="list-style-type: none"> - Monitor what others are saying about you on the Internet and posting to other websites
Communication Vehicles	<ul style="list-style-type: none"> - Consider use of the school's Internet site as a key communication vehicle – upload media releases, provide a link to the information on the Home Page, notify reception to direct people to the site
Current / likely public perception of the incident / school?	<ul style="list-style-type: none"> - Review media coverage and tone - Ensure appropriate Q&As and key messages are available, read and understood by spokespersons - Pro-actively identify issues, key messages and Q&As for them
Impacts on the school?	<ul style="list-style-type: none"> - Student and Family briefings
<p>Will this affect / influence current / future plans?</p> <p>Likely impacts on / responses from:</p> <ul style="list-style-type: none"> • Staff • Parents and Guardians • Government • Regulators 	<ul style="list-style-type: none"> - Brief / respond effectively - Be pro-active - Consider regulatory repercussions - Consider Community PR near site and provide: <ul style="list-style-type: none"> • Information on the incident • Information on future operations • A Community Inquiry phone line
<p>Environmental agencies</p> <p>Neighbours</p>	<ul style="list-style-type: none"> - Manage the Financial Community - Ensure early contact by Human Resources

APPENDIX F – STRATEGIC ACTIONS PROMPT SHEETS

EFFECTS/IMPACTS	ACTIONS
<p>Other associations:</p> <ul style="list-style-type: none">• Students and families• Insurers• Trade Unions• Third parties involved in the incident• General public• Relatives of personnel involved	<ul style="list-style-type: none">- Be mindful of broader community and social impacts and considerations

APPENDIX F – STRATEGIC ACTIONS PROMPT SHEETS

11.4 OPERATIONAL/SUPPLY/MARKETING PROMPT SHEET

EFFECTS/IMPACTS	ACTIONS
Inability to meet teaching commitments / delivery? Loss of output? Impact on students Inability to teach (short and long term)? Threat of switch to other schools (short and long term)	<ul style="list-style-type: none"> - Alternate teaching facilities (both short and long term) - Staff - Mutual aid from other campuses schools
Impact on suppliers? Inability to accept supplies (short and long term)?	<ul style="list-style-type: none"> - Arrange stoppage / diversion of supply
Other direct school interruptions? Impact on contractors / consultants?	<ul style="list-style-type: none"> - As appropriate, notify and halt contractor works
How long for reinstatement of teaching?	<ul style="list-style-type: none"> - Develop timelines for alternate teaching facilities (short and long term)
Any regulatory impacts?	<ul style="list-style-type: none"> - Ensure regulators are kept well informed - Manage regulators pro-actively
Overall effect likely on other schools?	<ul style="list-style-type: none"> - Consider disclosing information to other schools

APPENDIX F – STRATEGIC ACTIONS PROMPT SHEETS

11.5 FINANCE/LEGAL/INSURANCE PROMPT SHEET

EFFECTS/IMPACTS	ACTIONS
What insurance cover is applicable? <ul style="list-style-type: none"> • Third party liability • Property • Business interruption • Employer's liability • Other insurance 	<ul style="list-style-type: none"> - Appoint Loss Adjusters - Initiate claims procedures
Cost of repair / replacement	<ul style="list-style-type: none"> - Determine, and initiate where possible, repair / replacement policy
Cost of response to emergency	<ul style="list-style-type: none"> - Clarify availability of cash flow and emergency / crisis management budget
Cost of clearance / recovery Installation Spill / contamination cleanup Own resources Other resources Cost of liabilities, claims, fines, compensation	<ul style="list-style-type: none"> - Take account of likely recovery cost requirements
Significant claims to be expected?	<ul style="list-style-type: none"> - Settle claims rapidly (with or without legal release of further liability)
Penalties / fines / damages to be expected? Are actions likely?	<ul style="list-style-type: none"> - Establish any possible / known infringements
Legal costs Legal situation on continuing operations Impact on regulatory licences to operate Any injunctions possible? Prosecutions to be expected? Compensation payments necessary? Liability	<ul style="list-style-type: none"> - Consult legal advice - Take account of potential legal position in establishing the school's stance and actions. (Do not be totally constrained in necessary decision-making by strict legal interpretations)
Contractors' costs Casualties Medical costs Legal liabilities	

APPENDIX F – STRATEGIC ACTIONS PROMPT SHEETS

EFFECTS/IMPACTS	ACTIONS
Loss of revenue Cash-flow implications Impact on the school's finances Any other financial impacts?	- Establish capital requirements
How will legislators react?	- Determine needs for staff / parent communications

APPENDIX F – STRATEGIC ACTIONS PROMPT SHEETS

11.6 ENVIRONMENT/SAFETY/HEALTH PROMPT SHEET

EFFECTS/IMPACTS	ACTIONS
<p>What are likely to be the short / long term effects on the environment & community?</p> <ul style="list-style-type: none"> • Land • Air • Water courses • Wildlife • Conservation areas • Cultural and indigenous heritage sites • Human health <p>How will Government Authorities react?</p> <p>How will Environmental Agencies react?</p> <p>Future potential regulatory impact</p> <p>Remember: Your protection priorities are Safety of People, then the Environment, ahead of the school</p>	<ul style="list-style-type: none"> - Gather information / statistics on activities in the affected area - As much as possible, apply anger mitigation/risk communication strategies - Identify, work with and be guided by appropriate third parties including affected stakeholders/ local community/ Environment ACT/ OH&S authorities etc - Be cooperative, open and transparent with regulatory authorities - Consider and implement immediate and longer term clean up and monitoring plans with involvement of third parties - Communicate and cooperate closely with regulators
<p>Safety – Future recurrence?</p>	<ul style="list-style-type: none"> - Full investigation of incident and identification of all causes - Implement all actions to eliminate causes and any future recurrence

APPENDIX F – STRATEGIC ACTIONS PROMPT SHEETS

11.7 HUMAN RESOURCES PROMPT SHEET

EFFECTS/IMPACTS	ACTIONS
What are the impacts on: <ul style="list-style-type: none"> • Staff/Contractors & Families? • Students & Families? 	<ul style="list-style-type: none"> - Provide compassionate assistance to injured employees, students and bereaved families i.e.: <ul style="list-style-type: none"> • cash • counselling • assisted travel / accommodation • practical help • loans - Appropriate resources: <ul style="list-style-type: none"> • Medical help • Psychologists • Clergy/spiritual assistance • Cultural/gender considerations
Other staff?: <ul style="list-style-type: none"> • Concern at loss of employment • Guilt • Contractors' / consultants' personnel 	<ul style="list-style-type: none"> - Keep all staff informed - Reaffirm positive aspects of the school - Counselling
Local Community: <ul style="list-style-type: none"> • Fear of recurrence • Casualties • Property damage • Loss of operations 	<ul style="list-style-type: none"> - Counsel and reassure local community - Disclosure about incident - Establish an Inquiry Centre - Rapid decision about continued operations
What effect on morale of staff?	<ul style="list-style-type: none"> - Reinforce school morale - Maintain regular staff updates (before they hear it elsewhere, e.g. in the media) - Reaffirm positive aspects of the school
What are the likely effects of the incident on the workforce and its relationship with the school? Effect on Industrial Relations?	<ul style="list-style-type: none"> - Consider Trade Union assistance - Keep staff and Trade Unions informed

APPENDIX F – STRATEGIC ACTIONS PROMPT SHEETS

EFFECTS/IMPACTS	ACTIONS
<p>Stress: Who might be affected?</p> <ul style="list-style-type: none">• Site personnel• Response / telephone teams• Families• Third party witness	<ul style="list-style-type: none">- Monitor for stress at site and in response teams- Arrange for reliefs where signs of serious stress are detected- Consider need to stand down / debrief / counsel response personnel- Monitor longer term counselling needs beyond resolution of crisis

12.0 APPENDIX G - EVACUATION KIT

Keep the kit in a designated, easily accessible place. The Facilities, Transport and Logistics Coordinator is responsible for making sure the contents are complete.

If your attendance rolls are kept electronically ensure you have an updated printout available as you may not be able to access electronic information in the event of an emergency.

The Evacuation Kit will be stored in the main reception area for use ONLY when responding to an emergency situation.

EVACUATION KIT CONTENTS

- A hard copy of the EMP including staff roles and responsibilities
- Standard portable First Aid kit with bandages, Savlon, antiseptic wipes
- Students and staff with special needs list: students with asthma, allergies
- Special medications e.g. asthma inhalers, EpiPens
- Updated attendance/student roll list or printout
- Bottled water/sunscreen/spare hats
- Portable non perishable snacks such as sultanas, dried fruits, energy bars
- Emergency contacts telephone list
- Charged mobile phone
- Torch with replacement batteries
- Copy of your building site plan with marked exits
- Map of local streets with evacuation route
- Battery powered radio (if available) and spare batteries
- A whistle
- An electronic copy of the EMP and an electronic copy of the school contact list
- 'SCHOOL CLOSED' signage for each gate

The kit is to be checked at the start of each term by the Chief Warden to ensure contents are current and operational.

APPENDIX H - CONTACT DIRECTORY**13.0 APPENDIX H - CONTACT DIRECTORY**

Please insert Personnel for these additional roles (see EMT nomination separate document for description of roles)

EMERGENCY MANAGEMENT TEAM (EMT) CONTACT LIST				
ROLE	NAME	WORK	MOBILE	A/H
Team Leader	Michael Edmonds	9876 1533	0414 252 107	9848 4496
Alternate	Katie Schroder	9876 1533	0401479505	0401479505
Communications Coordinator	Jane Weekes	9876 1533	0423942217	8838 0688
Alternate	Elaine Griffin	9876 1533	0420696562	98761474
Finance Coordinator Alternate				
Transport and Logistics Coordinator	Julie McLachlan	9876 1533	0412 192202	9874 2741
Alternate	Barbara Green	9876 1533	0439 036003	9846 6505
Human Resources Coordinator Alternate				
Spokesperson Alternate				
Log Keeper	Jane Weekes	9876 1533	0423942217	8838 0688
Alternate	Julie McLachlan	9876 1533	0412 192202	9874 2741
Chief Warden	Katie Schroder	9876 1533	0401479505	0401479505
Alternate	Michael Edmonds	9876 1533	0414 252 107	9848 4496

APPENDIX H - CONTACT DIRECTORY

STAFF CONTACT DETAILS/ PHONE TREE

Phone tree not required. An SMS system and bulk email system is now in place.

APPENDIX H - CONTACT DIRECTORY

USEFUL REFERENCES	
Police/Ambulance/Fire Services	000 for life-threatening or time critical emergencies only
Police Ringwood Police Station	03 9247 6666 Centre Switchboard (7am to 7pm only) www.police.vic.gov.au Non-life threatening incident requiring police response (ring Local Police Station) 9871 3000
Poisons Information Centre	13 11 26 (24 hour line) www.austin.org.au/poisons
Department of Health [including hospital(s)]	Check local listing or go to: www.health.vic.gov.au/hospitals/pubwebs
Hospitals - Royal Children's Maroondah Box Hill	9345 5522 9871 3333 9895 3333
Red Cross - Andrew Hamilton	8327 7835 0437 461 418 www.redcross.org.au
Council – Manningham	9840 9333
ABC Radio	AM 774 Broadcasts bushfire & emergency warnings
Victorian Bushfire Information Line (24 hours)	1800 240 667
Bureau of Meteorology	9669 4965 www.bom.gov.au
Metropolitan Fire Brigade Croydon Station	www.mfb.vic.gov.au 8215 9344
Country Fire Authority	www.cfa.vic.gov.au
Department of Sustainability & Environment	www.dse.vic.gov.au
State Emergency Service	132 500 www.ses.vic.gov.au
Department of Human Services - Child Protection (Regional Office)	www.dhs.vic.gov.au 131 278 (State wide)
Department of Human Services (Regional Office)	www.dhs.vic.gov.au 1300 360 391
EPA	www.epa.vic.gov.au 03 9695 2722
Electricity Supplier - Origin	132 461
Gas Supplier - AGL	132 691
Water Supplier – Yarra Valley	132 762
Fire Equipment Maintenance CFA Warrandyte	9844 3375

APPENDIX H - CONTACT DIRECTORY**USEFUL REFERENCES**

WorkSafe	www.worksafe.vic.gov.au 13 23 60
Bus Company - Panorama	9438 3666
Taxis	131 008

CATHOLIC EDUCATION OFFICE CONTACTS

Catholic Education Commission of Victoria Emergency Management Officer (EMO)	Refer to Emergency Procedures on CEVN for current phone numbers.
Melbourne	Name: Melissa Dwyer Postal address: PO Box 3, East Melbourne VIC 8002 Location: 228 Victoria Parade, East Melbourne VIC 3002 Phone: (03) 9267 0459 Fax: (03) 9415 9325 Email: director@ceomelb.catholic.edu.au Website: www.ceomelb.catholic.edu.au
Director of Catholic Education	Name: Larry Burn Phone: 5337 7131
Bishop	Name: Peter Connors Phone: 5337 7121
Emergency Management Coordinator	Name: Peter Kerwan Phone: 0407 867 618
Student Support Services	Central Zone Name: Tony Brookes Phone: 0407 364 904
Media Coordinator	Name: Peter Kerwan Phone: 0407 867 618
CECV Industrial Relations/OHS	Name: Norm Howett Phone: 9267 0430

SPECIAL NEEDS LIST (STAFF OR STUDENTS)

Name	Room/Area	Condition	Assistance Needed
Anna King	½ O Junior building	Diabetes	Testing kit and plan needed
Many with anaphylaxis List will be housed at back of EMP			

13.1 DRILL SCHEDULE AND LOG

The following table contains a schedule of emergency planning related training, reviews and assessments to comply with Australian Standard AS3745 and industry best practices. Each element below when completed will have a corresponding report generated and forwarded to the school principal.

DATE	TRAINING TYPE	ATTENDEES	COMPLETED BY
February 2010	ECO Warden Training Session - Introductory	All Staff	EMQ
February 2010	Bushfire Preparedness Training Session	School Leadership	EMQ
March 2010	Evacuation Exercise – Entire School Annual	Entire School	EMQ
March 2011	Assessment of ECO, EP and associated equipment	School Leadership	EMQ
2011	Annual Review of EMP		
2011	ECO Warden Training Session - Scenario		
March 2011	Evacuation or Lockdown Exercise – Entire School Annual	Entire School	EMQ
2012	Assessment of ECO, EP and associated equipment		
2012	Annual Review of EMP		
2012	ECO Warden Training Session - Introductory		
2012	Evacuation or Lockdown Exercise – Entire School Annual		
2013	Assessment of ECO, EP and associated equipment		
2013	Annual Review of EMP	Katie Schroder	Katie Schroder and EMQ
2013	ECO Warden Training Session - Scenario	All Staff	EMQ
2013	Evacuation or Lockdown Exercise – Entire School Annual	All staff	Katie Schroder