



# 2022

## School Emergency Management Plan

### Caroline Chisholm School Junior Campus

**Principal - Jennifer Howard**



**Developed in consultation with:**



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## Part 1 – Introduction and Overview

This part of the plan includes:

- Introduction
- Purpose
- Scope
- Periodical Evaluation

### 1.1 Introduction

The Australian and New Zealand Standard 3745:2010 – Planning for Emergencies in Facilities define an emergency as *“Any event that arises internally or from external sources, which may adversely affect persons or the community generally, and which requires an immediate response from the occupants”*.

Emergency incidents can occur at any time within a School environment and these unexpected events pose potential threats to the lives of students, staff and visitors to the school, viability of the school and damage to infrastructure and property. Appropriate planning can reduce these threats provided the planning is appropriate, effective and safe.

This plan will not eliminate all threats to occupants of the school; rather it:

- Provides an analysis of identified threats; and
- Provides processes to mitigate against the burden of those identified threats to ensure the safety of people during an emergency incident.

This document supports the Education Directorate’s *Emergency Planning and Fire Safety Policy*.

This Emergency Management Plan acknowledges that an integral part of any good business or institution is a sound understanding of risk and risk management processes. Understanding and management of identified risks to the school community will enable the school to reduce the hazards and risks to ensure a systematic process to make informed decisions that mitigate those threats to an acceptable level.

Therefore, the main elements of the risk management process used in the preparation of this plan are as follows:

- Identify risks;
- Analyse risks;
- Evaluate and prioritise risks;
- Treat risks; and
- Review and monitor risks.

## 1.2 Purpose

The purpose of this Emergency Management Plan (EMP) is to provide a detailed plan of how Caroline Chisholm School Junior Campus will prepare and respond to emergency situations. This EMP applies to all staff, students, visitors, contractors and volunteers at Caroline Chisholm School Junior Campus.

Education Directorate principals or site managers are responsible for management of on-site and off-site school related emergencies and critical incidents, to minimise trauma and distress to students and staff and damage to property and to ensure the education program is maintained or resumed with minimal delay.

## 1.3 Scope

This plan aims to assist the staff at Caroline Chisholm School Junior Campus to be prepared for emergencies that may occur by describing the work environment, the potential risks to which that environment is likely to be exposed to and the way emergencies will be managed. It assumes that staff will become familiar with its contents and will be regularly drilled in the procedures to be adopted during an emergency.

This plan covers emergencies listed below and details the responsibilities of all involved parties.

Emergencies covered by this plan are:

- Building Fire;
- Grassland/Bush Fire;
- Major Spills/Gas Leaks;
- Intruder/Personal Threat;
- Bomb/ Chemical Threat;
- Severe Storm/Flood; and
- Earthquake.

## 1.4 Periodical Evaluation

Circumstances change and it is inevitable that the contents within this plan will become outdated and require amendment to suit the ongoing needs of the school. Therefore, it is important that this plan is reviewed on a continual basis.

This plan must be reviewed at least every 12 months or if circumstances at the school change. Reasons to review this plan include:

- Structural changes to the school e.g. the addition of a new building;
- Change of staff with responsibilities in an emergency incident;
- Updates to phone numbers or lists (e.g. students needing assistance)
- Following an emergency exercise or drill; and
- After an emergency incident has taken place.

A review of school emergency plans will be conducted by the Governance and Assurance Branch every three years to ensure changes to the Australian Standard, policy or legislation are incorporated into school plans and collect feedback on emergency management within schools.

**Table 1 – Evaluation Table**

Evaluation Date	Reason for Evaluation	Changes Made

## 1.5 Emergency Contact Telephone Numbers

**Table 2 – Emergency Contacts**

Emergency Contacts Register	
Function / Service	Telephone
<b>External Contacts</b>	
Emergency Services (Fire, Police, Ambulance)	000
Ambulance (Non-Urgent – Calwell Station)	6200 4141
ACT Education After hours	6205 9128
Chisholm Fire Station (Rural Fire Service)	6207 8570
Police	13 14 44 (24hrs)
Tuggeranong Police station	6256 7777
State Emergency Services (SES)	6207 8455
State Emergency Services (SES) (Flood & Storm)	132 500
Nearest Hospital (Canberra Hospital)	Switchboard: 02 5124 0000 - 24 hrs
Poisons Information Centre	13 11 26
ACTEW – EVOENERGY Tuggeranong (Electrical)	132 386
ACTEW (Gas)	131 494
ICON (Water)	131 193
ICON (Sewerage)	131 193
ICON (Water, Storm Water & Sewerage)	6248 3111
ACT WorkSafe	6205 0200
Environment ACT After Hrs	6207 9777 13 22 81

## Part 2 – Emergency Management Infrastructure

This part of the plan includes:

- Emergency Features of the School;
- Designated Emergency Roles and Responsibilities;
- Emergency Control Organisation Contact Details; and
- Emergency Control Organisation Roles and Responsibilities.

### 2.1 Emergency Features of the School

#### 2.1.1 – Emergency Warning and Intercom System - Caroline Chisholm School Junior Campus

A brief description of the Emergency Warning / Intercom System is required. The following table must be completed:

Table 3 - Emergency Warning and Intercom System

Number of Emergency Warning/Intercom Systems in School	1
The Master Control System is located (Please explain)	Front Office back room
Are these systems identified on the school map?	Yes

The emergency warning /intercom system has two main functions:

#### Alert and Evacuation

In the event of one of the detector systems or the sprinkler system being activated, the warning system will automatically “alert” the building occupants to the possibility of the need for evacuation/lockdown by sounding the alert tone ... **VOICE MESSAGE... EVACUATE**. After one minute, the “alert tone” will, unless manually reset, automatically trigger the evacuation/lockdown tone ...**WHOOP...WHOOP...WHOOP**, alerting occupants of the need to evacuate/lockdown the building.

## Communication

Due to the small size of the school effective communication is possible through direct or other means of contact with students and staff.

### 2.1.2 – Fire Protection Equipment

A brief description of all fire protection equipment/features in the building and on site is required. The following table must be completed:

**Table 4 - Fire Protection Equipment**

Type of Fire Protection Equipment	Where is it located	Type of system	Important Information
<b>E.g. Gaseous Flooding System</b>	N/A	Gas Used, What areas of floors are covered (or entire building)	How is the device activated, is there an alarm, it is linked to a sprinkler system
<b>E.g. Stair Pressurisation System</b>	N/A	What stairs-wells are covered N/A	How the system is activated, Impact on Fire Doors e.g. The fire doors must not be wedged open, especially during an emergency as this would reduce the effectiveness of the stair-well pressurisation system.
<b>E.g. Fire Stair Doors</b>	N/A	The Fire Stair Doors have a fire rating of 2 Hours.  How many doors are fire rated: N/A	Fire rating of doors is found on a tag located to the hinged side of the door. The fire rating is usually displayed in minutes but may on older doors be displayed in hours. The doors must always be accessible.
<b>Hose reels, Fire Extinguishers, Fire Blankets</b>	Refer to site maps		

### 2.1.3 – Lifts

A brief description of the lifts within the school is required. The following table must be completed:

**Table 5 - Lifts**

Number of Lifts in School	Is there a building security access?	Is there a lift management control system?
N/A		

(See Appendix 6.4 - School Floor Plan)

**Please note:**

- All lifts must be powered from a main electrical switch room.
- In an emergency, the lifts are to be used exclusively by the fire brigade or other emergency services, depending upon the nature of the emergency.
- NO LIFT IS TO BE USED for transportation in an emergency except when under the direction of the emergency authorities (e.g. fire brigade). Lifts may be used to evacuate mobility impaired people under the control of the fire bridge. In these circumstances, after advice from the fire brigade, floor wardens shall assemble mobility impaired people in the foyers outside the lifts to await evacuation.
- Each lift car is fitted with a direct telephone link to the lift contractor. Persons trapped in a lift during the day or after hours can communicate instantly in an emergency by pressing the button marked “emergency”. The lift contractor will immediately advise occupants of the procedures that should then be followed.
- Lift locations must be identified on the School Floor Plan

### 2.1.4 – Dangerous Chemicals/Substances located on the school

Are there Dangerous Chemical/Substances located at the school? Please select from options below:

Yes  No

If you have selected 'Yes', please go to *Appendix 6.9 Hazardous Materials Register* and fill in the Dangerous Chemical/Substances register. The location for the storage of these Dangerous Chemicals/Substances must be identified on the School Floor Plan (See *Appendix 6.4 – School Floor Plan*)

### 2.1.5 – Vital Emergency Equipment

The location of vital emergency equipment is labeled on the School Floor Plan (See *Appendix 6.4 - School Floor Plan*).

## 2.2 Designated Emergency Roles and Responsibilities

In an emergency, the principal assumes control or management responsibilities, and activates others as needed. The principal also leads the development of the Emergency Control Organisation. The membership of the Emergency Control Organisation consists of an immediately accessible core group of workplace personnel who have the knowledge and skills and physical ability to handle an emergency. In addition to the principal and deputy principal, members are selected based on specific needs during an emergency.

For relatively small incidents, the principal may perform **all** the roles of the Emergency Control Organisation. If an incident grows, he/she may activate other personnel as needed. In turn, once activated, everyone below may activate others needed to complete necessary functions.

The Emergency Control Organisation includes the following positions:

- **Chief Warden**
- **Deputy Chief Warden**
- **Communications Officer**
- **Floor Wardens (or Area Warden)**
- **Wardens**
- **First Aid Officers**

The role of the Emergency Control Organisation (ECO) includes the following:

- Develop the Emergency Management Plan to address workplace specific risks and special needs.
- Develop a whole of school/work area emergency communication system. Schools should ensure that all classrooms can communicate with a central designated point if an emergency occurs in the classroom.
- Conduct or coordinate induction training for new staff.
- Conduct or coordinate emergency evacuation and lockdown drills for staff/students.
- Evaluate the workplace preparedness for implementing emergency procedures.
- Perform specific functions during and after an emergency.
- Ensure ECO personnel who vacate their positions are promptly replaced.
- Ensure the administrative requirements of the ECO are maintained, e.g. training records, equipment maintenance.
- Report progress to the relevant bodies i.e. School Network Leader.
- Ensure a debriefing session takes place 24 hours after the drill/event to identify any areas requiring improvement in the Emergency Management Plan.
- The Emergency Management Plan is to be reviewed and re-issued on a 12-month basis. The Plan is also to be reviewed following any debriefing session and re-issued where amendments are made.

A list of names and contact information of each member of the Emergency Control Organisation is posted on each floor in all rooms and common areas. For identification purposes ECO members must wear a safety helmet, cap, hat vest or tabard of the colour corresponding to their role:

- |  |               |
|--|---------------|
| • <b>Chief Warden, Deputy Chief Warden and Communication Officer</b> | <b>White</b>  |
| • <b>Floor Wardens or Area Wardens</b>                               | <b>Yellow</b> |
| • <b>Wardens</b>   | <b>Red</b>    |
| • <b>First Aid Officers</b>  | <b>Green</b>  |

Note: The type of apparel (safety helmet, cap, vest, etc) should be consistent across the school.

## 2.3 Emergency Planning Committee

The Australian Standard requires organisations to have an Emergency Planning Committee (EPC) to ensure each facility (e.g. school or office) has an Emergency Control Organisation (ECO) that is engaged in developing, implementing and reviewing their emergency management plans. The Standard goes on to state that the EPC *'may be formed either for individual facilities, or group of facilities.'*

The Directorate has established a sub-committee of the Education Directorate Security and Emergency Management Committee to manage the roles and responsibilities of the Emergency Planning Committee.

## 2.4 Emergency Control Organisation Roles and Responsibilities

The Emergency Control Organisational roles and responsibilities are outlined below:

### **Chief Warden**

#### **Pre-Emergency**

- Maintain current contact details of ECO members.
- Conduct regular exercises/drills.
- Ensure students/staff with special needs list and staff trained in first aid list are up to date.
- Ensure our emergency response procedures are kept up-to-date.
- Ensure staff on the ECO are aware of their responsibilities.

#### **During Emergency**

- Attend the emergency control point.
- Ascertain the nature and scope of the emergency.
- Ensure that the emergency services have been notified.
- Ensure the appropriate response has been actioned.
- Convene the ECO as required.
- Initiate evacuation of affected areas/lock-down/lock-out/shelter-in-place as required.
- Brief the incoming emergency services and respond to their requests.
- Report the emergency to the School Network Leader.

#### **Post-Emergency**

- When the incident is rendered safe or the emergency services returns control, notify the ECO members and School Network Leader to have staff and students return to normal operations.
- Organise debrief with the ECO and, where appropriate, with any attending emergency service.
- Compile a report for the School Network Leader.

### **Deputy Chief Warden**

#### **Pre-Emergency**

- Assist the Chief Warden.
- Identify resources required.
- Participate in emergency exercises/drills.

#### **During Emergency**

- Attend the emergency control point.
- Ascertain the nature and scope of the emergency.
- Report any changes in the situation to the Chief Warden.

- Act as directed by the Chief Warden.
- Plan for contingencies.

**Post-Emergency**

- Collect and evaluate information relating to the emergency.
- Identify recovery needs and develop a recovery plan (if required).

The deputy chief warden shall assume the responsibilities normally carried out by the chief warden if the chief warden is unavailable, and otherwise assist as required.

**Floor or Area Wardens**

**Pre-Emergency**

- Regularly check and report on deficiencies of emergency equipment and kits.
- Coordinate safety practices (e.g. clear egress paths, access to fire extinguishers and hose reels and hazard identification) by wardens throughout their areas.
- Participate in emergency exercises/drills.

**During Emergency**

On hearing alarm or becoming aware of an emergency, the Floor or Area Warden will:

- Attend the emergency control point.
- Communicate with the Chief Warden by whatever means available and act on instructions.
- Implement the emergency response procedure relevant to the floor or area and ensure that the Chief Warden is notified.
- Direct other wardens to check the floor or area for any abnormal situation.
- Commence evacuation if the circumstances on their floor or area warrant this.
- Control the movement of people.
- Co-opt persons as required to assist a warden during an emergency.
- Ensure that any implications for regular bus/student transport arrangements for the students are addressed.
- Confirm that the warden activities have been completed and report this to the Chief Warden or a senior officer of the attending emergency services if the Chief Warden is not contactable.

**Post Emergency**

- Compile report of the actions taken during the emergency for the debrief.

**Wardens**

**Pre-Emergency**

- Ensure staff and students are aware of the emergency response procedures.
- Carry out safety practices (e.g. clear egress paths, access to first attack equipment e.g. fire extinguishers and disposal of rubbish).
- Participate in emergency exercises/drills.

**During Emergency**

Persons selected to perform as Wardens will carry out activities as set out in the emergency response procedures and as directed by the Floor or Area Warden.

Activities may include the following:

- Attend the emergency control point.
- Operate the communication system in place.
- Check that any fire doors and smoke doors are properly closed.
- Close or open other doors in accordance with the emergency response procedures.
- Search the floor or area to ensure all people have evacuated. This function is of greater importance than a later physical count of those evacuated.
- Ensure orderly flow of people into protected area.
- Assist occupants with disabilities.
- Act as lead of groups moving to nominated assembly areas.
- Report status of required activities to the operations officer (area warden) on their completion.
- Act as directed by the Chief Warden.

### **Post- Emergency**

- Compile report of the actions taken during the emergency for the debrief.

### **Communications**

#### **Pre-Emergency**

- Assist the Chief Warden.
- Attend training in the use of the school's communication system.
- Maintain records and logbooks and make them available for emergency response.
- Ensure emergency and parent contact details are up-to-date.
- Participate in emergency exercises/drills.

#### **During Emergency**

- Attend the emergency control point.
- Ascertain the nature and location of the emergency. Maintain up to date information.
- Confirm that emergency services have been notified.
- Notify appropriate ECO members.
- At the direction of the Chief Warden provide instruction and information to staff, students and parents as required.
- Keep a log of events that occurred during the emergency.
- Act as directed by the Chief Warden.

#### **Post-Emergency**

- Collate logs of events completed by all ECO members during the emergency for the debrief and ensure they are secured for future reference.
- Contact parents as required.

### **First Aid Officer**

- Ensure adequate provision of First Aid during an emergency event

## Part 3 – School Context and Risks

### This part of the plan includes:

- School Context and Risks;
- Identification of Risks;
- Risk Prevention, Assessment and Awareness;
- Risk Assessment, Preventing/Mitigating Risk of Emergencies;  
and
- Preparing for Emergencies.

### 3.1 School Context and Risks

Principals or Office Managers need to document the demographic and specific risk variables associated with the school. This should be informed by the Risk Assessment performed in the school. This can include:

#### Demographic factors:

- Size of the student population;
- Staff numbers;
- Cultural factors; and
- Student disability/health factors.

#### Specific risk factors:

- Natural emergency risks (e.g. bushfire, storm, flood);
- Other identified risks for the school (e.g. isolated location, high proportion of students needing assistance)

### 3.2 Identification of Risks

It is vital to record the potential emergencies for your geographic area, so you know what to expect and what to do to protect staff and students. It is essential to understand that disasters have a cascading effect:

- Bush fires can lead to debris flows, mudslide, grassfires and smoke/pollution;
- Flooding blocks roads, damages property, and can cause contamination from overflows; and
- Earthquakes destroy buildings, cause fallen power lines and disrupt community services.

The Emergency Management Risk Assessment table should form the basis when identifying and assessing potential emergencies (*See Appendix 6.8 Emergency Management Risk Assessment*)

### 3.3 Risk Prevention, Assessment and Preparedness

The principal or delegate will:

- Identify on-site and off-site situations that have the potential to become emergencies or incidents affecting the school's operations;
- Determine potential risks associated with certain situations;
- Use the Risk Management Framework in conjunction with Education policy and procedures to assess the potential risks and develop mitigation strategies; and
- Implement strategies to eliminate or reduce the likelihood of the occurrence of emergencies.

### 3.4 Risk Assessment, Preventing/Mitigating Risk of Emergencies

Table 6 - Risk Management Plan

ACTION	BY WHEN	REFER TO DOCUMENT	RESPONSIBILITY OF	DATE COMPLETED
Undertake risk assessment and develop risk management plan	Annually	Education Directorate Risk Management Framework	Principal or Chief Warden	22 March 2022

### 3.5 Preparing for Emergencies

Table 7 - Emergency Action Plan

ACTION	BY WHEN	REFER TO DOCUMENT	RESPONSIBILITY OF	DATE COMPLETED
Ensure staff members understand those policies and procedures that impact on student and staff safety, health and wellbeing.	Term 1 or on arrival for new staff	Student Wellbeing Policy	Principal	March 2022
Ensure staff are aware of standard response to those natural disasters and emergencies that are identified in the school risk management plan	Term 1	School risk management plan	Principal	March 2022
Discuss plans with support agencies <ul style="list-style-type: none"> <li>Education and Training Directorate</li> <li>Emergency Service Agencies</li> </ul>	Term 1	School risk management plan	Principal or Chief Warden	10 March 2022
Provide a copy of the school Emergency Management Plan to the Audit and Assurance Section	Term 1	CCS Junior Campus EMP	Principal or Chief Warden	23 March 2022
Identify staff and students with special needs	February	Student & Staff MAZE medical lists	Business Manager	10 March 2022
Identify staff with First Aid Certificates ( <i>See Appendix 6.10 Staff Training Needs and Assessment Report</i> )	March	Key workplace health and safety contacts list	Business Manager Staffing Officer	7 February 2022
Ensure the evacuation procedures and school site plan are publicly accessible and communicated to staff ( <i>See Appendix 6.5 Emergency Assembly Plan</i> )	February	Evacuation procedure and maps	Principal	27 January 2022
Set up school evacuation kit		CCS Junior Campus EMP Emergency Kit Checklist	Principal or Chief Warden	11 February 2022
Evacuation and Lockdown drills	Once every term JC.	Evacuation procedure and maps	Principal or Chief Warden	each term

ACTION	BY WHEN	REFER TO DOCUMENT	RESPONSIBILITY OF	DATE COMPLETED
Review and update staff and student contact details.	As changes occur	Staff contact list	Business Manager	11 February 2022
Review emergency contact numbers	February	Key workplace health and safety contacts list	Business Manager	9 February 2022
Induct new staff during the year	As required	Staff Handbook	Chief Warden or Business Manager	January 2022 and as required

## Part 4 – Emergency Response & Recovery Procedures

This part of the plan includes:

- Evacuation Procedure;
- Lock Down Procedure;
- Lock Out Procedure;
- Emergency Response Procedures for Specific Threats; and
- Recovery Activities following an Emergency Event.

### 4.1 Evacuation Procedure

#### Emergency Assembly Areas

A safe emergency assembly area is an area designated for the use by students, staff and visitors to the school either during an emergency, or if an emergency incident is likely, to ensure all individuals at the school are safe and accounted for.

All sites should have a minimum of 2 designated evacuation assembly points identified (depending on staff levels and site size). The following factors must be considered when designating an Emergency Assembly area:

- The assembly points should be a minimum of 150 meters from the building where possible or in the most suitable and safest location which are climatically acceptable;
- Examine floor plans and maps of your workplace grounds and surrounding neighborhood. Determine primary and secondary exits for each room in the building;
- Consider assets such as gas, sewer, power lines; metal fences (electrical hazard); facilities containing toxic or radioactive material, water towers, multiple story buildings (vulnerable to collapse), transformers, balconies (which may fall from buildings); and
- Good access and egress for emergency vehicles.

Two emergency assembly areas have been allocated for the school, which include:

**Table 8 - Emergency Assembly Areas**

Emergency	Location
All emergencies	Adjacent to the Preschool on the grassed area.
All emergencies	CCS Senior Campus Car Park (108 Hambidge Crescent)

The above emergency assembly areas must be detailed on the Emergency Assembly Plan (*See Appendix 6.5 Emergency Assembly Plan*)

#### **4.1.1 On-Site Evacuation Procedure**

When it is unsafe for students, staff and visitors to remain inside the school building the Chief Warden on-site will take charge and activate the ECO, as necessary.

- **Call 000** and inform emergency services of the nature of the emergency.
- Notify and report the emergency and evacuation to the School Network Leader. **See Page 40 for details.**
- Evacuate students, staff and visitors out of the building to the Chisholm Neighbourhood Oval or Front Car park.
- Take the student attendance list, staff attendance list, visitors and trade sign in book, your Emergency Kit/First Aid Kit and this Plan.
- Once at your primary and/or secondary assembly point/s, check all students, staff and visitors are accounted for.
- Ensure communications with emergency services is maintained. Wait for emergency services to arrive or provide further information.
- Contact parents as required.
- Maintain a record of actions/decisions undertaken and times.
- Confirm with emergency service personnel that it is safe to return to normal operations.

#### **Actions after On-Site Evacuation Procedure**

- Advise the School Network Leader that the evacuation is over and next proposed course of action.
- Determine whether to activate your parent re-unification process.
- Determine if there is any specific information students, staff and visitors need to know (e.g. parent re-unification process or areas of the school to avoid).
- Print and issue pre-prepared parent letters and give these to students to take home.
- Ensure any students, staff or visitors with medical or other needs are supported.
- Seek support from the Education Directorate Central Office.
- Undertake operational debrief with staff and Emergency Control Organisation to review the on-site evacuation and procedural changes that may be required.

#### **4.1.2 Off-Site Evacuation Procedure**

If it is unsafe for students, staff and visitors to remain on the school grounds the Chief Warden on-site will take charge and activate the ECO if necessary.

- **Call 000** and inform emergency services of the nature of the emergency.
- Report the emergency and evacuation to School Network Leader.
- Seek advice from the School network Leader or Education Directorate Central Office. **See Page 40 for details.**
- Identify which off-site assembly point you will evacuate staff, students and visitors to.
- Evacuate staff, students and visitors to the Senior Campus car park, across Hambidge Crescent.
- Take the student attendance list, staff attendance list, visitors and trade sign in book, your Emergency Kit/First Aid Kit and this Plan.
- Once at primary and/or secondary assembly point/s, check all students, staff and visitors are accounted for.

- Ensure communications with emergency services are maintained. Wait for emergency services to arrive or provide further information.
- Contact parents if required.
- Maintain a record of actions/decisions undertaken and times.
- Confirm with Emergency Service personnel that it is safe to return to normal operations.

### **Actions after Off-Site Evacuation Procedure**

- Advise the School Network Leader that the evacuation is over and next proposed course of action.
- Determine whether to activate the parent re-unification process.
- Determine if there is any specific information students, staff and visitors need to know (e.g. areas of the school to avoid or parent reunification process).
- Print and issue pre-prepared parent letters and give these to students to take home.
- Ensure any students, staff or visitors with medical or other needs are supported.
- Seek support from the Education Directorate Central Office, if required. **See Page 40 for details.**
- Undertake operational debrief with staff. The ECO is to review the off-site and procedural changes that may be required.

## **4.2 Lockout/Lockdown Procedure**

When an external and immediate danger is identified, and it is determined that the students should be secured inside the building for their own safety, the Chief Warden on-site will take charge and activate the ECO if necessary. **CCS practices and follows the RED ALERT lockdown procedures.**

The Education Directorate Emergency Framework has ratings that identify three levels of alerts for lockdown – yellow, orange and red.

**Yellow alert** is a procedure where normal school and class activities continue, including observance of good housekeeping standards. No immediate actions are required, but staff should be aware of the need for increased vigilance.

**Orange alert** (Lockout) is a procedure that prevents unauthorised persons from entering the school and is commonly used when the threat is general, or the incident is occurring off the school property. This procedure allows school activities to continue as normal during the outside disruption.

### **Initiating an Orange Alert Lockout procedure**

- Orange alert lockdown signal activated for staff to implement lockout.
- If necessary, the principal, or supervising staff should direct students who are in the playground or outside school fences (e.g. ovals) to immediately return to the nearest school building and classroom.
- The principal or supervising staff should ensure that all doors and perimeter fences, if appropriate, are secured and that students are accounted for and safe.
- Staff and students to remain in locked classroom until the all clear signal is given.
- The only entry to the school for the period of lockdown should be through the main entrance. The principal should ensure that access is monitored and that only authorised personnel are granted access.
- The principal liaises with a School Network Leader and the Australian Federal Police or other emergency services (if necessary) to develop and implement a course of action to manage the incident.

**Red alert** (Lockdown) is a procedure used when there is an immediate threat to the school (e.g. school invasion). A full lockdown minimises access to the school and secures staff and students in rooms. As part of this procedure, everyone must remain in the room until the situation has been declared safe by an authorised person (e.g. principal or police officer).

### Initiating a Red Alert Lockdown procedure

- Red alert lockdown signal activated for staff to implement lockdown.
- If safe to do so, the principal or most senior staff member will wait outside the main entrance of the school to direct emergency services or will delegate another member of staff to do this. Only authorised personnel should be allowed access to the school premises.
- All outside activities should cease immediately. If appropriate the principal, delegate staff member or supervising staff, should direct students who are in the playground or outside school fences (e.g. ovals), to immediately return to the nearest school building and classroom **or** evacuate to a predetermined off-site location.
- Staff should follow prearranged and rehearsed instructions to secure doors and move students out of line of sight of doors and windows. Staff should ensure students remain calm and quiet.
- Staff should check corridors outside their classrooms for nearby students and direct any students in the immediate vicinity into their classroom. Staff should not leave the classroom to get students. The door should then be closed, and students located out of line of sight of doors and windows.
- Principal or delegate staff member calls 000 and asks for police.
- Principal or delegate staff member calls School Network Leader.
- Principal or delegate staff member should wait by main entrance for police, but only if safe to do so.
- Staff should record the names of students who are in the room. Any missing and/or extra students should be noted. If possible, staff should provide details to the principal or most senior staff member as requested.
- Staff should maintain room security and should not open doors for anyone under any circumstances. Students and staff should stay where they are until official notification is provided by the principal or an identified police officer that the lockdown is over.
- Where the lockdown lasts an extended period or extends beyond normal school hours, the principal or delegate staff member should notify parents in consultation with Education and Training Directorate, Media and Communications Section. **See Page 40 for details.**

### Actions after Lockout/Lockdown Procedure

- Advise the School Network Leader that the lockout/lockdown is over. **See Page 40 for details.**
- Determine whether to activate the parent re-unification process.
- Determine if there is any specific information students, staff and visitors need to know (e.g. areas of the school to avoid or parent reunification process).
- Ensure any students, staff or visitors with medical or other needs are supported.
- Print and issue pre-prepared parent letters and give these to students to take home.
- Follow up with any students, staff or visitors who need support.
- Seek support from Education Directorate Central Office if required. **See Page 40 for details.**
- Undertake operational debrief to review the lock-down and procedural changes that may be required.

## 4.3 Emergency Response Procedures for Specific Threats

The following operating procedures are to be used when the emergency situations below arise:

#### 4.3.1 Building Fire

- Phone **000** to notify the emergency services and seek advice.
- Activate the fire alarm.
- If appropriate, follow the procedure for **On-site Evacuation**.
- Report the emergency immediately to the Chief Warden who will alert and convene the ECO if necessary.
- Extinguish the fire (**only if safe to do so**).
- Evacuate to the school oval or front car park closing all doors and windows.
- Check that all areas have been cleared and notify the Chief Warden.
- Check that all students, staff, visitors and contractors are accounted for.
- Report emergency to the School Network Leader.
- Direct all Media enquiries to the Media and Communications Section (Central Office). **See Page 40 for details.**

#### 4.3.2 Grassland/Bush Fire

- Phone **000** to notify the emergency fire services and seek advice.
- If appropriate, follow the procedure for **Shelter-In-Place**.
- Report the emergency immediately to the Chief Warden who will convene the ECO if necessary.
- Identify if any buildings need to be evacuated. Permanent buildings may be a safer option than portable/demountable buildings.
- If threat exists decide appropriate action e.g. move to shelter-in-place or evacuate the room/s, closing all doors and windows.
- Turn off power and gas.
- Check that all students, staff, visitors and contractors are accounted for.
- Listen to TV or local radio on battery-powered set for bushfire/weather warnings and advice.
- Ensure staff/students do not hinder emergency services or put them at risk by going near damaged buildings or trees.
- Report emergency incident to School Network Leader.
- Direct all Media enquiries to the Media and Communications Section (Central Office). **See Page 40 for details.**

#### 4.3.3 Major Spills/Gas Leaks

- Phone **000** to notify the emergency services and seek advice.
- Report the emergency immediately to the Chief Warden who will convene the ECO if necessary.
- If the gas leak is onsite, notify your gas provider.
- If safe to do so, evacuate staff, students, visitors and including contractors to the school oval and/or front car park. This may be an off-site location.
- Check students, staff and visitors are accounted for.
- Report the emergency to the School Network Leader.
- Direct all Media enquiries to the Media and Communications Section (Central Office). **See Page 40 for details.**
- Await 'all clear' advice from emergency services or further advice before resuming normal school activities.

#### 4.3.4 Intruder/Personal Threat

- Phone **000** to notify the emergency services and seek advice.
- Report the emergency immediately to the Chief Warden who will convene the ECO if necessary.
- Do not do or say anything to the person to encourage irrational behaviour.
- Initiate action to restrict entry to the building if possible and confine or isolate the threat from building occupants.
- Determine if **evacuation or lock-down** is required. Evacuation only should be considered if safe to do so.
- Report emergency to the School Network Leader.
- Direct all Media enquiries to Media and Communications Section (Central Office). **See Page 40 for details.**

#### 4.3.5 Bomb/Chemical Threat

- Phone **000** to notify the emergency services and seek advice.
- Report the emergency immediately to the Chief Warden who will convene the ECO if necessary.
- If a bomb/chemical threat is received by telephone:
  - do not hang up
  - refer to the bomb threat checklist (see below).
- If a bomb/chemical threat is received by mail:
  - avoid handling of the letter or envelope
  - place the letter in a clear bag or sleeve
  - inform the Police immediately.
- If a bomb/chemical threat is received electronically or through the school's website:
  - do not delete the message
  - contact police immediately.
- Ensure the school's doors are left open.
- Do not touch any suspicious objects found.
- If a suspicious object is found or if the threat specifically identified a given area, then **evacuation** may be considered.
- Report emergency to the School Network Leader.
- Direct all Media enquiries to Media and Communications Section (Central Office). **See Page 40 for details.**

### Bomb/Substance Threat Checklist

This checklist should be distributed to all persons who regularly accept incoming telephone calls.

CALL TAKER		CALL TAKEN	
Name		Date of Call:	
Phone Number		Call Start/End Time	
Signature		Number of Caller	

#### Complete the following for a BOMB THREAT

QUESTIONS	RESPONSES
When is the bomb going to explode?	
Where did you put the bomb?	
What does the bomb look like?	
What kind of bomb is it?	
What will make the bomb explode?	
Did you place the bomb?	
What is your name?	
Where are you going?	
What is your address?	

#### Complete the following for a SUBSTANCE THREAT

QUESTIONS	RESPONSES
When will the substance be released?	
Where is it?	
What does it look like?	
When did you put it there?	
How will the substance be released?	
Is the substance liquid, powder or gas?	
Did you put it there?	

CHARACTERISTICS OF THE CALLER	
Sex of caller	
Estimated age	
Accent if any	
Speech impediments	
Voice (loud, soft, etc.)	
Speech (fast, slow etc.)	
Diction (clear, muffled, etc.)	
Manner (calm, emotional, etc.)	
Did you recognise the voice?	
If so, who do you think it was?	
Was the caller familiar with the area?	

LANGUAGE	
<input type="checkbox"/> Abusive	<input type="checkbox"/> Taped
<input type="checkbox"/> Well Spoken	<input type="checkbox"/> Irrational
<input type="checkbox"/> Incoherent	<input type="checkbox"/> Message read by caller
<input type="checkbox"/> Other (Specify)	

BACKGROUND NOISE	
<input type="checkbox"/> Music	<input type="checkbox"/> Local call
<input type="checkbox"/> Machinery	<input type="checkbox"/> Long Distance Call
<input type="checkbox"/> Aircraft	<input type="checkbox"/> Other (specify)

EXACT WORDING OF THREAT

ACTIONS	
REPORT CALL TO:	
ACTIONS:	

#### 4.3.6 Internal Emission/Spill

- Phone **000** to notify the emergency services and seek advice.
- Report the emergency immediately to the Chief Warden who will convene the ECO if necessary.
- Move staff/students away from the spill to a safe area and isolate the affected area.
- Report emergency to the School Network Leader. **See Page 40 for details.**
- Seek advice regarding clean up requirements, and if safe to do so, the spill can be cleaned up by staff. Personal Protective Equipment should be worn as per the requirements of the Material Safety Data Sheet and any relevant Safety Work Procedure.
- Notify WorkSafe ACT if required.
- Direct all Media enquiries to Media and Communications Section (Central Office). **See Page 40 for details.**

#### 4.3.7 Severe Weather/Storms and Flooding

- Phone **000** to notify the emergency services and seek advice if necessary.
- Store or secure loose items external to the building, such as outdoor furniture.
- Secure windows (close curtains & blinds) and external doors. If necessary, tape windows and glass entrances. Utilise boards and sandbags if required.
- Protect valuables and disconnect electrical equipment – cover and/or move this equipment away from windows.
- Report emergency to the School Network Leader.
- During a severe storm, remain in the building and keep away from windows. Restrict the use of telephone landlines to emergency calls only, particularly during a thunderstorm.
- After storm passes, evaluate the need to evacuate if uncontrolled fires, gas leaks, or structural damage has occurred as a result of the storm.
- Report any matter concerning the safety and wellbeing of students, staff and visitors to the Chief Warden.
- Listen to local radio or TV on battery-powered sets for weather warnings and advice.
- Direct all media enquiries to the Media and Communications Section (Central Office). **See Page 40 for details.**

#### 4.3.8 Earthquake

- Phone **000** to notify the emergency services and seek advice.
- The Chief Warden will convene the ECO if necessary.
- Report emergency to the School Network Leader. **See Page 40 for details.**

##### If Outside

Instruct staff and students to:

- Stay outside and move away from buildings, streetlights and utility wires.
- DROP and COVER
  - DROP to the ground.
  - Take COVER by covering your head and neck with their arms and hands.
  - Stay in the same position until the shaking stops. The greatest danger exists directly outside buildings, at exits and alongside exterior walls.

### **If Inside**

Instruct staff and students to:

- Move away from windows, heavy objects, shelves etc.
- DROP and COVER
  - DROP to the ground.
  - Take COVER by getting under a sturdy table or other piece of furniture or go into the corner of the building covering their faces and head in their arms.
  - If there isn't a table or desk near you, cover your face and head with your arms and crouch in an inside corner of the building.
  - Stay away from glass, windows, outside doors and walls, and anything that could fall, such as lighting fixtures or furniture.

### **After the Earthquake**

- Evaluate the need to evacuate if there are uncontrolled fires, gas leaks or structural damage to the building you are in.
- If you evacuate, watch out for fallen trees, power lines, and stay clear of any structures that may collapse.
- Arrange medical assistance where required.
- Help others if you can.
- Report any matter concerning the safety and wellbeing of students, staff and visitors to the Chief Warden.
- Tune in to the local radio if you can and follow any emergency instructions.
- If the school property is damaged and it is OK to do so, take notes and photographs for insurance purposes.
- Direct all Media enquiries to the Media and Communications Section (Central Office). **See Page 40 for details.**

#### 4.4 Recovery Activities following an Emergency Event (Business Continuity)

##### Recovery Checklist

##### 1. First 24 Hours

###### *First Few Minutes*

- Take a moment to stop and think. Appearing calm will help give a sense of control.
- Send for a member of your administration support team to help with managing your response.

###### *Establish the Facts*

- Collect information from reliable sources and ensure you are kept up to date.
- Ensure that staff /students are safe from injury and harm.
- Record details of the initial emergency notification and response.
- Contact with emergency services personnel to establish clear communication lines.
- Notify the Office for Schools to establish clear communication lines.
- Actively seek information from School Network Leader, police, hospital or elsewhere.

###### *Implement the Emergency Management Plan*

- Convene a meeting immediately with the Emergency Control Organisation and support personnel.
- Establish a Communications Centre (front office, staffroom, etc).
- Ensure first aid is undertaken for any individual requiring support.
- Delegate responsibilities if ECO members are absent or unavailable

###### *Inform All Staff*

- Provide facts regarding the incident, if possible at a staff meeting.
- Outline the management plan.
- Suggest sources of personal support for staff.
- Ensure that absent staff are kept informed.

###### *Inform Parents/Caregivers*

- Make contact by telephone or visit parents/partners/caregivers of any staff /students directly affected (especially where a death has occurred).
- Provide the facts of the incident.
- Outline the workplaces immediate response.
- Indicate possible reactions children and adolescents may experience.
- Suggest sources of help for families.
- Establish a waiting room for parents/partners.
- Use school website, Education Directorate website or social media as a source of information

###### *Inform All Students*

- Use your knowledge of the workplace to decide on how to disseminate information (e.g. assembly of student body, year or class levels).
- Assemble staff /students and outline the facts of the incident at the earliest opportunity.
- Provide information to staff /students regarding who they can approach for support.

<b>Recovery Checklist</b>
<b>1. First 24 Hours</b>
<input type="checkbox"/> Provide details on the location of the recovery room for staff /students.
<i>Establish a Recovery Room</i> <input type="checkbox"/> Wherever possible, provide support personnel, refreshments and comfortable chairs. <input type="checkbox"/> Allow distressed staff /student's access to private space for several days after the incident.
<i>Liaising with the Media</i> <input type="checkbox"/> Contact the Media and Communications Section and School Network Leader. <b>See Page 40 for details.</b> <input type="checkbox"/> Discuss use of school and Education Directorate websites, and social media as sources of public information
<i>Alternate arrangements for continued provision of educational programs</i> <input type="checkbox"/> Establish if your school can continue to operate despite impact of the emergency event <input type="checkbox"/> What short term changes will you need to implement to keep school open? <input type="checkbox"/> If the school must relocate, where will you go? (consult with School Network Leader) <input type="checkbox"/> Have staff numbers been affected/reduced because of the emergency event? <input type="checkbox"/> Change of arrangements notified to students, parents, staff and external stakeholders (e.g. ACTION, After Hours Childcare, Hirers of School Facilities)
<i>Review Emergency Management Plan</i> <input type="checkbox"/> An Emergency Management Plan debriefing session is to be undertaken within 24 hours of an event/drill to identify areas that require improvement. <input type="checkbox"/> The emergency control team must be convened, and the Emergency Management Plan reviewed and re issued following a drill/event.

## Recovery Checklist

### 2. During the First Week

#### *Restore a Regular Routine*

- Hold staff meeting and provide all staff with accurate information.
- Allow opportunities to talk about the incident and reactions.
- Reiterate information about reactions to critical incidents.
- Provide regular updated information to all staff.
- Ensure those absent on the day of the critical incident have been briefed and given the opportunity to ask questions and express concerns.
- Provide structure to help staff /students return to normal functioning.
- Assist staff to create a safe, ordered environment as many other staff/students will need reassurance during the critical incident.
- Monitor stress levels. Facilitate consultation with the school counsellor.
- Be aware of cultural and religious differences in response to death and what the funeral may entail.

#### *Long term alternate arrangements for continued provision of educational programs*

- If the school must relocate for an extended period, where will you go? (consult with School Network Leader)
- Assess impact on students, staff and school community
- What resources will you need to operate outside your normal school site?
- What support will you need from Central Office?
- Who else is affected by long term relocation? (e.g. ACTION, After Hours Childcare, Hirers of School Facilities)

#### *Support for those more directly involved*

- Use specialist support staff to assist staff, students and parents.
- Make support and counseling available in an organised manner.
- Keep a list of staff /students who have been seen by counsellors.
- Ensure appropriate referral information is available and a list of resource persons is displayed.
- Consider providing temporary relief staff for those most affected by the incident.
- Use temporary relief staff to enable staff to attend any funerals.
- Monitor those in caregiver roles.
- Keep a scrapbook of eulogies and sympathy cards in a central location for members of the workplace and community to read.
- Monitor media coverage of the event to identify areas that may be causing difficulty or distress for staff or students.
- Refer staff that is concerned with issues of legal liability to the Governance and Legal Liaison Section. **See Page 40 for details.**
- Suggest staff make detailed notes for their personal reference about the event and their part in it.
- Suggest staff obtain copies of any official statements they make.

## Recovery Checklist

### 2. During the First Week

#### *Home/School Links*

- Encourage two-way communication between parents/partners/caregivers and the workplace.
- Keep parents/partners/caregivers informed.
- Encourage support networks among parents/partners.
- Monitor and support reactions within the workplace.
- Continue to update parents/partners/caregivers about the ongoing management plan through newsletters or meetings.

#### *Consider Memorial Options*

- Plan an appropriate memorial. Consult staff, students, siblings, close friends and others directly involved about the type of memorial.
- The workplace may wish to inform and/or involve parents/partners/caregivers in this process.
- It is important to consider the placement and type of memorial. A prominent placement may make recovery and return to normality difficult.

## Part 5 – Training and Checklists

### This part of the plan includes:

- Staff Training;
- Emergency Response Drill Schedule;
- Emergency Kit Checklist; and
- Emergency Management Plan Checklist.

### 5.1 Staff Training

A key component of effectively planning for the management of an emergency is ensuring all staff employed at the school has the relevant skills and knowledge should an emergency arise. To assist with this, a training needs analysis has been conducted to identify training gaps for all staff currently employed at Caroline Chisholm School Junior Campus.

The type of training conducted at the school by management, permanent and temporary employees could include:

- First Aid Training;
- Pre-Emergency Planning;
- Workplace and Emergency Response Training;
- Fire and Emergency Response Training; and
- Fire Equipment Use and Maintenance Training.

The Staff Training Needs Assessment and Report should be completed at the commencement of each training exercise and a copy kept within this plan (*See Appendix 6.10 Staff Training Needs Assessment and Report*).

A representative from the Emergency Control Organisation can contact the Audit and Assurance Section for advice on what training might be appropriate for the staff at the school. Consideration should also be given to running at least one exercise prior to each bushfire season to ensure the Emergency Management Plan is tested and updated, all fire protection equipment installed within the school is tested under exercise conditions, and that any emergency services vehicles can access to all areas of the school. During this exercise, any records and pre-plans should be updated, including access codes and after hour contact numbers if applicable.

## 5.2 Emergency Response Drill Schedule

Table 9 – Mandated Emergency Response Drill Schedule

	Drill	Person Responsible	Date Drill was Performed	Observer's Record Completed* ✓
Term 1				
Term 2	Fire drill	Jen Howard	8 June 2022	✓
	Lock down drill	Jen Howard / Nicky Smith	22 June 2022	✓
Term 3				
Term 4				

### 5.3 Emergency Kit Checklist

**Table 10 - Emergency Kit Checklist**

<b>The Emergency Kit Contains:</b>	✓
Student and staff with special needs list (contained in EMP) including any student medications	✓
Class Roll lists	✓
Staff contact information & next of Kin	✓
Student Release Forms/sign out book – to be collected & added to kit in an emergency or drill	✓
List of staff on the ECO	✓
Traffic/emergency safety vests and tabards	✓
School Keys / Master Keys – with Executive staff, not kept in kit	✓
Standard Portable First Aid Kit.	✓
A charged mobile phone and charger/s - with Executive staff, not kept in kit	✓
Torch – mobile phones - with Executive staff, not kept in kit	✓
Whistle	✓
Megaphone	x
Copy of school site plan and EMP including emergency assembly and evacuation routes	✓
Sunscreen and spare sunhats	✓
Plastic garbage bags	✓
Toiletry supplies, garbage bags	x
Other - sanitiser	✓

<b>Date Emergency Kit checked:</b>	2 March 2022
<b>Next check date:</b>	Week 1 of each term

**CHECK ARRANGEMENTS TO ENSURE CONTACT DETAILS ARE AVAILABLE FOR STUDENTS AND PARENTS SHOULD SCHOOL BUILDINGS NEED TO BE EVACUATED**

## 5.4 Emergency Management Plan Completion Checklist

This Emergency Management Plan Completion Checklist has been developed for use as a 'final check' to assist you to confirm that you have completed all the components of your EMP.

Please note that it is your responsibility to identify potential local hazards to your school, assess the risks these pose and develop measures to reduce or mitigate the risks to your school community.

**Table 11 - Emergency Management Plan Completion Checklist**

**Final Check Completed by:**

**Date:**

Component	✓ ✘	Action
<b>Cover page</b>		
Principal name, school address, EMP issue date, EMP reviews date.	y	
<b>Distribution list</b>		
Distribution list has been completed.	y	
<b>Contact numbers and Communications Tree</b>		
Appropriate key local community contact numbers have been added e.g. Fire, Ambulance, Police, nearest hospital.	y	
Key contact numbers for internal staff have been added.	y	
Education and Training Directorate contact numbers have been included.	y	
<b>Emergency Control Organisation</b>		
ECO roles have been identified, with appropriate persons assigned and contact details provided.	y	
Responsibilities are clearly defined and back up names included for each position on the ECO.	y	
<b>Evacuation, lockdown and lockout procedures</b>		
Procedures that are specific to the school processes have been completed for:		
Evacuation onsite	y	
Evacuation offsite	y	
Lockdown	y	
Lockout	y	
<b>Emergency response procedures</b>		
Localised emergency response procedures have been developed for specific emergencies in-line with the hazards/threat identified in the risk assessment.	y	
<b>Staff trained in first aid</b>		
Staff trained in first aid list is included.	y	
<b>Area map and evacuation diagram</b>		
The area map is clear and easy to follow.	y	
The area map has: Identified evacuation assembly areas on site.	y	

## Emergency Management Plan

external evacuation routes	y	
surrounding streets and safe exit points marked	y	
emergency services access points marked	y	
<b>Evacuation diagram</b>		
The evacuation diagram is clear and easy to follow	y	
The evacuation diagram has: a pictorial diagram of the floor or area (at least 200mm X 150mm in size, A3)	y	
• a title e.g. EVACUATION DIAGRAM	y	
• the 'YOU ARE HERE' location		
• the designated exits, which shall be in green	y	
• hose reels marked in red	y	
• hydrants marked in red	y	
• extinguishers marked in red	y	
• designated shelter-in-place location	y	
• date plan was validated	y	22 March 2022
• location of primary and secondary assembly areas	y	
<b>Parent contact information</b>		
Parent contact information has been obtained and is up-to-date.	y	
<b>Students and staff with special needs list</b>		
Students and staff with special needs have been identified and strategies put in place for these persons where they require assistance in the event of an emergency.	y	
<b>Profile</b>		
Profile has been populated and reflects the school buildings, utilities etc.	y	
<b>Emergency Management Risk Assessment</b>		
Potential local hazards/threats have been identified.	Y	
Risks have been rated and risk assessments included.	Y	
Local mitigations/controls have been specified.	y	
<b>Emergency drill schedule</b>		
Drills have been scheduled once per term (quarterly) for different types of emergencies		Term 1 held off due to COVID and cohorting guidelines
<b>Emergency kit checklist</b>		
Emergency Kit Checklist has been developed with school requirements.	y	

## Part 6 – Appendices

### This section includes:

- School Profile/General Information;
- Building Information Summary;
- Emergency Control Organisation;
- School Floor Plan;
- Emergency Assembly Plan;
- Outside School After hours care program/Other Users of the School;
- Students and Staff with Special Needs;
- Emergency Management Risk Assessment;
- Hazardous Materials Register; and
- Staff/Training Needs Assessment and Report.

### 6.1 School Profile/General Information

Table 12 - General Information

School Name	CAROLINE CHISHOLM SCHOOL JUNIOR CAMPUS
Physical Address	103 Hambidge Crescent Chisholm ACT 2905
Operating Hours	8:30am to 3:30pm
Phone	6142 3555
Email	info@chisholm.act.edu.au
Number of buildings	11
Number of Students	290
Number of Special Need Students	13 (refer to list on page 52)
Total Number of Staff	39

Table 13 – Specific Risk Factors

<b>Specific Risk Factors</b>
•

**Table 14 – Our School Contacts**

Key Roles	Name	Phone	Mobile
Principal	Jennifer Howard	6142 3530	
Deputy Principal/s	Nicky Smith	6142 3558	
Business Manager	Sonia Jamieson	6142 3529	0434 838 008
Building Services Officer	Lyndon Burgess	6142 3555	0432 534 940
First Aid Officer	Sarabjit Kuar	6142 3555	
First Aid Officer	Debbie Brice	6142 3559	
First Aid Officer	Leonie O’Loughlan	6142 3565	0466 922 492
School Psychologist		6142 3550	

**Table 15 - ETD Central Office Contacts**

	Name	Phone
School Network Leader	Sue Norton	<a href="mailto:Sue.Noton@act.gov.au">Sue.Noton@act.gov.au</a> Phone: 620 53315
Office for Schools		6205 2360
Employee Assistance Program	Converge	1300 687 327
Media and Communications	Media & Communications	6205 9423 <a href="mailto:edu.media@act.gov.au">edu.media@act.gov.au</a>

## 6.2 Building Information Summary

**Table 16 - Building information Summary**

<b>Telephones (Landlines):</b>			
Location	Number	Location	Number
Admin	6142 3555		
<b>Alarms:</b>			
Location	Monitoring Company	Contact Number	
Fire	Admin Building Foyer	ADT	6218 9400
Intrusion		ADT	6218 9400
Other			
<b>Utilities:</b>			
Location	Service provider	Contact number	
Gas / Propane	ACTEW AGL	131 909	
Water	ICON WATER	6248 3111	
Electricity	ACTEW	131 093	

<b>Fire Sprinkler System:</b>	
Control Valve Location	N/A
Shutoff Instructions Location	
<b>Boiler Room:</b>	
Location	N/A
Access	
<b>Emergency Power System:</b>	
Type	N/A
Location	
Provides Power To	
Shutoff Instructions Location	
<b>Building and Site Hazards:</b>	
<b>Hazard Description</b>	<b>Location</b>

### 6.3 Emergency Control Organisation Contact Details

Table 17 - ECO Contact Details

ECO Role/Activities	PRIMARY CONTACT – DEPENDENT ON WHO IS ON SITE / AVAILABLE			
Chief & Deputy Wardens	Name	Jennifer Howard	Name	Nicky Smith
	Phone/Mobile	6142 3592	Phone/Mobile	6142 3556
	Name	Sonia Jamieson	Name	
	Phone/Mobile	0434 838 008	Phone/Mobile	
Floor or Area Wardens	Name	Phil Perkins	Name	Jenny Heywood
	Phone/Mobile	0435 962 376	Phone/Mobile	6142 3555
	Name	Smriti Sharma	Name	Lyndon Burgess
	Phone/Mobile	6142 3555	Phone/Mobile	0432 534 940
First Aid Officer	Name	Sarabjit Kuar	Name	Debbie Brice
	Phone/Mobile	6142 3555	Phone/Mobile	6142 3559
Communications	Name	Sonia Jamieson	Name	

Where in the school is there a copy of this plan?

1. Front Office – Junior campus
2. Front Office – Senior campus
3. BM Office
4. Evacuation trolley
5. Principal's Office
6. Library
7. Staff Common Room
8. Unit offices x 4
9. Preschool
10. Canteen
11. After School Care Building

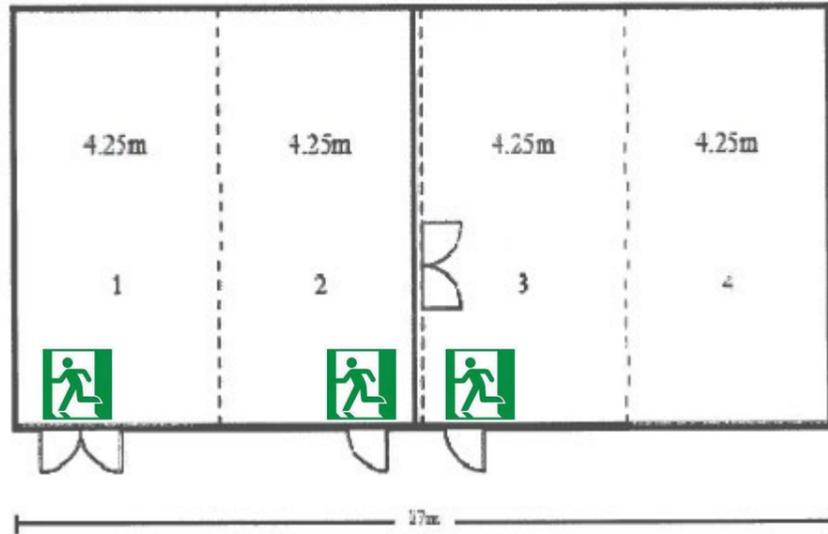
List all locations where this plan is on file (on and off premises)

G:\CHIS\Junior\Emergency Management Plan

Audit & Assurance

6.4 School Floor Plan

Building Name:  Date Evacuation Diagram Validated:



Right Side

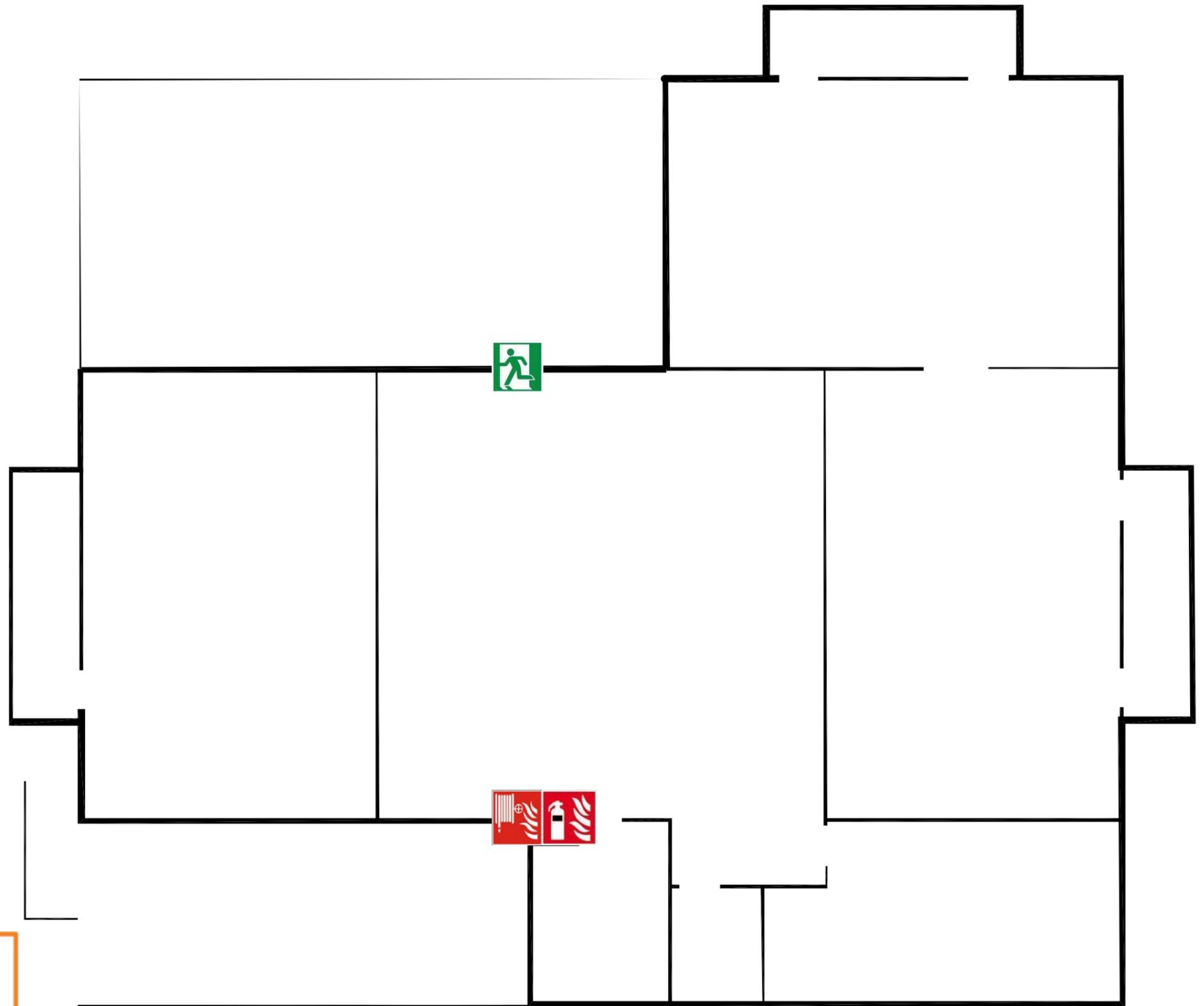
	Exit		Fire Blanket		CO2 Extinguisher		Assembly Point
	First Aid		Hose Reel		Chemical Extinguisher		Fire Indicator Panel
	Emergency Phone		Fire Extinguisher		EWIS Panel		Hazardous Materials

Building Name:

Grevillea

Date Evacuation Diagram Validated:

01/04/2019



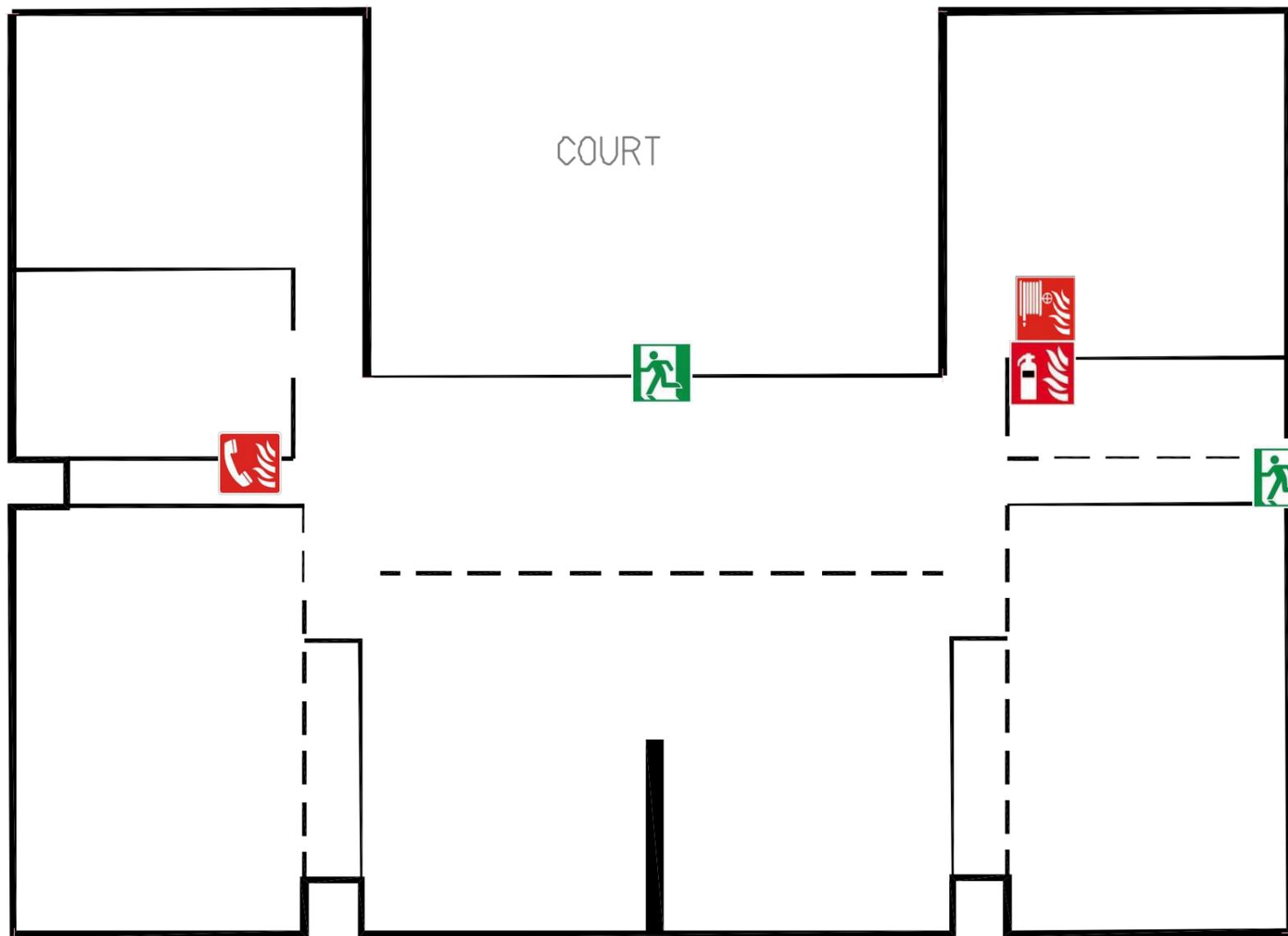
	Exit		Fire Blanket		CO2 Extinguisher		Assembly Point
	First Aid		Hose Reel		Chemical Extinguisher		Fire Indicator Panel
	Emergency Phone		Fire Extinguisher		EWIS Panel		Hazardous Materials

Building Name:

Acacia, Kurrajong, Melaleuca

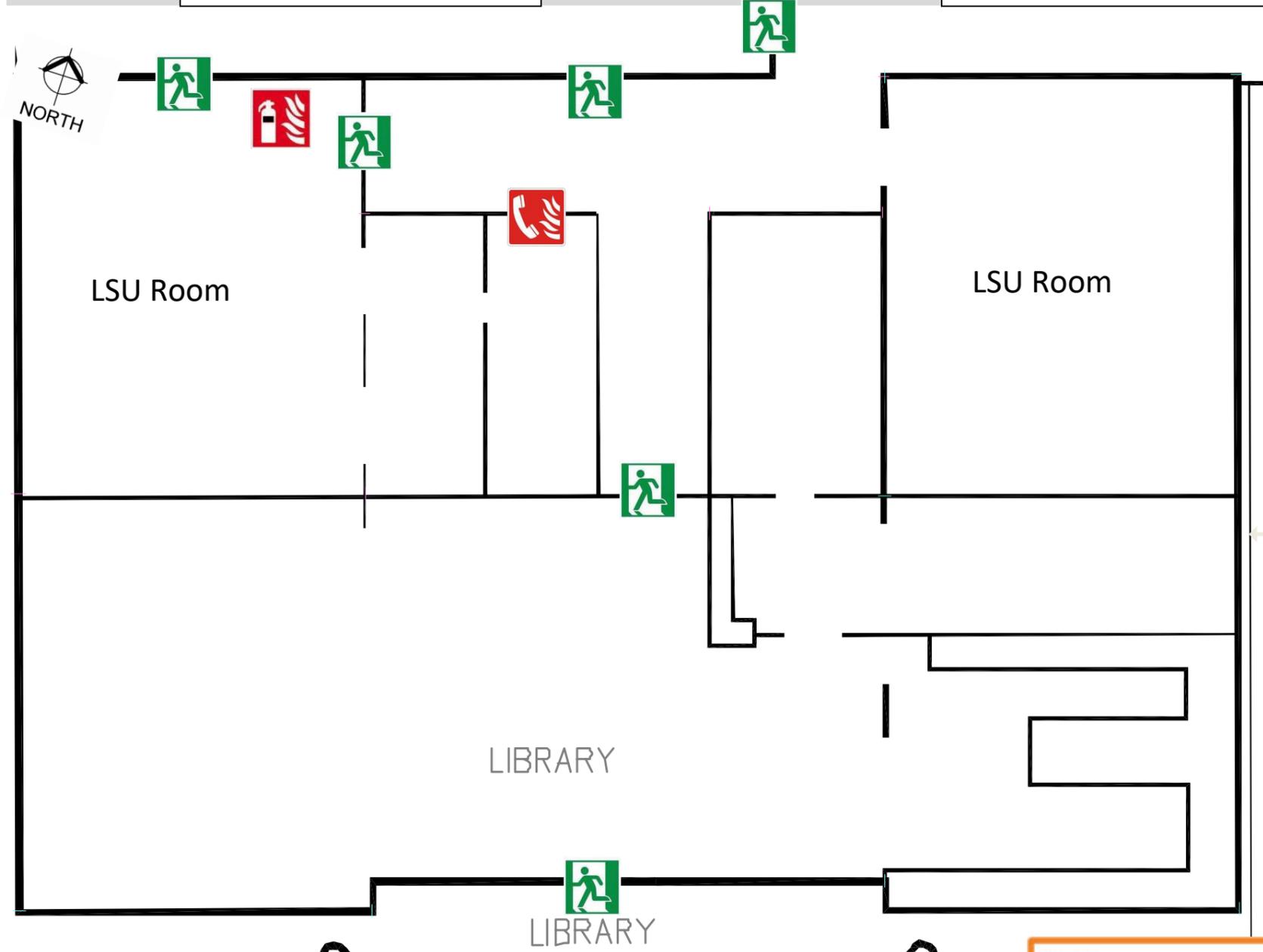
Date Evacuation Diagram Validated:

1 July 2015



	Exit		Fire Blanket		CO2 Extinguisher		Assembly Point
	First Aid		Hose Reel		Chemical Extinguisher		Fire Indicator Panel
	Emergency Phone		Fire Extinguisher		EWIS Panel		Hazardous Materials

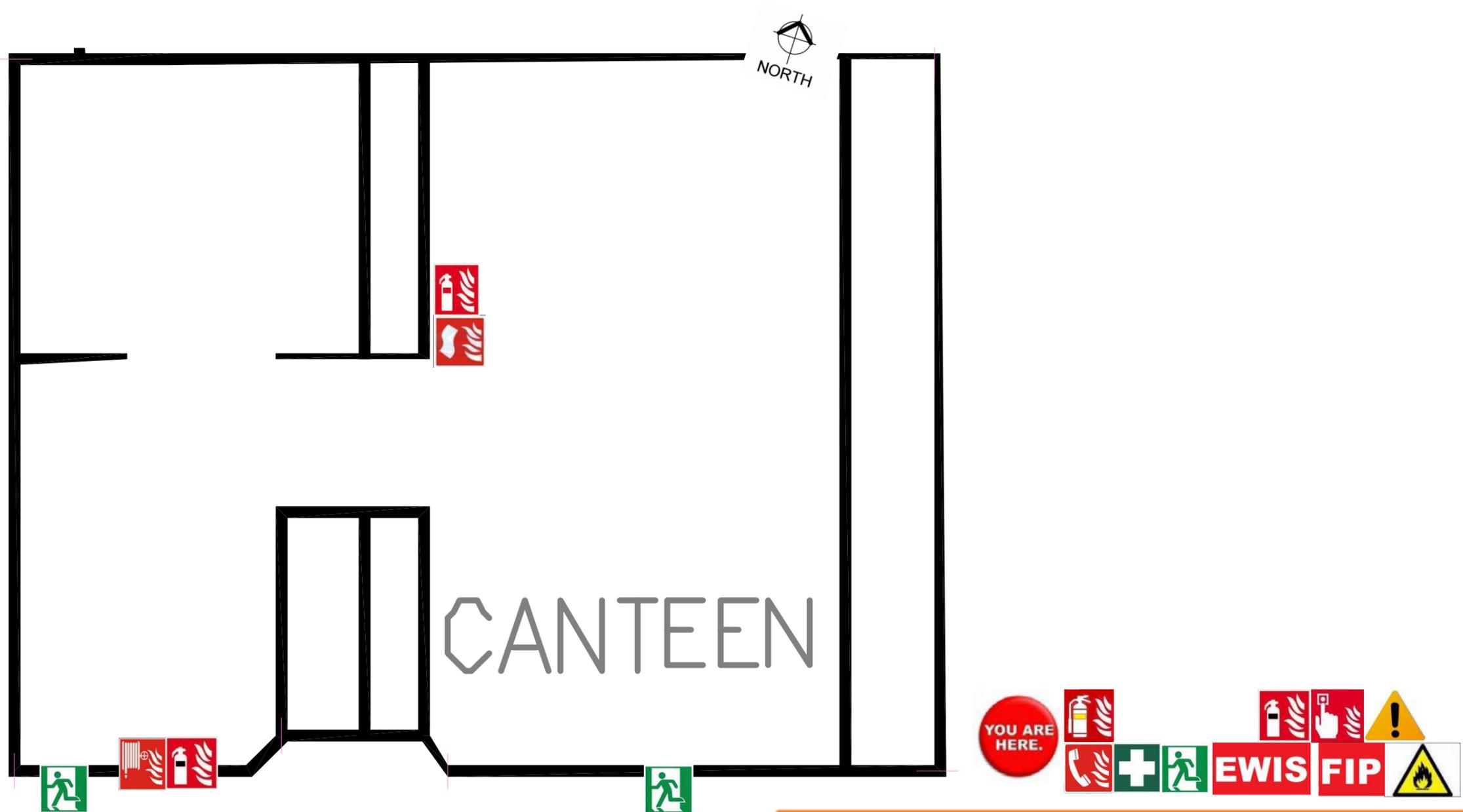
Building Name: **Library** Date Evacuation Diagram Validated: **01/04/2019**



←Upstairs in heating plant room

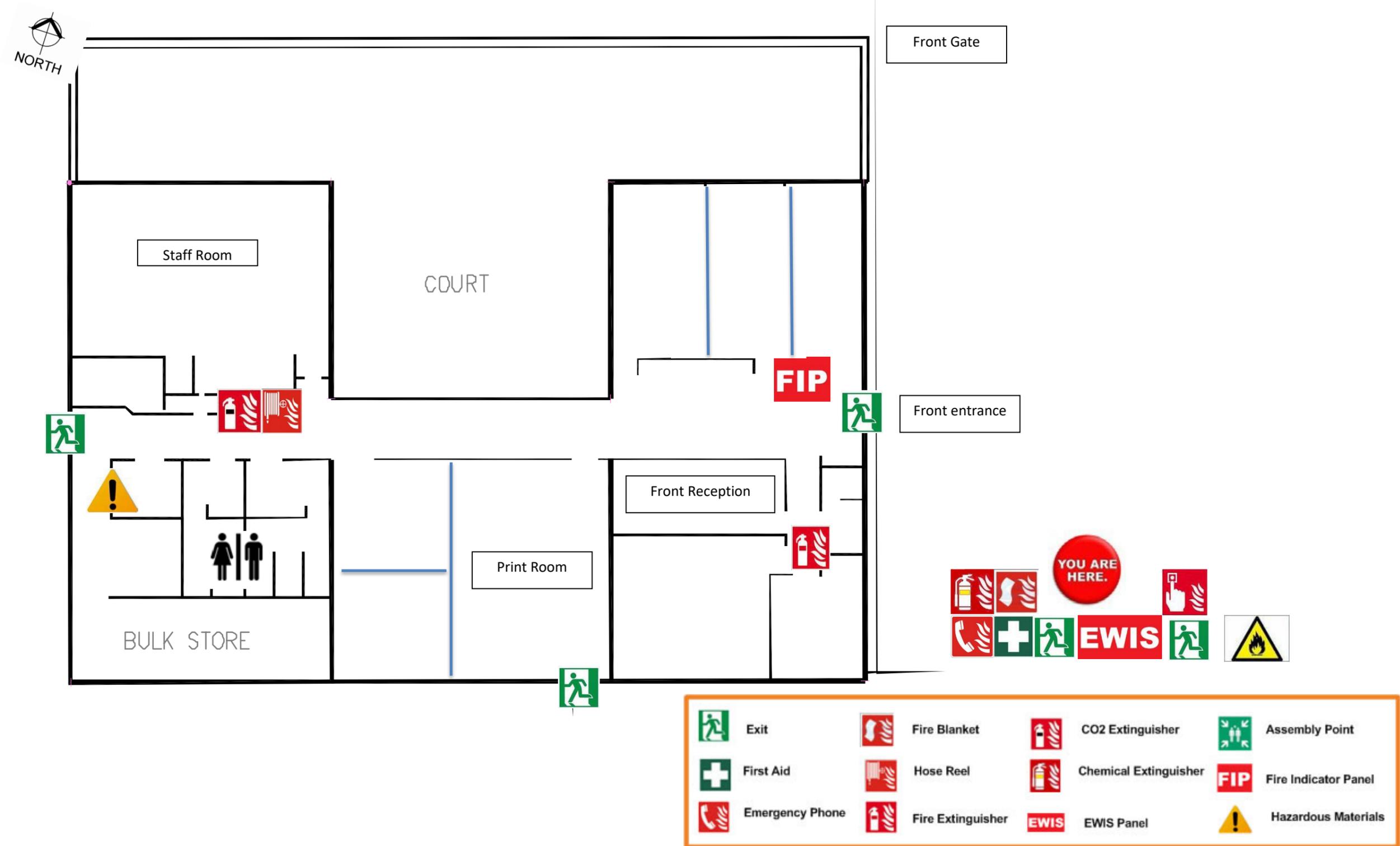
	Exit		Fire Blanket		CO2 Extinguisher		Assembly Point
	First Aid		Hose Reel		Chemical Extinguisher		FIP Fire Indicator Panel
	Emergency Phone		Fire Extinguisher		EWIS Panel		Hazardous Materials

Building Name: **Canteen**      Date Evacuation Diagram Validated: **01/04/2019**



	Exit		Fire Blanket		CO2 Extinguisher		Assembly Point
	First Aid		Hose Reel		Chemical Extinguisher		Fire Indicator Panel
	Emergency Phone		Fire Extinguisher		EWIS Panel		Hazardous Materials

Building Name: **Administration**      Date Evacuation Diagram Validated: **01/04/2019**

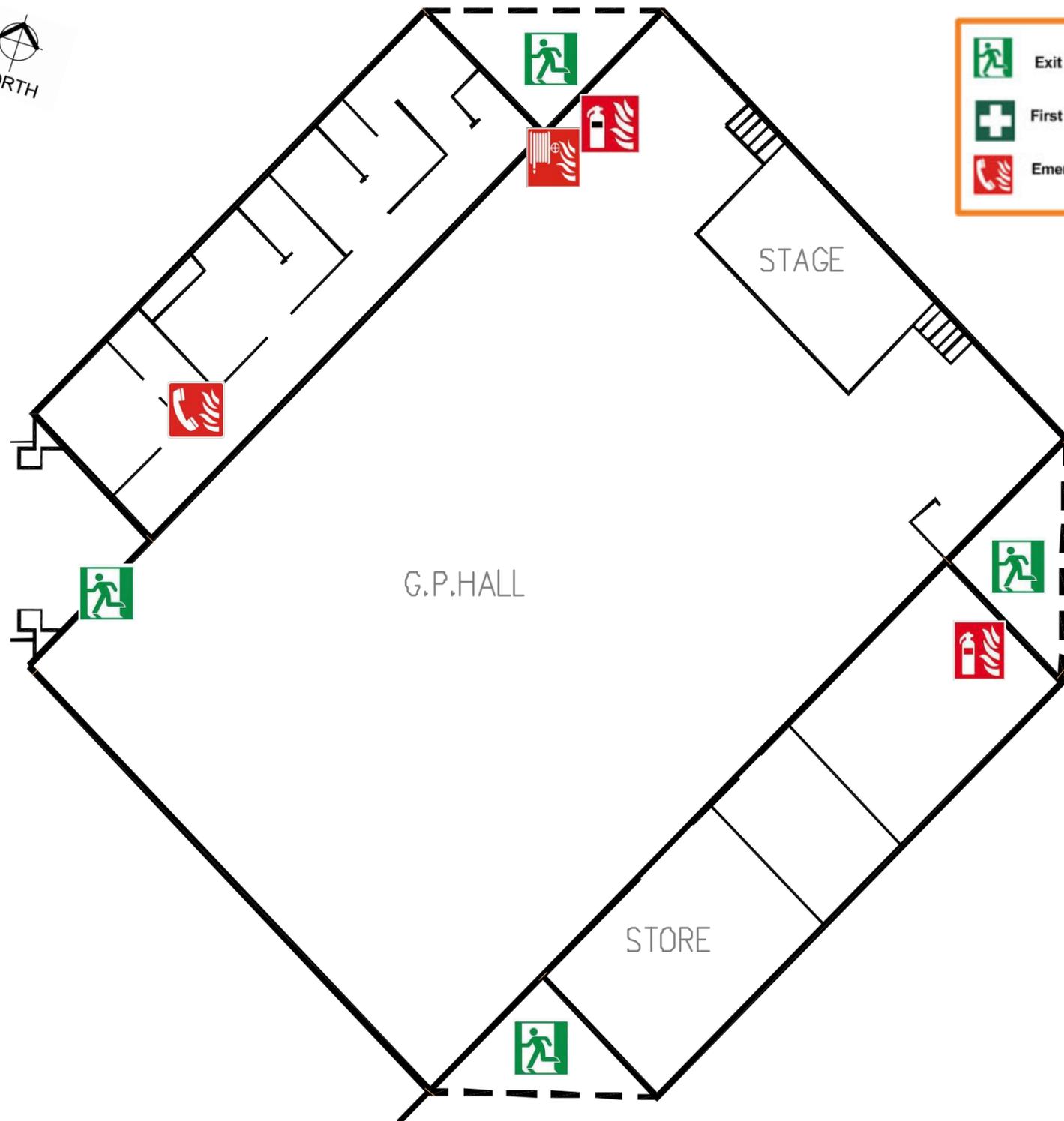


Building Name:

Hall

Date Evacuation Diagram Validated:

01/04/2019



	Exit		Fire Blanket		CO2 Extinguisher		Assembly Point
	First Aid		Hose Reel		Chemical Extinguisher		FIP Fire Indicator Panel
	Emergency Phone		Fire Extinguisher		EWIS Panel		Hazardous Materials

Building Name:

Preschool & Health Centre

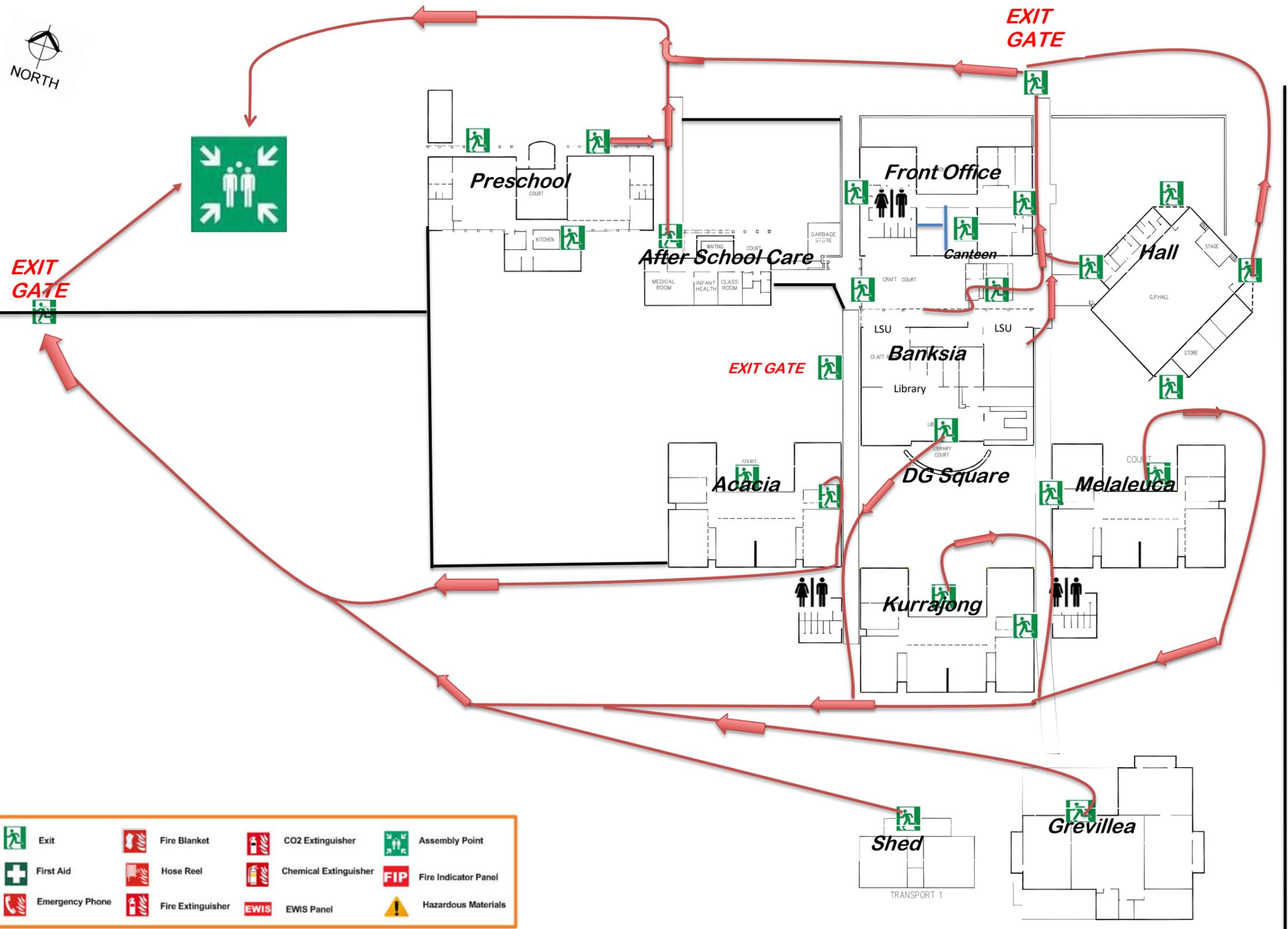
Date Evacuation Diagram Validated:

01/04/2019



	Exit		Fire Blanket		CO2 Extinguisher		Assembly Point
	First Aid		Hose Reel		Chemical Extinguisher		Fire Indicator Panel
	Emergency Phone		Fire Extinguisher		EWIS Panel		Hazardous Materials

6.5 Emergency Assembly Plan





**6.8 Emergency Management Risk Assessment**

Refer to Assessment Matrix at end of worksheet for assistance with determining Likelihood and Consequence, then use the matrix table to arrive at the Risk Rating

**School:** Caroline Chisholm School

Completed by: Lisa Greig Date: April 2019

Reviewed by:: Sonia Jamieson & Senior Exec Date: 22 March 2022

	<b>Risk</b> What sort of risk exists in your school and how can it happen?	<b>Impact</b> What is the outcome if the risk happens?	Likelihood (1 – 5)	Consequence (1 – 5)	Inherent Risk Rating (before any controls)	<b>Risk Control / Prevention measure</b> Description and Adequacy of Existing Controls (What are you going to do to prevent or reduce the risk)  <b>Risk Control Rating:</b> <b>Good</b> – Documented policy and procedures <b>Adequate</b> – Established and proven practice <b>Marginal</b> – Untested practice or subject of unsubstantiated assessment	Likelihood (1 – 5)	Consequence (1 – 5)	Residual Risk Rating (after Controls applied)	<b>Responsible Officer</b> Who will check the controls are being implemented?
A	<b>Spread of COVID-19 (coronavirus)</b>	<ul style="list-style-type: none"> <li>Workers and students being unwell.</li> <li>Workers and students being fearful of attending the school.</li> <li>Anxiety amongst workers and students.</li> <li>Reduced capacity to deliver education services.</li> <li>Staff shortage</li> <li>Heightened behaviours by students and/or parent</li> </ul>	5	4	High	Good <ul style="list-style-type: none"> <li>COVID Safety Assurance Plan in place.</li> <li>Staff receive daily updates</li> <li>Signage and frequently communicated messaging that workers, students and others not to attend the site if unwell.</li> <li>Limiting non-essential visitors from site.</li> <li>Sign-in books and Check-In CBR in use.</li> <li>Attendance rolls and timetables provide records for exposure.</li> <li>Strategic placement of hand sanitiser to promote timely and effective use.</li> <li>Placement signage to reinforce social distancing and hygiene requirements.</li> <li>Face masks in use where required, with disposable masks changed every 4 hours.</li> <li>Frequent cleaning of high-touch areas.</li> <li>Disinfectant wipes located at shared use resources such as printers/photocopiers.</li> <li>Adherence to biohazard waste removal practices for wipes &amp; disposable masks.</li> <li>Room capacity limited and reinforced with signage.</li> <li>Meetings conducted online.</li> <li>1.5 meter spacing including at perimeter for pick-up and drop-off.</li> <li>Bathrooms well stocked with hand soap.</li> <li>Drinking fountains restricted and personal water bottles encouraged.</li> <li>Ensuring adequate ventilation in indoor spaces – opened windows where possible, HVAC systems set to pull outdoor air where possible, monitored with CO2 monitoring devices.</li> <li>ACT Government mandatory vaccination policy is in place</li> <li>Occupational Violence Management Plan and associated procedures and tools.</li> <li>Managing Unreasonable Parent Behaviour Policy</li> </ul>	4-5	3-4	High	Principal and senior executive staff

	<p><b>Risk</b> What sort of risk exists in your school and how can it happen?</p>	<p><b>Impact</b> What is the outcome if the risk happens?</p>	Likelihood (1 – 5)	Consequence (1 – 5)	Inherent Risk Rating (before any controls)	<p><b>Risk Control / Prevention measure</b> Description and Adequacy of Existing Controls (What are you going to do to prevent or reduce the risk)</p> <p><b>Risk Control Rating:</b> <b>Good</b> – Documented policy and procedures <b>Adequate</b> – Established and proven practice <b>Marginal</b> – Untested practice or subject of unsubstantiated assessment</p>	Likelihood (1 – 5)	Consequence (1 – 5)	Residual Risk Rating (after Controls applied)	<p><b>Responsible Officer</b> Who will check the controls are being implemented?</p>
B	<ul style="list-style-type: none"> <li>Incidents relating to Bike track</li> </ul>	<ul style="list-style-type: none"> <li>Personal injury and or fatality</li> <li>Track being damaged (by person or weather and wear and tear)</li> <li>Financial impact to rectify vandalism</li> <li>Collison</li> <li>Damage to property (Bike, helmet etc)</li> <li>Damage to environment (trees, plants, littering)</li> <li>Non-compliance to safety guidelines</li> </ul>	4	4	Medium	<ul style="list-style-type: none"> <li>Safety signage</li> <li>Site inspection prior to use during school hours</li> <li>Regular maintenance program</li> <li>Teaching staff to undertake site induction before supervision of student use (ie: appropriate distance between riders, correct riding techniques)</li> <li>Teaching staff to undertake necessary training and maintain qualifications</li> <li>Regular communication to staff, students and community reminding of safety requirements and equipment</li> <li>Installation of rubbish bin</li> <li>Emergency vehicle easy access</li> <li>Qualified first aid officers on site and available during school hours</li> <li>Signage in place during maintenance activities to warn riders</li> <li>External programs to provide own insurance, risk assessment and qualification details with guidance from Caroline Chisholm School, pending approval from principal</li> </ul> <p>Volunteer maintenance group to be established and operate in line with the ACTIA guidelines</p>	3	3	Low – Medium	Principal, Business Manager, BSO
C	<p><b>Fire</b></p> <ul style="list-style-type: none"> <li>Electrical fault</li> <li>Bushfire</li> <li>Arson</li> <li>Explosion (boiler, gas cylinder, etc)</li> </ul>	<ul style="list-style-type: none"> <li>Personal Injury                             <ul style="list-style-type: none"> <li>Burns</li> <li>Electrocution</li> </ul> </li> <li>Financial impact</li> <li>Property Damage</li> <li>Data Loss</li> <li>Disruption to normal services</li> <li>Relocation to alternate premises</li> <li>Inconvenience</li> </ul>	2	5	High	<p>Good</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Emergency Management Plan in place.</li> <li><input type="checkbox"/> Fire equipment tested regularly.</li> <li><input type="checkbox"/> Electrical concerns remedied immediately.</li> <li><input type="checkbox"/> Fire drills held each term.</li> <li><input type="checkbox"/> Chemicals, gas stored appropriately.</li> <li><input type="checkbox"/> All electrical items appropriately tested and tagged, with regular reminders to staff about the necessity for testing and tagging all personal equipment used onsite.</li> <li><input type="checkbox"/> Bushfire Checklist completed annually</li> <li><input type="checkbox"/> School is fenced.</li> <li><input type="checkbox"/> Back to Base Fire Alarm fitted</li> <li><input type="checkbox"/> Staff trained in first aid.</li> </ul> <p>Adequate</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Directorate Bushfire Strategy provides information</li> </ul>	2	4	High	Chief Warden
D	<p><b>Storm Damage</b></p> <ul style="list-style-type: none"> <li>Wind</li> <li>Rain</li> <li>Extreme Conditions (heat and cold)</li> </ul>	<ul style="list-style-type: none"> <li>Personal Injury</li> <li>Financial impact</li> <li>Property Damage                             <ul style="list-style-type: none"> <li>Leaking roofs</li> <li>Disruption to ICT networks,</li> <li>Falling trees and branches</li> </ul> </li> <li>Data Loss</li> <li>Disruption to normal services</li> <li>Relocation to alternate premises</li> <li>Inconvenience</li> </ul>	2	3	Medium	<p>Good</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Trees, shrubs maintained, including in response to storm warnings and emergency advice.</li> <li><input type="checkbox"/> Tree audits performed annually and action taken as necessary.</li> <li><input type="checkbox"/> Gutters, car parks, grounds kept free of ember risks.</li> <li><input type="checkbox"/> Waste hoppers secured.</li> <li><input type="checkbox"/> Roof/gutters maintained to avoid water leaks.</li> <li><input type="checkbox"/> Heating/cooling issues addressed immediately.</li> <li><input type="checkbox"/> Heating/cooling systems regularly checked and maintained.</li> <li><input type="checkbox"/> Staff trained in first aid.</li> </ul>	2	3	Medium	Business Manager BSO

Emergency Management Plan

	<b>Risk</b> What sort of risk exists in your school and how can it happen?	<b>Impact</b> What is the outcome if the risk happens?	Likelihood (1 – 5)	Consequence (1 – 5)	Inherent Risk Rating (before any controls)	<b>Risk Control / Prevention measure</b> Description and Adequacy of Existing Controls (What are you going to do to prevent or reduce the risk)  <b>Risk Control Rating:</b> <b>Good</b> – Documented policy and procedures <b>Adequate</b> – Established and proven practice <b>Marginal</b> – Untested practice or subject of unsubstantiated assessment	Likelihood (1 – 5)	Consequence (1 – 5)	Residual Risk Rating (after Controls applied)	<b>Responsible Officer</b> Who will check the controls are being implemented?
E	<b>Medical Emergency (multiple casualties)</b>  <ul style="list-style-type: none"> <li>Impact by object (e.g. vehicle or aircraft)</li> <li>Irritant or toxic substance</li> <li>Food poisoning</li> </ul>	<ul style="list-style-type: none"> <li>Personal Injury</li> <li>Disruption to normal services</li> <li>Perception that schools are not safe</li> <li>Media attention</li> <li>External scrutiny</li> </ul>	2	5	High	<p>Good –</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Emergency Management Plan</li> <li><input type="checkbox"/> Students/staff with allergies have medical action plan</li> <li><input type="checkbox"/> Staff trained in first aid</li> <li><input type="checkbox"/> Toxic substances stored securely, used appropriately, and labelled according to MSDS guidelines</li> <li><input type="checkbox"/> MSDS sheets, toxic substance quantities and locations kept on file</li> <li><input type="checkbox"/> Food Handling complies with ACT Health regulations</li> </ul>	2	3	Medium	First Aid Officer
F	<b>School Invasion/Violence</b>  <ul style="list-style-type: none"> <li>Third Parties</li> <li>Criminal Activity</li> <li>Other Students</li> </ul>	<ul style="list-style-type: none"> <li>Personal Injury</li> <li>Property Damage</li> <li>Disruption to normal services</li> <li>Perception that schools are not safe</li> <li>Media Attention</li> <li>External scrutiny</li> </ul>	3	5	High	<p>Good –</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Emergency Management Plan documented/reviewed .</li> <li><input type="checkbox"/> Lock down procedures documented/reviewed.</li> <li><input type="checkbox"/> Lock external gates when risk is imminent</li> <li><input type="checkbox"/> Regular Lock down drills conducted</li> <li><input type="checkbox"/> Follow BSO gate procedure</li> <li><input type="checkbox"/> PA system regularly checked and maintained</li> <li><input type="checkbox"/> Panic button in the front office</li> <li><input type="checkbox"/> Access control. Visitors required to sign in and out at reception (G)</li> <li><input type="checkbox"/> Staff aware of visitor to school requirements (A)</li> <li><input type="checkbox"/> Procedures in place to alert Front Office of intruders (A)</li> </ul>	3	4	High	Principal
G	<b>Structural Damage/Landslide</b>  <ul style="list-style-type: none"> <li>Falling objects (trees and/or branches),</li> <li>Impact from external objects (vehicles)</li> <li>Ground instability</li> <li>Deterioration (fatigue, rot, rust or corrosion, insect infestation)</li> <li>Poor maintenance</li> </ul>	<ul style="list-style-type: none"> <li>Personal Injury</li> <li>Financial impact</li> <li>Property Damage</li> <li>Perception that schools are not safe</li> <li>Complaints</li> <li>Media attention</li> <li>External scrutiny</li> </ul>	1	4	Medium	<p>Good –</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> School built to code</li> <li><input type="checkbox"/> Trees, shrubs maintained.</li> <li><input type="checkbox"/> Tree audits performed annually and action taken as necessary.</li> <li><input type="checkbox"/> Rodent control service maintained</li> <li><input type="checkbox"/> Building condition audit report actioned</li> <li><input type="checkbox"/> Emergency Management Plan</li> <li><input type="checkbox"/> School is built on flat site with little risk of landslide/slip</li> <li><input type="checkbox"/> School built well back from street</li> </ul>	1	2	Low	Business Manager BSO

Emergency Management Plan

	<b>Risk</b> What sort of risk exists in your school and how can it happen?	<b>Impact</b> What is the outcome if the risk happens?	Likelihood (1 – 5)	Consequence (1 – 5)	Inherent Risk Rating (before any controls)	<b>Risk Control / Prevention measure</b> Description and Adequacy of Existing Controls (What are you going to do to prevent or reduce the risk)  <b>Risk Control Rating:</b> <b>Good</b> – Documented policy and procedures <b>Adequate</b> – Established and proven practice <b>Marginal</b> – Untested practice or subject of unsubstantiated assessment	Likelihood (1 – 5)	Consequence (1 – 5)	Residual Risk Rating (after Controls applied)	<b>Responsible Officer</b> Who will check the controls are being implemented?
H	<b>Bomb Threat</b> <ul style="list-style-type: none"> <li>By phone</li> <li>By email</li> <li>By post</li> <li>In person.</li> </ul>	<ul style="list-style-type: none"> <li>Personal Injury</li> <li>Property Damage</li> <li>Disruption to normal services</li> <li>Perception that schools are not safe</li> <li>Media attention</li> </ul>	3	5	High	<p>Good -</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Good access control. Visitors required to sign in and out at reception</li> <li><input type="checkbox"/> Bomb threat checklist and script provided to front office staff. Checklist is kept near the phone</li> <li><input type="checkbox"/> Staff aware of visitor to school requirements</li> <li><input type="checkbox"/> Regular Evacuation drills conducted.</li> <li><input type="checkbox"/> PA system regularly checked and maintained</li> <li><input type="checkbox"/> Emergency Management Plan</li> </ul>	3	4	High	Business Manager
I	<b>Flood</b> <ul style="list-style-type: none"> <li>Blocked drains</li> </ul> Redirection of run-off by landscaping or building works	<ul style="list-style-type: none"> <li>Personal Injury</li> <li>Financial Impact</li> <li>Property Damage</li> <li>Data Loss</li> <li>Disruption to ICT networks</li> </ul> Risk of electrocution.	2	2	Medium	<p>Good –</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Buildings maintained regularly, school is not subject to flooding</li> <li><input type="checkbox"/> Response to community notification via facebook and email</li> <li><input type="checkbox"/> Roof maintained</li> <li><input type="checkbox"/> Gutters kept clear of debris</li> <li><input type="checkbox"/> Emergency Management Plan.</li> <li><input type="checkbox"/> Plumbing issues addressed immediately.</li> <li><input type="checkbox"/> External drainage channels and grates kept clear of rubbish/debris.</li> </ul>	2	1	Low	Business Manager BSO
J	<b>Earthquake</b>	<ul style="list-style-type: none"> <li>Personal Injury</li> <li>Financial impact</li> <li>Property Damage                             <ul style="list-style-type: none"> <li>Building collapse</li> <li>structural damage</li> <li>fire</li> </ul> </li> <li>Data Loss</li> <li>Disruption to normal services</li> <li>Relocation to alternate premises</li> <li>Inconvenience</li> </ul>	1	5	High	<p>Marginal – untested practice</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> School built to code.</li> <li><input type="checkbox"/> Building maintenance surveyed and maintained.</li> <li><input type="checkbox"/> The ACT is not an earthquake prone area.</li> <li><input type="checkbox"/> Regular Evacuation drills conducted.</li> <li><input type="checkbox"/> Emergency Management Plan.</li> </ul>	1	4	Medium	Chief Fire Warden Business Manager
K	<b>Lightning Strike</b>	<ul style="list-style-type: none"> <li>Personal Injury                             <ul style="list-style-type: none"> <li>burns</li> <li>electrocution</li> </ul> </li> <li>Financial impact</li> <li>Property Damage including power surge</li> <li>Data Loss</li> <li>Disruption to normal services</li> <li>Relocation to alternate premises</li> </ul>	2	4	High	<p>Marginal – untested practice</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Staff and students kept inside during electrical storms.</li> <li><input type="checkbox"/> RCD fitted to school switchboards with twice annual safety checks.</li> <li><input type="checkbox"/> Emergency Management Plan.</li> <li><input type="checkbox"/> Staff trained in first aid.</li> </ul>	2	3	Medium	Chief Fire Warden

	<b>Risk</b> What sort of risk exists in your school and how can it happen?	<b>Impact</b> What is the outcome if the risk happens?	Likelihood (1 – 5)	Consequence (1 – 5)	Inherent Risk Rating (before any controls)	<b>Risk Control / Prevention measure</b> Description and Adequacy of Existing Controls (What are you going to do to prevent or reduce the risk)  <b>Risk Control Rating:</b> <b>Good</b> – Documented policy and procedures <b>Adequate</b> – Established and proven practice <b>Marginal</b> – Untested practice or subject of unsubstantiated assessment	Likelihood (1 – 5)	Consequence (1 – 5)	Residual Risk Rating (after Controls applied)	<b>Responsible Officer</b> Who will check the controls are being implemented?
L	<b>Chemical/Gas Leak</b>	<ul style="list-style-type: none"> <li>• Personal Injury</li> <li>• Financial impact</li> <li>• Disruption to normal services</li> <li>• Relocation to alternate premises</li> <li>• Inconvenience</li> <li>•</li> </ul>								

Assessment Matrix – Level of Risk

	Consequence (b)				
<b>People</b>	Injuries or ailments not requiring medical treatment.	Minor injury or First Aid Treatment Case.	Serious injury causing hospitalisation or multiple medical treatment cases.	Life threatening injury or multiple serious injuries causing hospitalisation.	Death or multiple life threatening injuries.
<b>Property</b>	Minor damage to be repaired through routine maintenance program	Minor damage that requires immediate repairs, e.g. broken windows, leaking roof. Repair cost <\$10,000	High volume of minor damage or any form of structural damage to buildings. Equipment damaged. Repair/replacement costs >\$10,000	Extensive damage to buildings. Structural integrity seriously compromised. Equipment damaged. Repair/replacement costs >\$30,000	Buildings unable to be used due to extensive damage. Structural failure (collapse) Equipment damaged. Repair/replacement costs >\$200,000
<b>Business Continuity &amp; Systems</b>	Minor disruption to normal school services, systems or processes requiring corrective action, without impact on overall schedules.	Moderate disruption to normal school services, systems or processes requiring corrective action, with possible impact on overall schedules.	Disruption of normal school services for one day. Rescheduling of classes required. School business systems offline.	Disruption of normal school services for greater than one day. Possible relocation to alternate site. Rescheduling of classes or programs required. School business systems offline for extended period.	School site unable to be occupied for a period greater than five days. School business systems damaged beyond repair. Data or documentation lost or destroyed.

		Insignificant	Minor	Moderate	Major	Catastrophic
		1	2	3	4	5
Likelihood (a)	<b>Almost Certain</b>	<b>5</b>	<b>High</b>	<b>High</b>	<b>Extreme</b>	<b>Extreme</b>
	<b>Likely</b>	<b>4</b>	<b>Medium</b>	<b>High</b>	<b>High</b>	<b>Extreme</b>
	<b>Possible</b>	<b>3</b>	<b>Medium</b>	<b>Medium</b>	<b>High</b>	<b>Extreme</b>
	<b>Unlikely</b>	<b>2</b>	<b>Low</b>	<b>Medium</b>	<b>High</b>	<b>High</b>
	<b>Rare</b>	<b>1</b>	<b>Low</b>	<b>Low</b>	<b>Medium</b>	<b>Medium</b>

	Numerical:	Historical:
↑	>1 in 10	Is expected to occur in most circumstances
↑	1 in 10 - 100	Will probably occur
↑	1 in 100 – 1,000	Might occur at some time in the future
↑	1 in 1,000 – 10,000	Could occur but doubtful
↑	1 in 10,000 – 100,000	May occur but only in exceptional circumstances

## 6.9 Hazardous Materials Register

**Hazardous Materials Register** is located at the front office. This register lists the dangerous substances stored, how much, where they are stored and the types of fire protection equipment installed. The locations for the storage of Dangerous Substances are identified on the School Floor Plan.

**Table 20 - Hazardous Materials Register**

Register of Dangerous Substances Stored in Schools				
Name of dangerous substance	Expected <b>maximum quantity</b> of each dangerous substance	Expected <b>average quantity</b> of each dangerous substance	Comments, location, storage etc	Type of fire protection equipment installed
Petrol (for mowers, leaf blowers, etc)	10 L	4L	Rear storage shed	4.5kg ABE Powder fire extinguisher
LPG (for BBQ)	3.5kg		rear storage shed: Middle door:	Paint/flammable storage room. Middle door rear shed, Ventilated
Paint (oil based)	10L	3L	rear storage shed: Middle door	Paint/flammable storage room. Middle door rear shed, Ventilated,
Paint (aerosol)	60L	1kg	Rear storage shed	
Pesticides and herbicides	Pesticides 300g net Herbicides 4L	700g 1L	BSO Office	

**6.10 Staff Training Needs Assessment and Report**

This training needs assessment and report must be updated each time a staff member has undertaken and successfully completed training related to Emergency Management. This report must always be kept in the Emergency Management Plan.

**Table 21 - Staff Training Needs**

Staff Member	Training Required	Date Training Completed	Certificate Issued

**6.11 Lockout/Lockdown Checklist**

School	Caroline Chisholm School Junior Campus
Room	
Lockout	
<input type="checkbox"/> Secure perimeter door located at	
<input type="checkbox"/> Close and secure external windows	
Lockdown	
<input type="checkbox"/> Secure perimeter door located at	
<input type="checkbox"/> Ensure all students are in classroom	
<input type="checkbox"/> Secure classroom access doors, if possible	
<input type="checkbox"/> Close and secure external windows	
<input type="checkbox"/> Close blinds or curtains if fitted	
<input type="checkbox"/> Instruct students to	