



EUROA SECONDARY COLLEGE

“A united community where everybody has responsibility in preparing youth for their future.”

Challenge Empowerment Resilience Respect

Bushfire Management Plan

Harold Cheung (Principal)

Date _____ 2018

Review Date One: _____ 2019

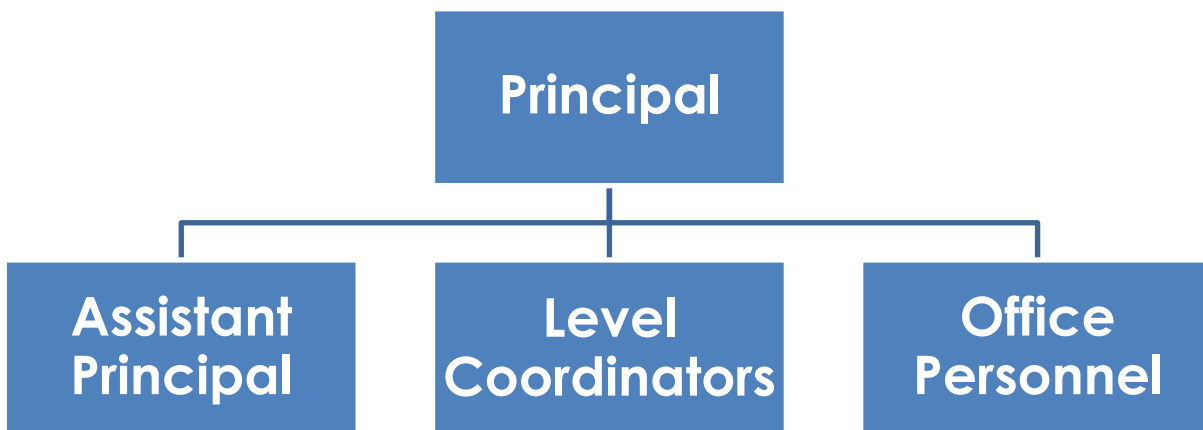
Review Date Two: _____ 2020

Incident Control System Plan

One for perceived emergency – fire in area, transport accident

1. Make a chart like the one below
2. Decide who is in charge (the controller) in the event of an emergency
3. Name an alternate who takes charge if the usual person is absent
4. Pick a child monitor person or several if you have the staff
5. Pick a logistics person
6. Pick an information/communications person if you have the staff

Who does what?



Controller: Harold Cheung (Principal)

- Does: Directs, decides, is ultimately accountable for safety of children/staff/volunteers
- Also does: (communicates with emergency agencies/staff/students and families/press)

Logistics Person: (Julie Pratt/Kevin Bott/Level Coordinators)

- Does: Responsible for first aid/emergency kits, attendance lists, phone lists, transport (where necessary) and evacuation/relocation procedures
- Also does: (liaises with Principal- insert duties as appropriate to your facility)

Information/Communications Person: (Principal – Harold Cheung)

- Does: Responsible for contacting names on emergency call sheet. Responsible for gathering relevant information (such as updates on advancing bushfires). Responsible for managing incoming calls from parents. Responsible for clear/consistent messages to parents/family (i.e.: “The children are safe and you may pick them up at....”)

Child Monitor (s): (School Captains)

- Does: Responsible for ensuring safety/well-being of children/active supervision, reassurance

For a Children’s Services with 3 staff

- Prioritise creating a “Controller”, a “Logistics”, and a “Child Monitor”

For Children’s Services with 2 staff

- Prioritise the “Controller” and “Logistics” roles (both maximise children’s safety!)

If you are on your own

- Your only priority will be the safety of the children. Focus on keeping them from harm, ring 000, and wait for emergency services

Emergency Numbers Sheet

DISPLAY A COPY NEXT TO YOUR TELEPHONE OR PROMINENTLY ON THE WALL NEARBY

Group	Phone Number	
Police	Life-threatening or time critical emergency	000
	Non-life threatening incident requiring Police response	000
	Local Police Station	57952017
Ambulance	000	
Fire Services Authority MFB/CFA	000	
State Emergency Service	57626253	
Hospital(s)	57952011 (Medical Centre); 57950200 (Euroa Health)	
Gas (check for local number)	132771	
Electricity (check for local number)	131799	
Water Corporation (local number)	1800 454 500	
Department of Human Services (Regional Office)	57220555 (Wangaratta); 57936400 (Seymour)	
Department of Human Services- Child Protection (Regional Office)	1800 650 227 or 131278 (AH)	
Local Government	57950000	
EPA		
DEECD Regional Office	57612100	
Emergency Management Services Unit (EMSU)	95896266	
Fire local	57952566 (Euroa); 57905244 (Mt Wombat Tower)	
Fire group Officer	0438985202 Graeme Seach	
	57952568 group headquarters (Euroa)	
Worksafe	132360	

Useful Resources and Contacts

What resources are available in your local community to assist during and after a crisis? List all the community resources you know about. (Consult your local shire/council, phone books, or the CFA)

Divide up the list and contact each to get updated information about services.*

Resource/Agency	Contact Name	Phone Number
e.g. Country Fire Authority		000
Your Shire/Council	Strathbogie Shire	57950000
Municipal Association of Victoria (MAV)		
Euroa Police	57950200	
CFA District 22 Shepparton	58332400	
CFA District 12 Seymour	57353100	
Dysons Bus Service	58312150 0407541682	
Euroa Bus Lines	57626566	
Euroa Primary	57952212	
St Johns	57952937	

Children with Medical or Special Needs List

Please include information about any children that have medical management plans (e.g. for asthma, anaphylaxis & include their medications eg auto adrenaline injection device

Child/Staff Name	Room/ Area	Condition	Assistance Needed During An Emergency / Evacuation	Who Will be responsible?
<i>Elliott Paterson</i>		<i>Autism</i>	<i>Support needed</i>	<i>Teachers Aid</i>

Evacuation Plan Guide and Checklist

Suggested Steps for Evacuation

1. Senior person on site takes charge and decides who does what (your ICS)
2. Call 000
3. Inform them of the nature of the emergency (eg. "There is smoke in the building")
4. Using all available staff/volunteers calmly move/carry/walk the children out of the building to the Euroa Community & Sports Centre or oval if outdoor area required.
5. Take the children's attendance list, staff roster and your emergency/first aid kit - (Julie/Scott)
6. Once at assembly area, check that all children and staff are accounted for – Level Coordinators
7. Scott to check buildings to ensure everyone is out of the building.
8. Call 000 and inform them of your location at the assembly area.
9. Focus on safety and well-being of staff and children
10. Wait for emergency services to arrive

Evacuation Checklist: Before

Preparedness and planning beforehand is critical. To maximise the safety of children/staff/volunteers, check that you have these things (at a minimum) in place beforehand. Have you:

- Created a clear ICS (who does what?)
- A posted (on your wall) site plan with clearly marked exits including the safest possible alternative exits from the building?
- Posted the site plan clearly on walls where you can access them easily?
- Designated two outdoor assembly areas, the first 150 meters away and an alternate location further away? (walking distance)
- Put together a first aid/emergency kit readily available with required medications included inside such as asthma inhalers or auto adrenaline injection devices, bottled water, and sunscreen?
- A portable contacts sheet with updated and after-hours numbers?
- A working mobile phone?
- A portable attendance list of children, volunteers, and staff?
- Practiced your evacuation plan and recorded any problems you encountered during the drill?

Evacuation Checklist: During

- Have you phoned 000?
- Accounted for all children/staff/volunteers at the assembly area against your attendance list?
- Brought the first aid/emergency kit with you?
- Assembled the children/staff/volunteers in the pre-determined assembly area?
- Brought the mobile telephone and emergency telephone contact sheets with you?

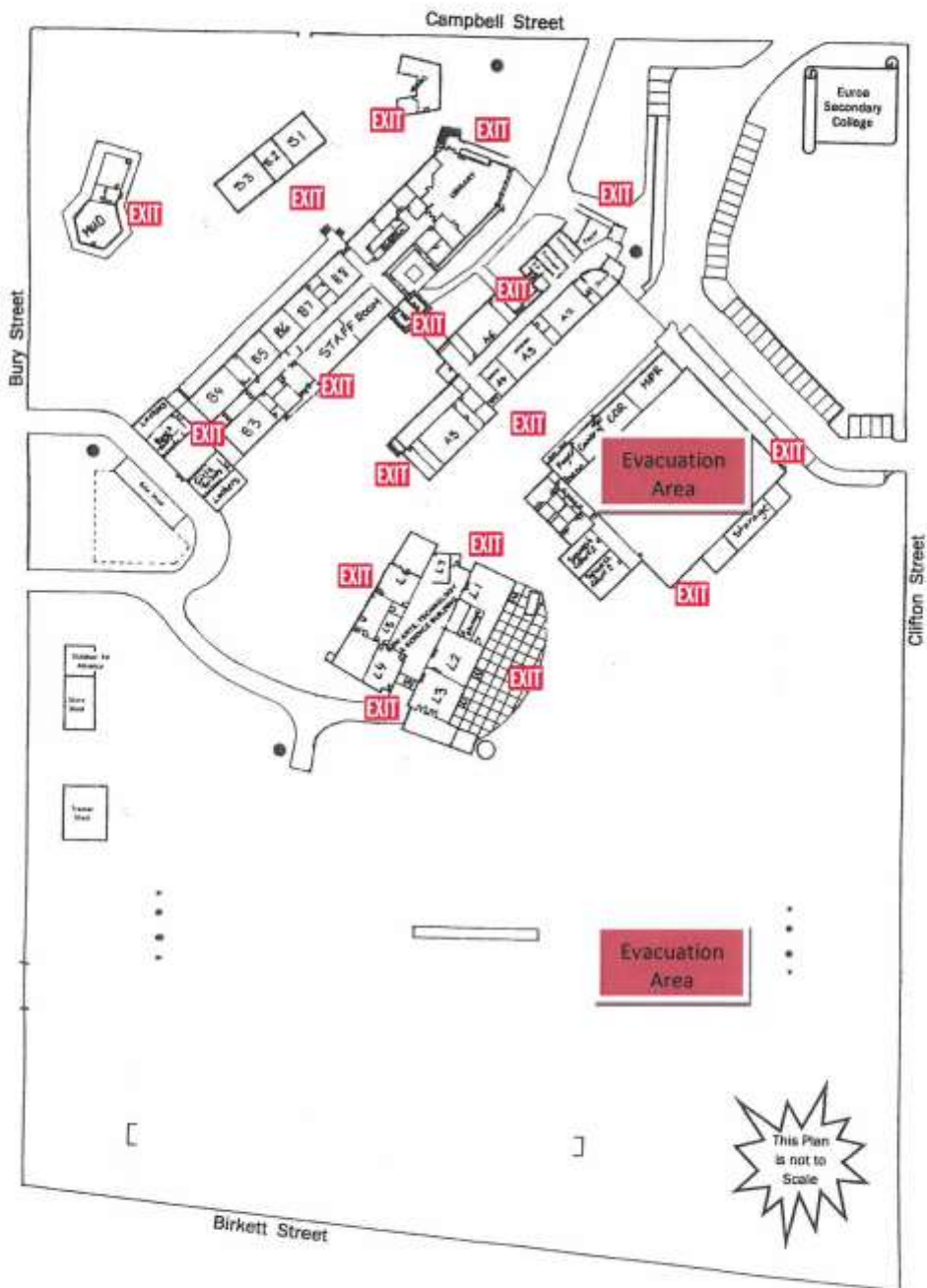
Evacuation Checklist: After

- Have you recorded the incident and reported it according to your reporting requirements?
- Written down what went wrong, what went well to improve your plan for the future? (i.e. "The assembly point was too exposed to the sun" or "It took x number of minutes to leave the building")

Note on Assembly Areas: You'll Need to Designate Two of Them

- Where you assemble outside the building depends on your specific building/site but as a rule it should be at a minimum of 150 meters away from the building
- Some emergencies may mean that you need to move the children further than 150 meters. Find a safe alternative which is in reasonable walking distance from your building

Appendix 3 – Evacuation Routes and On-Site Assembly Areas



Relocation Plan Guide and Checklist

Special Note: the safety of children is the first consideration. The relocation plan is an emergency option designed to maximise the well-being of children and staff, taking into account parental concerns as well.

Note: In case of bushfires, before you decide to relocate obtain more information at:

CFA website: <http://www.cfa.vic.gov.au/>

DSE website - <http://www.dse.vic.gov.au/>

Victorian Bushfire Information Line:

1800 240 667

AM 774 ABC Radio

Suggested Relocation Steps

1. Senior person on site takes charge and decides roles and responsibilities (your ICS)
2. Assess situation and determine if relocation is the safest option
3. Call 000
4. Call your pre-arranged contacts for transport and direct them to meet you at the agreed outdoor assembly area
5. Using all available staff/volunteers calmly move/carry/walk the children out of the building to your pre-determined outdoor assembly area
6. Take the attendance record, staff roster and your emergency/first aid kit
7. Once at assembly area, check that all children and staff are accounted for
8. If travelling by vehicle, ensure that you have maps with clearly marked evacuation routes
9. Meet at pre-arranged relocation point (out of danger zone)
10. Contact parents and inform them they should pick up their children and in the case of bushfires, enact their own Family Bushfire Plan.

Relocation Checklist: Before

Preparedness and planning beforehand is critical. To maximise the safety of children/staff/volunteers, check that you have these things (at a minimum) in place beforehand. Have you:

- Created your ICS detailing who does what in the event of an emergency?
- Arranged for emergency transport?
- Got a map of your primary evacuation route? Have an alternative route selected?
- Put together a first aid/emergency kit readily available with required medications included inside such as asthma inhalers or auto adrenaline injection devices, bottled water, and sunscreen?
- Arranged for agreed relocation points?
- Ensured that the relocation points are safe and appropriate locations for children and made provisions for remaining at these points for extended periods if necessary?

- Communicated the relocation points to parents/guardians?
- Updated a parental notification communication tree?

Relocation Checklist: During Have you:

- Phoned 000?
- If it is a bushfire, obtained the latest information?
- Got a charged mobile phone with updated emergency contact numbers?
- Accounted for all children/staff under your care against the day's attendance list?
- Brought your emergency/first aid kit with you?
- Got adequate transport with route/alternative route maps?
- Got an updated parents/families telephone contact sheet?

Relocation Checklist: After

- Have you recorded the incident and reported it to your regional office as required under regulation 90
- Written down what went wrong, what went well, and what could be changed in the event of a future emergency

Special Note for bushfires: Staying put is an option of last resort. Children have special needs and staying put is not recommended unless there is no other safe option.

Suggested Steps

- Assess situation and enact ICS
- Call 000
- Bushfires: call the Victorian Bushfire Information Line: 1800 240 667
- Take updated attendance list, charged mobile phone and emergency/first aid kit
- Using all available staff, calmly walk/carry/move children to the designated safest room/building/structure
- Remain in designated safer area focusing on needs of children
- Await emergency services

In the event of bushfire and staying put, parents endanger themselves and the lives of children in trying to gain access to your facility. If possible, respond to incoming calls by informing them that until they are advised by emergency services that the danger has passed, they should not come to you

Staying Put Checklist: Before

Have you:

- Designated an appropriate room/building/structure as the safest place to remain?
- Ensured that this safer place is free of other hazards such as flammable materials?
- Posted a site plan/map of where the safer place is in a clearly visible and accessible area?

Staying Put Checklist: During

Have you:

- Called 000?
- Obtained the latest information on the emergency?
- Taken updated phone lists, a charged mobile phone, and your first aid/emergency kit with you?
- Taken an updated attendance list with you and verified the whereabouts of all children/staff/volunteers under your care?

Staying Put Checklist: After

Have you:

- Recorded and reported the incident to your regional office as required under regulation 90
- Written down what went wrong, what went well, and what could be done to improve the safety of the designated room/area in the future?

INSERT HERE

- Your site plan/map with clearly marked designated safer room
- Details of the room including size, ventilation, construction materials, possible hazards?

Emergency Kit Checklist for Children's Services

This kit should be in one place and easily accessible. The Office Staff are responsible for making sure this list is in good order. Note some items are used on a daily basis (attendance lists and sign-in sheets) and so must be taken along with your kit.

- Suitably equipped first aid kit
- Medical and Special needs list: children with asthma, allergies, infant formulas
- Special medications: e.g. asthma inhaler, Epipens
- attendance record/sign in sheet, staff roster
- Bottled water/sunscreen/spare hats
- Portable snacks (which can be stored long term 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
- Other

Template: Emergency Services Call Sheet

Ensure you have this information posted near your telephone or your computer if you have one

Dial 000, ask for the emergency service and be ready with the following information:

1. Your telephone number: 57952512 or your mobile if using one.
2. Details of your location as follows (VICTORIA – Euroa - 26 Campbell Street – 3666)
3. Street Directory Reference:....Cnr of Campbell & Clifton St's
4. The exact location within the building
5. Your name
6. A brief description of the problem (for example, if you are requesting an ambulance, you will need to describe the symptoms of the person who is ill/injured/age)
7. The best entrance to use
8. State that the emergency services will be met by:

Speak clearly and slowly and be ready to repeat information if asked.

Phone/Bomb Threat Guide and Checklist

Remember to keep calm.

Post this next to your phone so it is visible and easily accessible

Details of the person who received the call

Name (print): _____

Signature: _____

Telephone number called: _____

Date call received: _____

Time call received: _____

General questions to ask the caller

1. What is it? Is it a bomb?
2. When will it explode or the substance be released?
3. Where did you put it?
4. What does it look like?
5. When did you put it there?
6. How will it explode or the substance be released?
7. Did you put it there?
8. Why did you put it there?

Bomb threat questions

1. What type of bomb is it?
2. What is in the bomb?
3. What will make the bomb explode?

Chemical/biological threat questions

1. What kind of substance is in it?
2. How much of the substance is there?
3. When will the substance be released?
4. Is the substance a liquid, powder or gas?

Exact wording of the threat:

Sex of the caller:

Male

Female

Accent of the caller?

Australian
American

Middle Eastern
European

British
Other (specify)

Asian

Background noise?

None
Music

TV/Radio
Construction

Train
Sirens

Traffic
Aircraft Voices

Other (specify)

Duration of call:

Estimated age of the caller:

Did the caller appear familiar with the area?:

Other comments:

Emergency Drills / Training Schedule

SAMPLE EMERGENCY DRILLS / TRAINING SCHEDULE

Month	Training Event	Person Responsible	Date(s) completed
January	Staff training on emergency response		
February			
March	Evacuation drills/children's staff	Assistant Prin	
April			
May/ June			
July/Aug.			
September/October	Evacuation/relocation Drills/ children/staff	Assistant Prin	
November/December	CFA training on fires and bushfires	Assistant Prin	

DEECD Regional & Central Office Contact Numbers

Ensure that you have this information posted near your telephone

Group	Phone Number	Contact
Regional Office	57612100 83929569	
Regional Director	83929569	
Emergency Management Coordinator	95896266	
Regional Network Leader		
Assistant Regional Director/ Manager(s) Operations	83929569	
Assistant Regional Director/ Manager(s): Children's Services		
Regional Manager(s) Student Services		
Children's Services Advisor		
Central Office		
DEECD media unit		
Emergency & Security Management Unit	95896266	
Employee Health Unit		

Children's Services Telephone Tree

A telephone tree is simply a useful list of numbers so you can identify who will be in contact with whom during an emergency. At the top the Children's Services director or senior staff person calls, for example, a staff member who in turn calls two parents, and so on. For a telephone tree to work each person in the tree needs to know beforehand who they are responsible for calling. Below is an example. You will need to make your own tree based on your particular needs.

