

Call Triple Zero – 000 in the event of an emergency requiring Police, Fire or Ambulance.

# Emergency Management Plan Brewongle Environmental Educational Centre

<b>Plan established date</b>	08/08/2023	<b>Next review date</b>	Aug 2024
------------------------------	------------	-------------------------	----------

This Emergency Management Plan template is developed in accordance with the department's Emergency Management Procedure and is designed to ensure that workplaces have effective planning, response and recovery measures in the event of an emergency.

The plan is for **internal use only** and to ensure the safety of staff and students is not for distribution (other than emergency services) or external publication.

## Contents

Workplace specific information .....	3
Emergency response team.....	4
Emergency signals (or alerts) .....	5
Assembly areas and evacuation locations .....	6
People with disability and sensory considerations .....	7
Emergency contact list: department, suppliers and community.....	8
Emergency Response Procedures .....	11
Recovery .....	12
Prevention .....	13
Preparation.....	14
Version control .....	16
Document location.....	16
Appendix A – Site diagram checklist.....	17
Appendix B – Reasonably foreseeable emergencies.....	19
Appendix C – Checklist: Chief Warden briefing of emergency services .....	21
Appendix D – Recovery checklist.....	22
Appendix E – Risk assessment for emergencies .....	24
Appendix F – School emergency kit checklist.....	29

## Workplace specific information

<b>Street address</b>	587 Chapel Hill Road, Sackville North 2756				
<b>Nearest cross street</b>	Sackville Ferry Road				
<b>School main phone number</b>	02 4579 1136				
<b>Access points for emergency services</b>	587 Chapel Hill Road – limited access (ambulance or police) 730 Sackville Road				
<b>Emergency kit location</b>	Shelter in place kit – located in office, 1878 classroom and demountable Emergency kit – located in teacher accommodation				
<b>Bushfire Category</b>	Category 1				
<b>Chief Warden</b>	Steven Body	0416 748 239	<b>Alternate (if assigned: Deputy Chief Warden)</b>	Diahnn Borazio	0415 968 741
<b>General description of the workplace</b>					
<p>Brewongle EEC is located at 587 Chapel Hill Road Sackville North. Situated on a 5 acre block and is on a south facing ridge approximately 70m above the Hawkesbury River that is interspersed with Eucalypt forest.</p> <p><b>Buildings:</b> The main office block is of sandstone construction, is heritage listed and was completed in 1878. Other structures include a demountable classroom, Teacher accommodation (demountable), Double garage/shed, camp kitchen and undercover area, sandstone shed (4 x 3m), 1 metal/plastic toilet block and a metal GA shed (each 5 x 3m). The local School of Arts hall is maintained by Brewongle EEC and is approached at 730 Sackville Ferry Road.</p> <p><b>Accommodation:</b> Student accommodation blocks include 4 x student cabins, toilets and showers and a disabled toilet/shower block and demountable</p> <p>Potential hazards are bushfire, heat/extreme weather forecasts, high winds, storms and floods preventing access to centre in some instances and heavy rain causing localized flooding.</p> <p>Normal hours of operation are 8.30am – 4.00pm.</p> <p>Day visit numbers onsite – up to 240 students and 8 teachers from a visiting school. Up to 10 Brewongle staff.</p> <p>Camp visit numbers onsite – up to 60 students and 6 teachers from a visiting school. 5 Brewongle staff.</p> <p>Average camp visit is 2-3 days.</p> <p><b>Number of pedestrian and vehicle access points:</b> Two vehicle and two pedestrian</p>					

<b>People with disability and sensory considerations</b>	On any given day there may be students or staff with disabilities that will need special assistance either from school staff or emergency services. Alternate assembly area: students with disabilities can access the assembly location. See <a href="#">People with disability and sensory considerations</a> for specific details.
<b>Animals onsite</b>	This workplace has two of blue tongue lizards. During shelter in place for bushfire they will be brought in cages into office building.

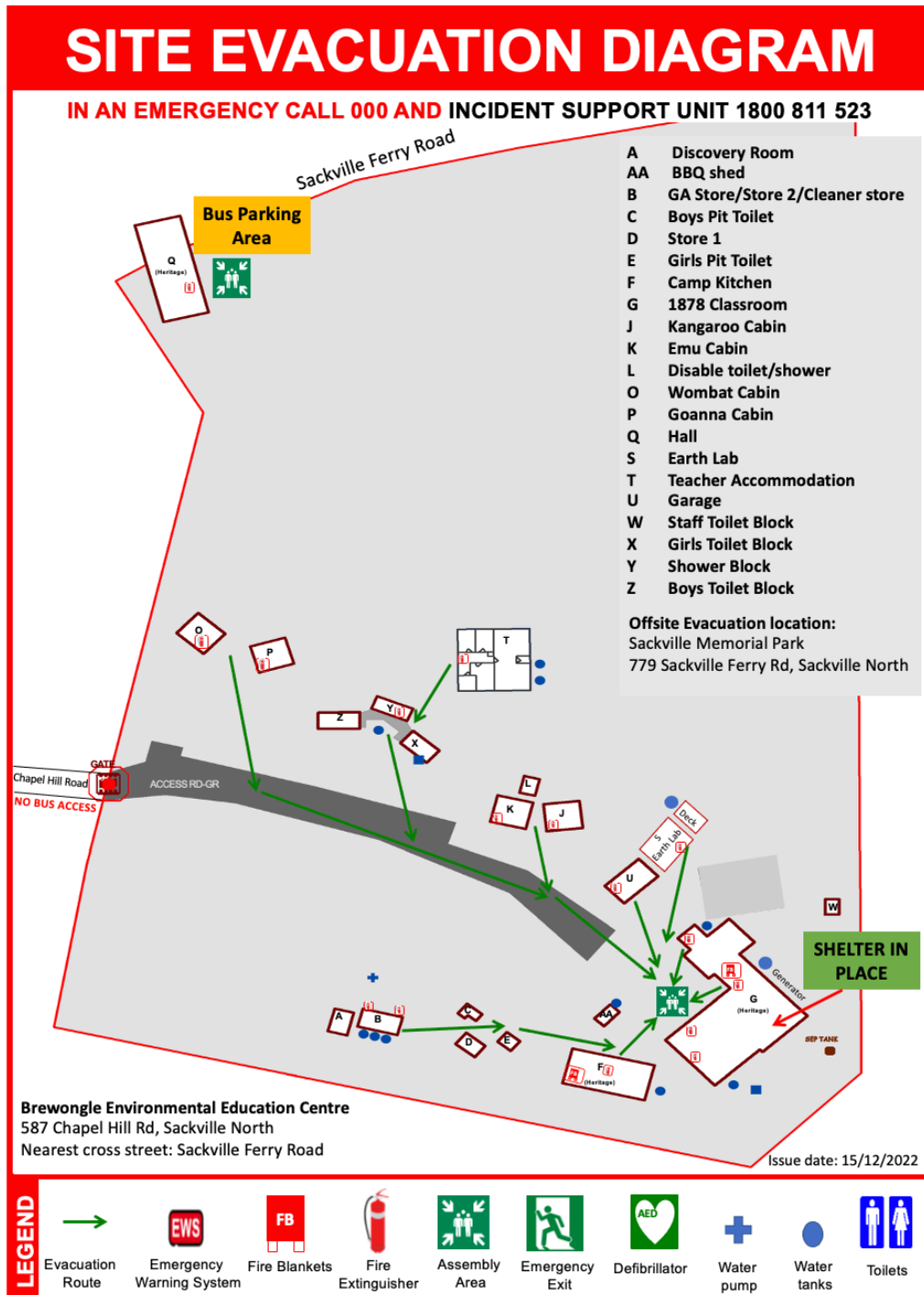
## Emergency response team

Emergency response role	Responsibility	Responsible person's name	Responsible person's mobile number
<b>Chief Warden</b>	Entire workplace	Steven Body	0416 748 239
<b>First Aid trained</b>	Office building		
<b>Deputy Chief Warden</b>	Supports the Chief Warden	Diahn Borazio	0415 968 741
<b>Communications Officer</b>	Supports the Chief Warden	Carly Howden	0417 830 991
<b>First Aid Officer</b>	Office building		

## Emergency signals (or alerts)

Evacuation signal	Lockdown signal	Shelter-in-place (bushfire response)
What does it sound like? Bell system, two way radio, mobile phone	What does it sound like? Bell system, two way radio, mobile phone	What does it sound like? Bell system, two way radio, mobile phone
Manual bell by Principal or delegate outside office building	Manual bell by Principal or delegate outside office building	Manual bell by Principal or delegate outside office building

# Assembly areas and evacuation locations



## People with disability and sensory considerations

Disability	Notes
<b>Blind and low vision</b>	On any given day there may be students or staff with disabilities that will need special assistance either from school staff or emergency services.
<b>Deaf and hard of hearing</b>	
<b>Physical disability</b>	
<b>Cognitive disability and sensory considerations</b>	
<b>Health conditions</b>	

# Emergency contact list: department, suppliers and community

## Department of Education

Unit	Contact number	Unit	Contact number
Incident Report and Support Hotline	1800 811 523	Media Unit	(02) 7814 1559
Director, Educational Leadership	Adam Boulus – 0457 935 039	WHS Advisor	Maria Spindler – 0476 843 978
AMU Asset Services Officer	Curtis Wall – 0436 939 143	School Security	1300 880 021

## School Support / Services / User Groups

Service	Provider Name	Emergency Contact
Local police	Windsor	02 4587 4099
Local fire control centre	Hawkesbury	02 4560 6400
Local council	Hawkesbury	02 4560 4444
ASTP Contractors	Assisted School Travel Program	1300 338 278 (Prompt 0)
Bus company	Good Az Gold	4573 6181
Cleaners	Ventia	Kylee Reynolds – 0417 679 632
Local medical centre	Wilberforce	4575 1604
Veterinary services	North Richmond	4571 2042
Neighbours		Mark and Jaala Bullock – 0412 926 503



## Utilities and suppliers

Utility/supplies	Location of mains/isolation point/shutdown point	Supplier name and contact number	Account number/reference
<b>Water (Mains - Tank)</b>	Tank water only - isolate by turning off power to pumps		
<b>Power (mains)</b>	North side of office block. Also on West side of School of Arts Hall and in cleaners cupboard in shower block		
<b>Power (generator)</b>	North side of office block		
<b>Solar panels and batteries</b>	Into mains on the admin block; into the kitchen (block F). Power box in Earthlab foyer.		
<b>Fuel</b>	Unleaded fuel 20 litres and two stroke 5 litres in GA shed B block		
<b>Gas (bottled)</b>	1 tank on rear of camp kitchen.		
<b>Chemicals (SDS / Chemical Register)</b>	GA shed B block and garage U block and register located main office		
<b>Sewerage (septic) and Pump/s (septic tanks)</b>	North side of office block and one adjacent to driveway access point off Chapel road		
<b>Pump/s (water)</b>	Fire fighting pump north side of office building and various pumps for each building		

## Workplace employee contact list

Place a copy of your employee contact list with a printed copy of this plan in a secure location. Attach here in the printed version.

**NOTE:** Principal and SAM have all emergency contact details on their phone and on file.

# Emergency Response Procedures

## Evacuation, Lockdown and Bushfire

## Bushfire and Grassfire Response Plan

# Emergency, Lockdown and Bushfire Procedures

## BELL RINGS CONTINUOUSLY

Emergency	Lockdown	Bushfire
<ul style="list-style-type: none"> <li>Teachers and students should cease activities immediately, take belongings if time allows</li> <li>Visiting parents should assist teaching staff as requested</li> <li>Call 000</li> <li>WHS hotline 1800 811 523</li> <li>Gather in the main quad area – outside 1878 classroom or grassed area for larger groups (100+)</li> <li>Mark student rolls, SAM to check staff and visitor sign on books</li> <li>Note any discrepancies from roles - report to Principal</li> <li>Brewongle EEC teachers to check all buildings</li> <li>Call bus company to ensure buses are ready to evacuate</li> <li>Move children to the hall for evacuation by bus unless all clear is given to resume activities.</li> </ul>	<ul style="list-style-type: none"> <li>The Principal will be responsible for ordering lockdown procedures when a major threat is imminent.</li> <li>Visiting teachers will first be informed of the threat and the application of these procedures.</li> <li>The Principal or delegate will contact the Police and Emergency Services to explain the threat and location of all staff and students, giving our contact details.</li> <li>Gather in the main quad area – outside 1878 classroom</li> <li>If unsafe to return to centre, remain in place eg river or oval</li> <li>Mark student rolls, SAM to check staff and visitor sign on books</li> <li>Note any discrepancies from roles - report to Principal</li> <li>All students will be moved into the 1878 classroom, office or the Earth Lab to await response from Police / Emergency Services. Teacher to lock all doors and windows and pull down blinds. Sit everyone in the centre of the room on the floor.</li> <li>The Principal or delegate will close the main gate if safe to do so.</li> <li>The “all-clear” message will be relayed by the Principal when appropriate via radio.</li> </ul>	<p>CHECK THE SOURCE/DIRECTION OF THE BUSHFIRE CONTACT EMERGENCY SERVICE IF FIRE PERCEIVED TO BE UNCONTROLLABLE <b>000</b></p> <p>DECIDE WHETHER TO EVACUATE OR REMAIN AT THE CENTRE IN CONSULTATION WITH EMERGENCY SERVICES</p> <p><b>EVACUATION</b></p> <ul style="list-style-type: none"> <li>If bus not onsite contact Good Az Gold bus company for emergency buses. <b>45 73 6181</b></li> <li>Monitor Secured Communications App</li> <li>Admin staff to arrange bus transport – Bus company name on visitor information form.</li> <li>Assemble students and teachers in main quad outside 1878 classroom or grassed area for larger groups</li> <li>Roll Call, Organise First Aid Equipment</li> <li>Call Health and Safety Directorate <b>1800 811 523 (Call first) – Option 1</b></li> <li>Call Director – <b>Adam Boulus 0436 696 959</b></li> <li>Call visiting school’s Principal</li> <li>Check live traffic app</li> <li>Secure the Centre</li> <li>Evacuate students to bus departure point at the hall when bus arrives if not onsite.</li> </ul> <p><b>OCCUPATION</b></p> <ul style="list-style-type: none"> <li>Assemble students and teachers in main quad outside 1878 classroom - Roll Call</li> <li>Call bus company and locate bus drivers</li> <li>Move students into office as first preference, then 1878 classroom. Close windows, fill sinks and bath.</li> <li>Turn off Air conditioning</li> <li>Start firefighting pump.</li> <li>Block off any gaps near doors/windows with spare wet blankets or towels</li> <li>First Aid Kit, water and radios taken into classroom.</li> <li>Inform visiting school’s Principal</li> <li>Call Health and Safety Directorate 1800 811 523 (Call first) – Select Option 1.</li> <li>Secure the Centre</li> <li>After threat has passed move students to main quad area and organise evacuation.</li> </ul>

# Bushfire and grassfire response plan

## 1. Key information

### 1.1. Bushfire contact information

In case of emergency or fire spotted, call 000	
Service / position	Name / phone number
Local Fire Control Centre	Hawkesbury District – 4560 6400
Police Area Command/District	Windsor - 4587 4099
Incident Report and Support Hotline	1800 811 523, option 1
Director, Educational Leadership	Adam Boulus – 0457 935 039 Nirimba - 9208 7718
Transport company	School buses remain onsite – Camps Good Az Gold – 4573 6181
Vehicles required	1 bus needed for camp groups. Assisted School Travel Program vehicles (students with disability) and other vehicle requirements for people with disability - vehicle to remain onsite for camp programs

### 1.2. Stay up to date

				
'Fires Near Me' Free Smart-phone App	Local radio, TV, newspaper, local ABC/emergency broadcaster	Fire Danger Ratings at <a href="https://rfs.nsw.gov.au/fdr">rfs.nsw.gov.au/fdr</a> Fire Activity and Alert Levels at <a href="https://rfs.nsw.gov.au">rfs.nsw.gov.au</a> <a href="https://www.livetraffic.com">Livetraffic.com</a>	Email or text message communication from the department to the principal or workplace manager	<a href="https://facebook.com/nswrfs">facebook.com/nswrfs</a> <a href="https://twitter.com/nswrfs">twitter.com/nswrfs</a>

## 2. Proactive temporarily cease school operations

When the NSW Rural Fire Service (RFS) declares a **Catastrophic Fire Danger rating**, Category 1 and 2 schools will be directed by the department to [proactively temporarily cease school operations](#) for the next day.




**Note:** all schools may be directed by the department to proactively temporarily cease school operations based on advice from emergency services and the State Emergency Operations Centre.

Directions will be sent to the principal or workplace manager's email address, school email address and/or sms/phone call.

### 3. Bushfire Emergency Response

#### 3.1. Seek information (decision making toolkit)

Consider the following decision-making factors in a bushfire emergency. If there is a bushfire in the surrounding area, the Chief Warden or delegate should check Alert Levels through the Fires Near Me app – see below:  
 Also monitor local radio, TV, ABC/emergency broadcaster, Facebook.com/nswrfs, twitter.com/nswrfs, for bushfire updates.

<input type="checkbox"/>	 <p><b>Alert Level – Advice:</b> A fire has started. There is no immediate danger. Stay up to date in case the situation changes.</p> <p><b>Action:</b> Contact the local emergency service <b>4560 6400 Hawkesbury Fire Control Centre or Bush Fire Information Line 1800 679 737</b> and seek advice on bushfire(s) in the surrounding area and any potential threat to the school site or access routes to and from the school. If advised, initiate evacuation action.</p>
<input type="checkbox"/>	 <p><b>Alert Level – Watch and Act:</b> There is a heightened level of threat. Conditions are changing and you need to start taking action now.</p> <p><b>Action:</b> Contact the local emergency service <b>4560 6400 Hawkesbury Fire Control Centre or Bush Fire Information Line 1800 679 737</b> and seek advice on bushfire(s) in the surrounding area and any potential threat to the school site or access routes to and from the school. If advised or if considered appropriate, initiate evacuation action.</p>
<input type="checkbox"/>	 <p><b>Alert Level – Emergency Warning:</b> An Emergency Warning is the highest level of Bush Fire Alert. You may be in danger and need to take action immediately. Any delay now puts life at risk.</p> <p><b>Action:</b> Initiate Evacuation action or Shelter in Place. Contact the local emergency service <b>4560 6400 Hawkesbury Fire Control Centre or Bush Fire Information Line 1800 679 737</b> and seek advice on bushfire(s) in the surrounding area and any potential threat to the school site or access routes to and from the school.</p>
<input type="checkbox"/>	Consider road closures and detours that may be in place and impact evacuation.
<input type="checkbox"/>	Consider the time it will take to mobilise staff, students and visitors to both the <b>onsite</b> assembly area and <b>offsite</b> evacuation locations (see below at <a href="#">3.2</a> ).
<input type="checkbox"/>	Check local transport availability for evacuation, if required.
<input type="checkbox"/>	<b>Based on the information above</b> , the Chief Warden will make a decision to evacuate offsite if there is enough time to complete it safely; otherwise shelter in place arrangements should be actioned unless otherwise advised by emergency services.

**Note: Early offsite evacuation in advance of bushfire impact is the safest option. Late evacuation can present a significant risk to life.**

### 3.2. Evacuate

Evacuation location	Details
<b>Onsite assembly area</b>	Assemble students and teachers in main quad outside 1878 classroom or grassed area for larger groups. 30 minutes estimated time to mobilise staff, students and visitors to the area.
<b>Offsite evacuation location 1</b>	Evacuate students to bus departure point at the hall when bus arrives if not onsite. Students evacuated via bus to own school if possible. Or identified evacuation locations.  Staff utilise personal vehicles to evacuate to home location or below.  Maroota Public School or home. 4540 Old Northern Road, Maroota NSW Nearest cross-street: Wisemans Ferry Road Phone number: 45 66 8231 1 hour estimated time.
<b>Offsite evacuation location 2</b>	Ebenezer Public School 531 Sackville Rd, Ebenezer NSW 2756 Nearest cross-street: Tizzana Road Phone number: 4579 9282 1 hour dependent of the operation of Sackville Ferry.

<input type="checkbox"/>	<b>When an evacuation order has been given or a decision has been made to evacuate</b> , the Chief Warden liaises with local emergency services <b>4560 6400 Hawkesbury Fire Control Centre or 000</b> to provide them with the number of persons evacuating.
<input type="checkbox"/>	<b>Chief Warden or delegate</b> notify their <b>DEL, Adam Boulus – 0457 935 039 or Nirimba - 9208 7718</b> , and the Health, Safety and Staff Wellbeing Directorate Incident Report and Support Hotline on <b>1800 811 523</b> , that the school is evacuating.
<input type="checkbox"/>	<b>Chief Warden or delegate</b> notify principal of the visiting school using that the school is evacuating from Brewongle EEC.
<input type="checkbox"/>	Arrange for transport vehicles to meet at the onsite evacuation assembly area.
<input type="checkbox"/>	Chief Warden to contact the offsite evacuation assembly area and inform them of estimated arrival if applicable.
<input type="checkbox"/>	Raise the alarm (non-stop ringing of school bell and communication via radio).
<input type="checkbox"/>	Move all persons to the <b>onsite assembly area</b> unless otherwise advised by the Chief Warden. <b>Note:</b> Students carrying medication, puffers or water, etc should take it with them.
<input type="checkbox"/>	Assist persons with a disability, in accordance with Disability Register, to evacuate. If unable to support relocation, the nominated staff member must: <ul style="list-style-type: none"> <li>consider relocating the person with a disability to a safe area on the same floor, close to an evacuation point.</li> <li>Students in a wheelchair will evacuate based on their needs and arrival method.</li> <li>report your location to the Chief Warden, and</li> <li>remain with the person.</li> </ul>
<input type="checkbox"/>	Account for all persons and report missing persons to Chief Warden, before departure.

<input type="checkbox"/>	<b>If safe to do so</b> , close all doors and windows of all site buildings and switch off gas bottle behind kitchen, before leaving the school.
<input type="checkbox"/>	At the offsite evacuation assembly area, account for all persons and report missing persons to Chief Warden.
<input type="checkbox"/>	To the extent it can practicably be done, support and attend to: <ul style="list-style-type: none"> <li>• students, staff, and/or visitors with healthcare needs and/or who require first aid.</li> <li>• individualised needs of a person with a disability as outlined in the school’s Disability Register.</li> </ul>
<input type="checkbox"/>	<b>Chief Warden or delegate</b> to advise the local emergency service <b>4560 6400 Hawkesbury Fire Control Centre or 000</b> that all persons have been evacuated and are accounted for and safe at the offsite evacuation assembly area.
<input type="checkbox"/>	<b>Chief Warden or delegate</b> continues to provide regular updates to the DEL and Health, Safety and Staff Wellbeing Directorate Incident Report and Support Hotline on <b>1800 811 523</b> .
<input type="checkbox"/>	<b>Only when it is safe to do so Chief Warden or delegate</b> notify visiting school with instructions for pick up from the offsite evacuation assembly area in place. Record students released to parent/carer. For all students check the authorised person is picking them up. <b>Note:</b> Make sure parents/carers do not block access to the site for emergency vehicles.
<input type="checkbox"/>	Maintain situational awareness and <a href="#">stay up to date</a> through <i>Fires Near Me</i> mobile application, local radio, TV, ABC/emergency broadcaster, facebook.com/nswrfs, twitter.com/nswrfs

### 3.3. Shelter in place

**Shelter in place should only be actioned when it is unsafe to evacuate.**  
Any direct and specific evacuation directions from emergency services will override a ‘shelter in place’ action.  
During large scale bushfires, assistance may not immediately be rendered and schools must be prepared to shelter in place for longer periods.

Shelter in place arrangements	Details
<b>Shelter in place refuge 1</b>	Move students into office as first preference, then 1878 classroom. Close windows, fill sinks and bath. 1sqm per person Office approximately 128m2. 100 students maximum. Students in wheelchairs to shelter in camp kitchen.
<b>Shelter in place refuge 2 (if available)</b>	Demountable classroom – Earthlab. Not wheelchair accessible. 60 people. Cabins to be used as a third refuge if needed.

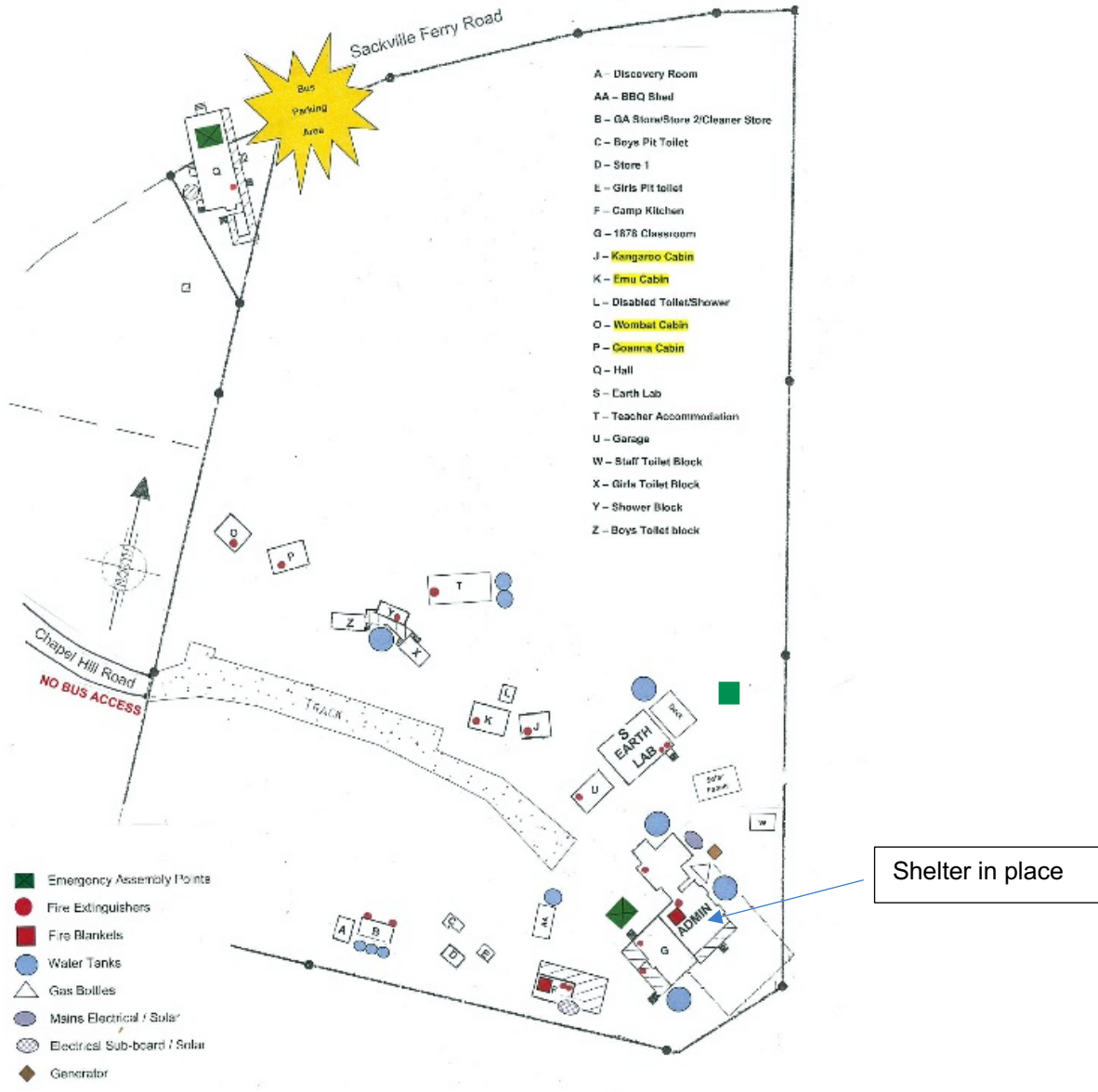
<input type="checkbox"/>	Raise the alarm (non-stop ringing of school bell and radio communication).
<input type="checkbox"/>	Wardens to check all buildings are empty, all doors and windows are closed, and any door mats are placed indoors.
<input type="checkbox"/>	All persons must report to the nominated <b>shelter in place refuge</b> unless otherwise advised by the Chief Warden. <b>Note:</b> Students carrying medication, puffers or water, etc should take it with them.
<input type="checkbox"/>	Assist persons with a disability, in accordance with Disability Register, to the refuge site. If unable to



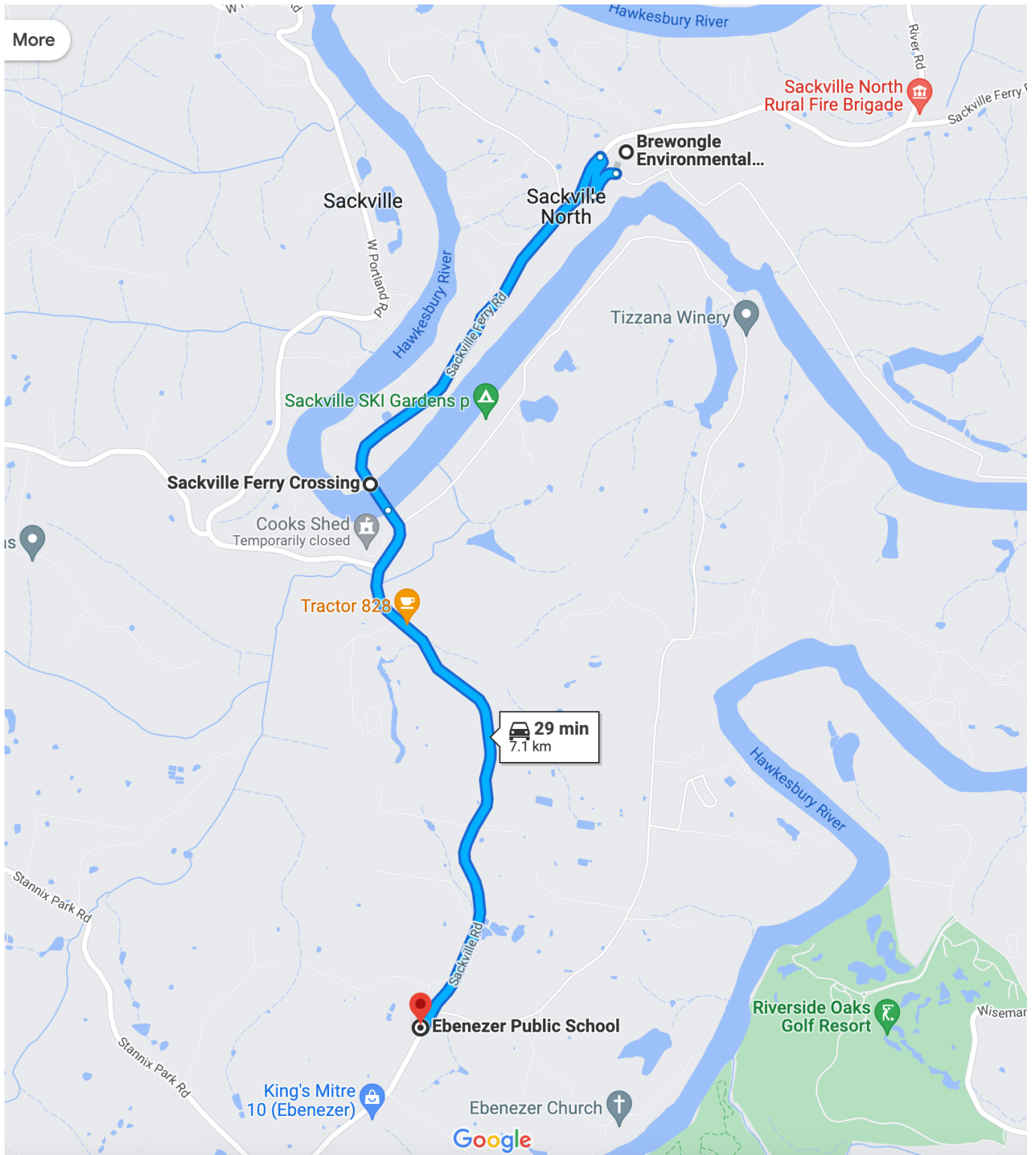
	<p>support relocation, the nominated staff member should:</p> <ul style="list-style-type: none"> <li>• consider relocating the person with a disability to a safe area which is the camp kitchen.</li> <li>• report your location to the Chief Warden, and</li> <li>• remain with the person.</li> </ul>
<input type="checkbox"/>	Account for all persons and report missing persons to the Chief Warden.
<input type="checkbox"/>	<b>Call triple zero (000)</b> for immediate assistance. Advise that the school is sheltering in place, the location of the shelter in place refuge on site, and how many people there are.
<input type="checkbox"/>	Support and attend to: <ul style="list-style-type: none"> <li>• students, staff, and/or visitors with healthcare needs and/or who require first aid.</li> <li>• individualised needs of a person with a disability as outlined in the school's disabilities register.</li> </ul>
<input type="checkbox"/>	<b>Chief Warden or delegate</b> notify <b>DEL, Adam Boulus – 0457 935 039 or Nirimba - 9208 7718</b> and Health, Safety and Staff Wellbeing Directorate Incident Report and Support Hotline on <b>1800 811 523</b> , that the school is sheltering in place.
<input type="checkbox"/>	<b>Chief Warden or delegate</b> notify principal of the visiting school using that the school is evacuating from Brewongle EEC. Continue to provide regular updates as the situation changes.
<input type="checkbox"/>	Maintain situational awareness and <a href="#">stay up to date</a> through <i>Fires Near Me</i> mobile application, local radio, TV, ABC/emergency broadcaster, facebook.com/nswrfs, twitter.com/nswrfs
<input type="checkbox"/>	Undertake a visual inspection for embers from inside the building of refuge. Updated emergency services of any identified risks.
<input type="checkbox"/>	<b>Only when it is safe to do so</b> , Chief Warden or delegate seek confirmation from local emergency services <b>4560 6400 Hawkesbury Fire Control Centre</b> on next steps.
<input type="checkbox"/>	<b>Only when it is safe to do so</b> , <b>Chief Warden or delegate</b> notify parents with instructions for pick up from the evacuation assembly area/shelter in place. Record students released to parent/carer. For all students check the authorised person is picking them up. <b>Note:</b> Make sure parents/carers do not block access to the site for emergency vehicles.

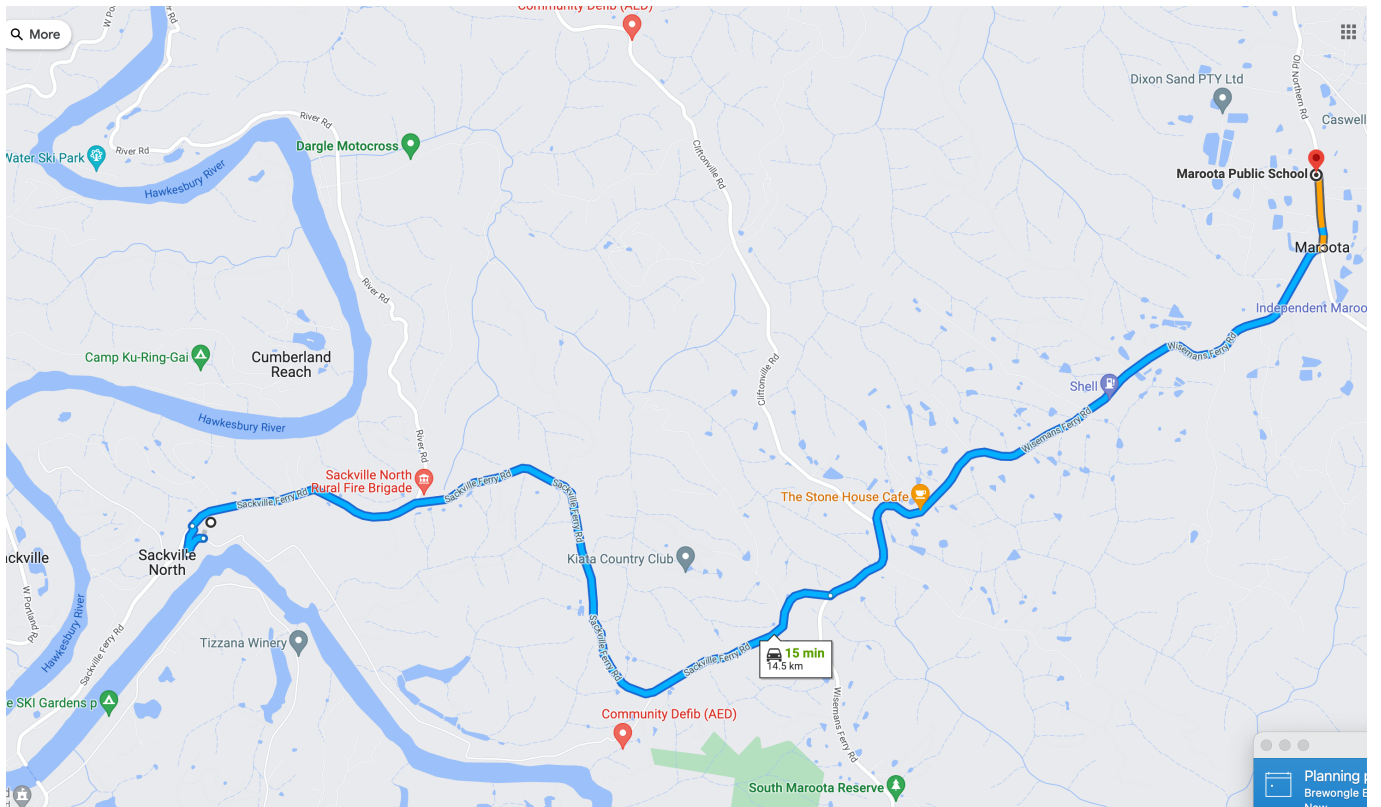
## TAB A – Attachments

- A. Map of shelter in place refuge 1 and 2 and onsite evacuation assembly area
- B. Maroota Public School offsite evacuation assembly areas + route instructions.
- C. Ebenezer Public School offsite evacuation assembly areas + route instructions.



**Brewongle Environmental Education Centre - SITE MAP**  
 587 Chapel Hill Road, Sackville North NSW 2756





## Recovery

Once the situation begins to stabilise, the chief warden should consider implementing applicable recovery actions. The chief warden may delegate tasks while managing the overall recovery.

Refer to [Appendix E – Recovery checklist](#) to personalise the local recovery actions required for your school. The checklist actions may include:

- establishing a recovery location
- implementing a communication plan
- determining when it be safe for people to return to the workplace
- arranging for a detailed damage assessment and site re-entry inspections to be conducted by an authorised local Asset Services Officer, where necessary
- developing a plan to resume services in the workplace or an alternative location
- arranging debrief and support services for staff and students
- arranging a post incident review/evaluation of the emergency
- conducting a review of the EMP in the context of this emergency.

## Prevention

Preventative actions	Responsibility	Last review
Conduct and then review the workplace risk assessment at least annually Optional - Attach your school's risk register in <a href="#">Appendix F – Risk assessment for emergencies</a>	Principal	20/2/23
Monitor and review risk assessment (at least annually and or following an incident)		

### Review frequency

Reviews will be conducted at least annually or when:

- an emergency has occurred at the workplace
- an emergency drill has identified a deficiency in the plan (for example, evacuation drill or lockdown drill)
- the workplace is about to undergo physical change (for example, new classrooms, renovations)
- the workplace is about to/has relocated.

# Preparation

Preparation actions	Responsibility	Last review
Review the EMP	Principal	20/02/23
Cross reference risk assessment and risk register to list of reasonably foreseeable emergencies (see <a href="#">Appendix C – Reasonably foreseeable emergencies</a> )		
Ensure that emergency instructions are developed and reviewed annually, and provided to visitors (for example, volunteers, contractors)		
Ensure that consultation to prepare persons with a disability for emergencies also considers making reasonable adjustments to support access to information and physical spaces		
Develop draft communication strategy for known emergencies (for example, severe weather events)		

Specific preparation actions	
<b>Training against the Emergency Management Plan</b>	
Training and skill maintenance	Local site Warden training including initial training for staff newly appointed to an emergency response role, and skills maintenance training for staff already trained in emergency response roles Minimum every 6 months
Emergency communications systems	Term testing of Emergency Warning and Intercommunications System.
Briefings and consultation	Includes activities such as staff briefings, new staff inductions, contractor/volunteer/visitor inductions, consultation with people with disabilities

Specific preparation actions	
<b>Emergency drill frequency</b>	
Evacuation drill	Schools – every 6 months
Lockdown	Schools – based on risk assessment once per year
Bushfire response drill (Evacuation and a shelter-in-place)	Schools – at least once per year (consider inviting your local RFS; consider changing roles so each staff member knows each other's role)
<b>Other</b>	
Arrange testing of emergency related equipment (for example, fire blankets, extinguishers)	As per supplier recommendations/applicable Australian Standards
<a href="#">Emergency Kit/s</a> and <a href="#">First Aid Kit/s</a>	Check kit contents before each scheduled emergency drill (for example, evacuation drill, lockdown drill). Replace out of date consumables (for example, batteries, food, EpiPen®)



<b>Plan established date</b>	20/02/2023	<b>Next review date</b>	August 2024
------------------------------	------------	-------------------------	-------------

## Version control

Version	Effective date	Approver	Comments
1	20/02/2023	Steven Body - Principal	Full review of EMP and response procedures and implementation onto new DoE template. Next review September 2023
2	08/08/2023	Steven Body – Principal	Reviewed EMP, bushfire plan and procedures – no major changes

## Document location

Version	Date	Comments
<b>In Case of Emergency (ICE) system</b>	08/08/2023	An electronic version of plan is lodged in ICE for use by the department, DEL and emergency services
<b>Workplace manager and/or chief warden, School staff</b>		Electronic version: Google drive office/WHS/3.EMP/Brewongle Printed copy onsite: Foyer, SAM office, Principal office, Teacher accomodation Printed copy offsite: Google drive
<b>Emergency evacuation kit</b>		Printed copy onsite: In BOOG office and Teacher accommodation.

## Appendix A – Site diagram checklist

Criterion	(✓) Present	(*) Not Applicable	Required?
1. Title – Site Diagram Brewongle Environmental Educational Centre	✓		Yes
2. Date diagram produced	✓		Yes
3. Street address	✓		Yes
4. Nearest cross street	✓		Yes
5. A marking of the direction North	✓		Optional
6. An overhead picture of the site	✓		Yes
7. Designated exits from site marked in green	✓		Yes
8. Designated car parks	✓		Optional
9. The name/number of each building (for example, Block A-Admin) and number of floors (for example, ground floor only or 2 floors )	✓		Optional
10. Refuge/s (if present) in green	✓		Yes
11. Location of animals	✓		Optional
12. Location of onsite assembly area in words or pictorially represented in green. Note: These areas should be at least 150 metres away from other buildings/structures. Identify different areas for stage/cohort/preschool, as required.	✓		Yes
13. Address offsite evacuation location/s in words. Note: One of these areas should be at least 1 kilometre from the workplace	✓		Yes
14. Evacuation routes marked in green – if available, identify primary and alternative routes	✓		Yes

Criterion	(✓) Present	(x) Not Applicable	Required?
15. Location primary Emergency Control Point (chief warden's post) marked in red.	✓		Yes
16. Emergency services arrival point marked in red			Optional
17. First aid stations marked with a white cross on green background	✓		Optional
18. Location/s of electrical mains and isolation point	✓		Optional
19. Location/s of back-up generators/UPS batteries and isolation points	✓		Optional
20. Location/s of solar power isolation point	✓		Yes
21. Location/s of bottled gasses and emergency shut-off isolation points. Include: LPG	✓		Optional
22. Location/s of sewerage/septic systems	✓		Optional
23. Location/s of hazardous material stores			Optional
24. Other features not already mentioned, for example bus holding area.	✓		Optional

## Appendix B – Reasonably foreseeable emergencies

Emergency	Type	Response
<b>Fire</b>	Structure fire	Evacuation
	Car fire	
	Chemical fire	
	Bush/grass fire	Bushfire and grassfire plan plus evacuation
<b>Bomb threat</b>	Bomb threat	Evacuation
	Suspicious item	
<b>Physical site / environmental emergency</b>	Burst/leaking pipes (water/sewerage/gas)	Isolate and repair
	Loss of utilities (water/power/sewerage)	
	Loss of ICT	Isolate and repair and utilise 4g network
	Chemical spill on site	Isolate and repair
	Structural failure/collapse	Isolate/evacuate
	Electrical hazard	
	Explosion	Evacuation
Vehicle collision with workplace	Isolate/evacuate call emergency services.	
<b>Security/physical threat to people</b>	Intruder	Lockdown
	Aggressive person/s	
	Violent person/s	
	Armed person/s	
	Threats of or actual violence	
	Attempted/actual self-harm or self-harm ideation	
<b>Medical emergency</b>	Injury to person requiring first aid	First aid procedure
	Injury to person requiring emergency services	Medical response

Emergency	Type	Response
	Infectious diseases	Medical and infection response
	Fatality (person) on premises or offsite activity	Medical response
<b>External emergency</b>	Flood	Flood response
	Earthquake	Evacuation
	Severe weather (wind, hail, dust)	Trigger/cancellation procedure
	Severe temperature (cold/heat)	
	Air pollution (bushfire smoke, smoke from fires, dust storm, pollen)	
	Vehicle accident at/in department workplace	Isolate/medical response
	Accidents or emergencies near the workplace	
	Traffic accident impacting access to / from the workplace	
	Police event external to the workplace	Cancel/evacuation
	Electrical hazard (downed powerlines)	
	Chemical spill offsite	
	Escaped criminal	

## Appendix C – Checklist: Chief Warden briefing of emergency services

The Chief Warden will brief emergency services upon arrival. Only if safe to do so, the Chief Warden may send a person to meet emergency services and guide them to Chief Warden.

### Checklist: Chief Warden briefing of emergency services upon arrival

(✓)

**Outline the emergency:**

What? Where? When? Who is involved?

**Describe the potential consequences:**

Safety (risk to the safety of others, including animals onsite)

What buildings/assets are damaged?

Are there any utilities or hazardous materials **at** the scene?

**Describe what has been done to manage the emergency**

What has been done? (For example, evacuation commenced, first aiders attended injured people, building secured, school is in lockdown)

What is the status of the response? (For example, underway, complete)

Respond to questions

**TIP:** State the facts. State “I am unsure” if unsure of any answer to a question.

If applicable – **Safety of people:** Do any people need **urgent** assistance? Where are they?

If applicable – **Safety of animals:** Do any animals need **urgent** assistance? Where are they?

If applicable – **Injuries:** Where are the injured people?

If applicable – **People with disability:** Do any people with disability need assistance? Where are they?

If applicable – **Utilities and hazardous materials:** Which utilities or hazardous materials are **near** the emergency scene?

**Tip:** Use the site diagram to assist briefing. Specific detail is in [Utilities and suppliers](#).

## Appendix D – Recovery checklist

The checklist is designed to be used in the recovery phase after an emergency.

Recovery action	Source of advice	Next actions	Assigned to	Completed
Establish a recovery location	Emergency services	Manage family reunification in the evacuation assembly area		HH:MM DD/MM/YYYY
Implement the communication plan	Media Unit, DEL and WHSA	Seek assistance to prepare communication plan Prepare for media interest and presence Ensure <b>all media enquiries</b> are referred to the Media Unit: <b>(02) 7814 1559</b>		HH:MM DD/MM/YYYY
Determine when will it be safe for people to return to the workplace	Emergency services	Determine what instructions are required for people waiting in the onsite assembly area / evacuation location. Communicate the instructions to the wardens to implement. Collaborate with HSSW who will be in regular contact to provide support.		HH:MM DD/MM/YYYY
Arrange for a detailed damage assessment and site re-entry inspection to be conducted by an authorised local Asset Services Officer, where required	Emergency services and Asset Management Unit	Follow the <a href="#">Site Clearance Protocol</a> . Principal <b>must</b> obtain a Clearance Certificate from an authorised local Asset Services Officer <b>before</b> permitting any re-entry of school premises where infrastructure has been damaged. Develop a plan to resume services in the workplace or an alternative location		HH:MM DD/MM/YYYY  Where is Clearance Certificate saved?

Recovery action	Source of advice	Next actions	Assigned to	Completed
Develop a plan to resume services in the workplace or an alternative location	Asset Management Unit Director, Educational Leadership	Collaborate with department teams to consider recovery actions for: Assets Information and Communication Technology Student services (for example, buses) <b>Guidance:</b> Refer to local <a href="#">Business Continuity Plan</a> , where relevant		HH:MM DD/MM/YYYY
Arrange debrief and support services to be available for staff and students	Incident Report and Support Hotline	Staff to provide a debrief to students upon return to the classroom. Determine if additional support is required. If required, arrange locations for delivery of support services: Staff – Employee Assistance Program (EAP) Student – Senior Psychologist Education (SPE)		HH:MM DD/MM/YYYY
Arrange a post incident review of the emergency	Emergency Planning Committee	Review the effectiveness of the workplace emergency management plan using the Evaluating the emergency response form. Arrange additional support services, if required		HH:MM DD/MM/YYYY
Conduct a review of the Emergency Management Plan (EMP) in the context of this emergency	WHS Advisor	Arrange for the EPC to review the EMP – Go to <a href="#">Prevention</a> and <a href="#">Recovery</a> sections Identify any required improvements to the plan, training, and/or controls Schedule the implementation of the improvements Consult with WHSA to update the plan in the In Case of Emergency (ICE) system		HH:MM DD/MM/YYYY



## Appendix E – Risk assessment for emergencies

Hazard	Risk associated with hazard	Risk rating	Control measure/s	Responsibility	Review
<b>Bushfire</b>	<ul style="list-style-type: none"> <li>• Category 1 bushfire prone land.</li> <li>• Safety of personnel and destruction of infrastructure and bushland</li> </ul>	3	<ul style="list-style-type: none"> <li>• Have firebreaks maintained and garden rubbish, native shrubs and tree branches kept well clear of buildings.</li> <li>• Liaise regularly with local Fire Brigades or Rural Fire Service.</li> <li>• Conduct fire evacuation drills and test firefighting pumps and spray systems.</li> <li>• All staff trained in use of firefighting pump.</li> <li>• Principal, SAM, teacher and GA have access to remote start fire pump via SMS</li> <li>• Liaise with emergency services about emergency procedures.</li> <li>• Discuss with emergency services other issues where appropriate, e.g.: fuel reduction burning in bush area adjacent to the workplace.</li> <li>• Arrange for contractors to clear gutter of dry leaves or other debris.</li> <li>• Evacuation and Bushfire response plan in place.</li> </ul>	Principal and all staff	At least annually, i.e.: during winter, prior to bushfire danger period
<b>Emergency health situation</b>	<ul style="list-style-type: none"> <li>• Staff and students at the workplace with sudden medical conditions that may require emergency response.</li> <li>• Distance from emergency services or other medical assistance.</li> <li>• Individual health care plans for student not in</li> </ul>	3	<ul style="list-style-type: none"> <li>• Ensure visiting schools bring individual health care plans for students.</li> <li>• Ensure effective emergency and first aid response plans are in place.</li> <li>• Educate staff on how to respond in an emergency (first aid).</li> </ul>	Principal, First Aid Officer/s	Respond as required.

Hazard	Risk associated with hazard	Risk rating	Control measure/s	Responsibility	Review
	place or updated. <ul style="list-style-type: none"> <li>Environmental risks that may trigger health condition (e.g. anaphylaxis).</li> </ul>		<ul style="list-style-type: none"> <li>Implement policies and procedures to support the health and wellbeing of staff and students.</li> <li>Manage health risks in the workplace environment.</li> <li>Develop effective emergency response strategies in consultation with relevant groups (e.g. staff and emergency services).</li> <li>Medical Emergency response procedure in place and communicated to all staff.</li> </ul>		
<b>Staff or students lost on excursions</b>	<ul style="list-style-type: none"> <li>Department's Excursions Policy not followed.</li> <li>Risk assessments not conducted.</li> <li>Untested assumptions about the safety or the safety requirements of staff and students.</li> <li>Unanticipated events whilst on excursions.</li> </ul>	3	<ul style="list-style-type: none"> <li>Undertake full planning and risk assessment for excursion in accordance with the Department's Excursions Policy.</li> <li>Ensure risk assessment is implemented and communicated.</li> <li>Ensure visitor information form is completed by all visiting schools on arrival.</li> <li>Ensure all Brewongle staff are trained on student management and emergency procedures.</li> <li>Create map of site with track and site names – ensure all staff are familiar with tracks and names.</li> </ul>	Teacher in Charge, Principal	Ongoing. Respond as required.
<b>Storms (including high wind)</b>	<ul style="list-style-type: none"> <li>Danger from high winds where trees located on or around the workplace are not regularly checked and trimmed.</li> <li>Electrocution from fallen wires.</li> <li>Roofs in need of repair.</li> <li>Excursion activities undertaken without risk assessment.</li> </ul>	4	<ul style="list-style-type: none"> <li>Ensure gutters and downpipes are cleaned regularly.</li> <li>Ensure overhanging branches are trimmed.</li> <li>Ensure roofs are in good repair.</li> <li>Modify/cancel activities if wind/storm is over 60km/hr or staff feel an area is at risk of falling branches/trees</li> <li>Monitor BOM website for storms and weather changes especially lightning</li> </ul>	Principal or General Assistant	Ongoing. Respond as required.

Hazard	Risk associated with hazard	Risk rating	Control measure/s	Responsibility	Review
<p><b>Working In extremes of heat</b></p>	<ul style="list-style-type: none"> <li>• The risks of skin cancer and heat-related stress and illness can be minimised by using a combination of practical solutions.</li> <li>• Symptoms of heat stress may include: heat rashes (e.g.: hives , sunburn); heat cramps (e.g.: painful muscle spasms, heavy sweating); blurred vision; dizziness; exhaustion; slurred speech; difficulty in thinking clearly.</li> </ul>	<p>4</p>	<ul style="list-style-type: none"> <li>• Dress in light, loose fitting clothing</li> <li>• If outdoors, wear protective clothing (e.g.: hat, sunglasses, long sleeves)</li> <li>• If outdoors, use protective equipment (e.g.: portable shade tent, umbrella, sun screen)</li> <li>• Reduce workload or physical activities</li> <li>• Utilise shade or cooler indoor areas</li> <li>• Replace lost fluids (i.e.: drink water, avoid caffeine)</li> <li>• Rest frequently</li> <li>• Reschedule outdoor work or activities to cooler times of the day.</li> <li>• Cancel visiting excursion if temperature over 40 degrees C in consultation with school</li> <li>• Use spray bottle to cool students</li> </ul>	<p>Principal</p>	<p>Ongoing. Respond as required.</p>
<p><b>Pedestrian accidents/ Vehicles on school grounds and external</b></p>	<ul style="list-style-type: none"> <li>• Proximity to major roads.</li> <li>• Insufficient pedestrian safety awareness training for students or staff.</li> <li>• Insufficient traffic controls in place.</li> </ul>	<p>3</p>	<ul style="list-style-type: none"> <li>• Traffic controls (pedestrian crossings, traffic controllers etc).</li> <li>• Ensure all staff are trained on SOP's for moving students across or on roadways in local area.</li> <li>• Front gates to be locked at 9am by SAM/Principal each day.</li> <li>• Liaison with local council and Roads and Traffic Authority.</li> <li>• Issue instructions and risk management plans to visiting schools regarding bus and car parking rules</li> <li>• see SOP's for oval use and river block.</li> </ul>	<p>Principal</p>	<p>Ongoing. Respond as required.</p>

Hazard	Risk associated with hazard	Risk rating	Control measure/s	Responsibility	Review
<b>Outbreak of infectious diseases</b>	<ul style="list-style-type: none"> <li>• Lack of awareness of standard precautions for infection control at the workplace.</li> <li>• Shared facilities increase risk of infectious diseases.</li> <li>• Difficulty of reliably identifying all persons carrying infectious diseases.</li> <li>• Food preparation with insufficient controls.</li> </ul>	3	<ul style="list-style-type: none"> <li>• Consistently apply standard precautions for infection control, incorporating them into daily practice and use specific controls for particular situations.</li> <li>• Ensure all appropriate staff understand and apply the Department's Infection Control Policy and procedures.</li> <li>• Consultation with relevant persons and organisations e.g. local Public Health Units, parents, cleaners, etc.</li> <li>• Follow COVID 19 requirements and procedures.</li> </ul>	Principal	Respond as required.
<b>Fire</b>	<ul style="list-style-type: none"> <li>• Evacuation plans not communicated clearly or not regularly tested.</li> <li>• Staff and students are not aware of, or unclear on, procedures/warden responsibilities in case of fire.</li> <li>• Staff are unsure of their responsibilities under evacuation plans if a fire occurs.</li> <li>• Trees around buildings drop leaves and branches, blocking gutters and cluttering grounds.</li> </ul>	3	<ul style="list-style-type: none"> <li>• Educate staff and students about workplace fire prevention and safety.</li> <li>• Conduct fire drills.</li> <li>• Liaise with emergency services.</li> <li>• Develop evacuation arrangements with local bus company/ relevant transport company.</li> <li>• Conduct fire safety audits.</li> <li>• Training staff on fire extinguisher use.</li> </ul>	Principal	Emergency procedures practice each semester. Ongoing inspections Respond as required.
<b>Death of staff or student or other member of the community (not work-related)</b>	<ul style="list-style-type: none"> <li>• Major accident or event impacting on a community (e.g. motor vehicle accident).</li> <li>• Any death of a staff member or student, including ex-students, which is sudden or unexpected.</li> </ul>	3	<ul style="list-style-type: none"> <li>• Follow DOE procedures.</li> </ul>	Principal	Respond as required.
<b>Electrical hazard</b>	<ul style="list-style-type: none"> <li>• Electrocutation from faulty electrical wiring or equipment, frayed chords, bad connections,</li> </ul>	3	<ul style="list-style-type: none"> <li>• Ensure testing of electrical equipment.</li> </ul>	Principal	Ongoing

Hazard	Risk associated with hazard	Risk rating	Control measure/s	Responsibility	Review
	<ul style="list-style-type: none"> <li>overload of power boards or other electrical fault.</li> <li>Use of high-risk electrical equipment such as handheld equipment (e.g. power tools, hair dryers, commercial kitchen appliances).</li> </ul>		<ul style="list-style-type: none"> <li>Encourage reporting of all electrical faults.</li> <li>Consider electrical safety as part of HS risk assessment and risk management programs.</li> <li>Encourage general safety precautions.</li> </ul>		<ul style="list-style-type: none"> <li>inspections</li> <li>Respond as required.</li> </ul>
<b>Explosion / Gas leak</b>	<ul style="list-style-type: none"> <li>Inadequate maintenance of gas facilities.</li> <li>Damage to gas pipes or gas outlet.</li> <li>Faulty portable LPG gas tanks.</li> <li>Fire in the workplace.</li> <li>Spill of flammable substance. Impact of bushfire on portable gas tanks and stored fuel containers.</li> </ul>	4	<ul style="list-style-type: none"> <li>Ensure proper maintenance of gas facilities.</li> <li>Ensure fire precautions in place.</li> <li>Ensure gas is used in a safe way in all workplaces.</li> <li>Develop evacuation arrangements with local bus company/ relevant transport company.</li> </ul>	Principal	<ul style="list-style-type: none"> <li>Ongoing inspections</li> <li>Respond as required.</li> </ul>
<b>Snakes</b>	<ul style="list-style-type: none"> <li>Overgrown grounds</li> <li>Overgrown bush at back of schools</li> <li>Snake bite resulting in death or medical emergency</li> </ul>	3	<ul style="list-style-type: none"> <li>Snake response guide implemented and communicated to all staff.</li> <li>Education for students on correct response when seeing a snake.</li> <li>Regular maintenance of gardens.</li> <li>Regular maintenance to bush around the school.</li> </ul>	Principal	<ul style="list-style-type: none"> <li>Ongoing inspections</li> <li>Respond as required.</li> </ul>
<b>Floods</b>	<ul style="list-style-type: none"> <li>Road closures cutting off Brewongle.</li> <li>Ferry out of service</li> <li>Staff not able to access site</li> <li>Camp groups cut off</li> </ul>		<ul style="list-style-type: none"> <li>Monitor Live Traffic, river levels and Hazards Near Me and local Facebook groups</li> <li>Call ferry service if river is approaching 2.3m – this is the ferry operating cut off.</li> <li>Liaise with schools and principals about road closures and departures for school.</li> </ul>		

## Appendix F – School emergency kit checklist

Evacuation kit – overnight	(✓)	Shelter in place kit	(✓)
First aid kit provided by school		Bushfire and Grassfire response plan	
Clip board and pens		Blankets	
Torch with spare batteries		Bottled water	
Bushfire and Grassfire response plan			
Blankets / Towels			
Bottled water			
Bucket			
Toilet paper			

End of Emergency Management Plan for Brewongle EEC