Spencer Park Primary School Emergency and Crisis Management Policy (2018)

RATIONALE

The purpose of this plan is the

- prevention of;
- preparedness for;
- response to and good management of;
- recovery from; and
- review of

Emergencies and Critical Incidents which impact on the school in order that:

- Injury is prevented, minimised or effectively dealt with.
- Trauma and distress to students and staff and damage to property are minimised.
- There is containment of effect of a critical incident on the school community.
- The school is returned to normal functioning as quickly as possible after the event.
- Likelihood of further traumatic incidents occurring is minimised.

ANNUAL ACTION TIMELINE THAT KEEPS US WELL PREPARED

FEBRUARY

1. Staff familiarisation with Emergency Management plan, induct new staff.
2. Familiarise staff with evacuation/fire drills.

APRIL

Familiarise staff with *planned* Evacuation, Fire and Lock Down Drills

AUGUST

Unplanned Evacuation, Fire and Lock Down Drills

DEFINITIONS

EMERGENCY

An event, actual or imminent, which:

- occurs on or off-site;
- endangers or threatens to endanger life, property or the environment; and
- requires a significant and coordinated response.

CRITICAL INCIDENT

An incident in which there is a high likelihood of traumatic effects, evoking unusual or unexpectedly strong emotional reactions, which have the potential to interfere with the ability of the individual, group or school or system to function either at the time or later. Such incidents may include an accident causing death or serious injury, suicide, a major bush fire, drug related incidents, serious medical or health emergency, use of weapons on site, threats of or actual physical violence. A critical incident will often involve rapid time sequences, attract media attention, and require interventions from DOE and interagency partners in order to achieve a recovery to normal operations.

COORDINATOR

The person responsible for the overall control of an emergency or critical incident, usually principal/site manager or delegate.

SIGNIFICANT CONSIDERATIONS FOR PRINCIPAL AND KEY STAFF

PREVENTION/PREPAREDNESS

- Risk Management, Excursions, Health Care, Duty of Care, BMIS, Child Protection policies etc.
- Hard copies of essential lists and contact information at home.
- School/site security information.

- Location of security gate keys.
- Mobile phones/emergency communication arrangements.
- First Aid training.
- Large map of school locality in prominent position.
- Location of power, telephone and water mains.
- Establish links with Local Emergency Management Committee (LEMC).
- Special parking/bus pickup/re-unification point.
- Provision for people with special needs or disabilities.
- Warning signal and evacuation tones (SEWS).
- Data sheets on flammables in Cleaners'/Gardeners' store rooms, kept with evacuation plan.
- Emergency/Fire drills annually.
- Daily list of all people on site.
- Evacuation sheet in each classroom/major area.
- Plans for evacuation during recess/lunch.
- Annual staff EM familiarisation.

RESPONSE/RECOVERY

- Monitor friends and associates of victim.
- Handouts for staff and parents.
- Parent meeting.
- Death notice.
- Funeral attendance,
- Memorial service.
- Anniversary.
- Control interruptions during reading of statement (for example, P.A., late students etc.)
- Contact with local clergy.

REVIEW

- Operational debrief
- Post-incident report
- Annual plan review

EMERGENCY COORDINATION CENTRE

- Dedicated phone line, mobile phone, e-mail, fax machine, printer, whiteboard, supplies.
- Plans of school and locality.
- Staff and student details.
- Emergency, DOE and transport numbers.

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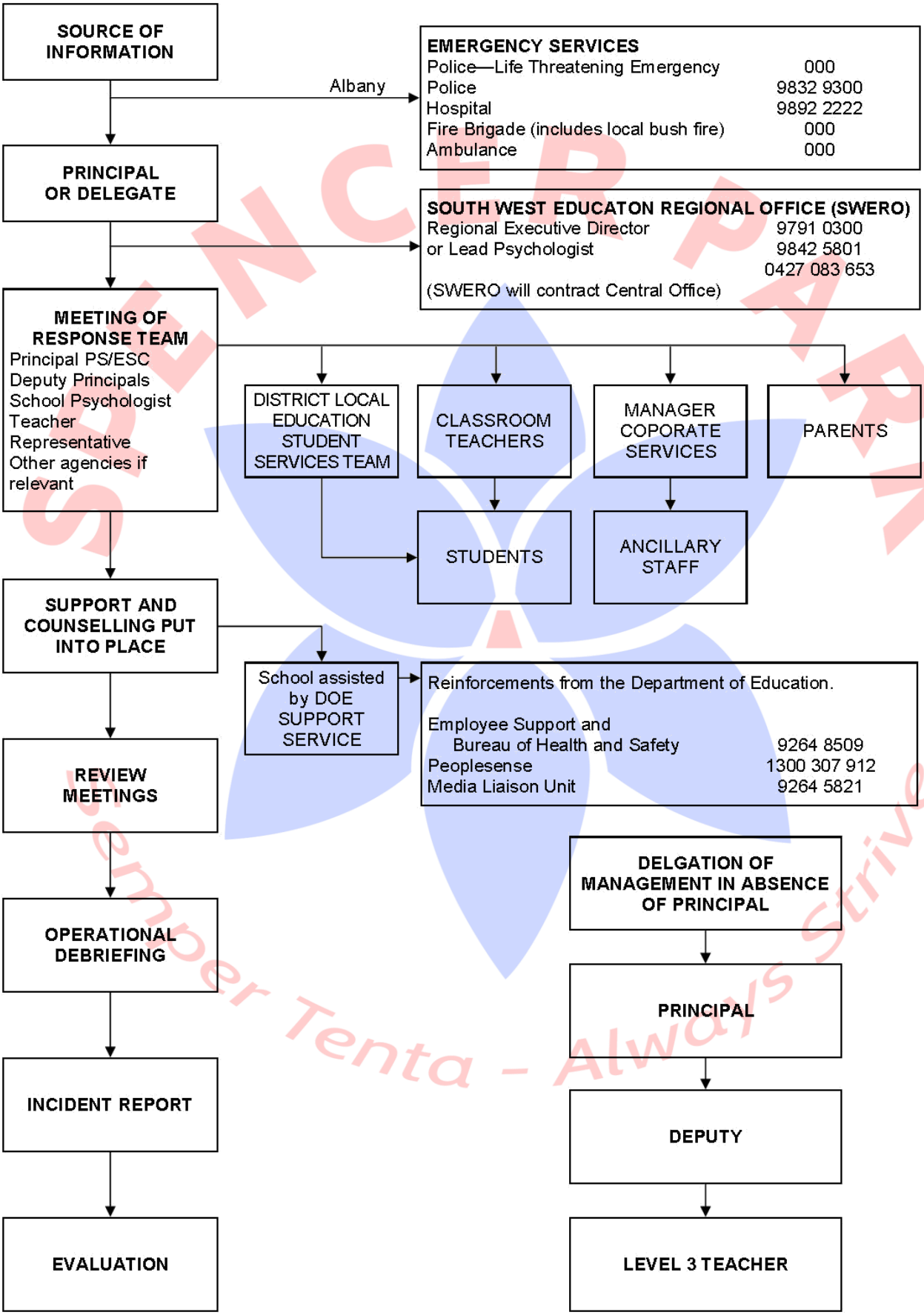
OVERVIEW OF EMERGENCY RESPONSE PROCESS



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SUPPORT SERVICES AND EMERGENCY PHONE NUMBERS

Albany Police	000, 9892 9300
Fire Brigade	000, 6820 2500
Ambulance	000, 9842 3077
Hospital	9892 2222
Regional Education Director	9791 0300
Local Area Education Office	9844 2833
Lead Psychologist (Jenny Allen)	[redacted]
School Psychologist (Maree Dawes)	Work [redacted] Home [redacted]
DOE Main Switchboard	9264 4111
DOE Security	9864 4632
DOE Employee Support Bureau of Health and Safety	9264 8509
DOE Media Unit	9264 5821
Crisis Care (24hrs)	1800 199 008
Interpreter Service (24hrs)	13 14 50
CPFS	9841 0777
Principal Little Grove Primary School	9844 4888
Principal Albany Primary School	9842 7400
Principal Yakamia Primary School	9841 7533
Principal Flinders Park Primary School	9844 7200
Principal Albany Senior High School	98410 444
Principal North Albany Senior High School	9892 0611
Western Power	13 13 51
Alinta Gas	13 13 52
Telstra	13 22 03
SES	9841 2400, 13 25 00
Dept of Housing & Works	9832 6500
City of Albany	6820 3000
Health Direct	1800 022 222
Poisons Information	13 11 26

TELEPHONE TREE – July 2020 School Mobile No. 0404 555 555

Each person is to contact the next person on the list. If that person doesn't answer, skip and go to the next person.

INITIAL INFORMATION TO GO TO THE PRINCIPALS

SPENCER PARK PRIMARY SCHOOL Jeremy Hadlow Principal	0404 555 555

Carl Luscombe Deputy Principal	9855 5555 0404 555 555	Dianne Ruffell Deputy Principal	0404 555 555	Julie Fordham Manager Corporate	9855 5555 0404 555 555
Robyn Clements	9855 5555 0404 555 555	Jill Ben Avraham	0404 555 555	Angie Caramia	0404 555 555
Raigan Reading	0404 555 555	Cobie Fletcher	9855 5555 0404 555 555	Shirley Cameron	0404 555 555
Lucy Dowsett	0404 555 555	Cassandra Cheetham	0404 555 555	Jennifer Hunt	0404 555 555
Jenny Kightly	9855 5555 0404 555 5554	Shannon Elphick	0404 555 555	Ellen Clements	0404 555 555
Sarah Murray	0404 555 555	Cate Moreton	0404 555 555	Anne Christides-Green	0404 555 555
Mechelle Harvey-Gimm	0404 555 555	Dee Franey	0404 555 555	Meredith Ditchburn	0404 555 555
Diane Stevens	0404 555 555	Rebecca Collins	0404 555 555	Maree Swainston	0404 555 555
Jo Whittingstall	0404 555 555	Sam Savage	0404 555 555	Lana Moss	0404 555 555
Naomi Swann	0404 555 555	Liz Edwards	0404 555 555	Donna Hambley	9855 5555 0404 555 555
Gerry Macaulay	9855 5555 0404 555 555	Aleesha Narkle	0404 555 555	Sue Jones	0404 555 555
Deb Edwards	0404 555 555	Mary McLeod	0404 555 555	Keithlea MacKenzie	0404 555 555
Claudia Lemann	0404 555 555	Maree Dawes	9855 5555 0429 421 189	Celina Sims	0404 555 555
Zoe McColl	0404 555 555	Jenny Allen	0404 555 555	Linda Taylor	0404 555 555
Cassandra Harris-Moroney	0404 555 555	Other Psychs			

Carl Luscombe Deputy Principal	9855 5555 0404 555 555	Dianne Ruffell Deputy Principal	0404 555 555	Julie Fordham Manager Corporate	9855 5555 0404 555 555
Cleaning Staff		AIEOs		Other Staff	
Kerry Gadomski	9855 5555 (w) 9855 5555 0404 555 555	Sherrona Clifton	0404 555 555	Gale Bond (Gardener)	0404 555 555
Paul Nie	0404 555 555	Sue-Ellen Miniter	0404 555 555	Nicole Arta (Canteen)	0404 555 555
Marlene Hills	0404 555 555	Jonno Woods	0404 555 555		
Debra Godden	0404 555 555				
Sriwai Sakkarat	0404 555 555	Dianne Ruffell Deputy Principal	0404 555 555		
		Dental Staff			
		Susanne Chalmers	0404 555 555		
		Jaqui Toovey	0404 555 555		
		Kayleen Morton	0404 555 555		

ESC Staff ➔

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TELEPHONE TREE – July 2020

Each person is to contact the next person on the list. If that person doesn't answer, skip and go to the next person.
INITIAL INFORMATION TO GO TO THE PRINCIPALS

SPENCER PARK EDUCATION SUPPORT CENTRE	
Bec Wheatley	9842 1010
Principal	0404 555 555 (School Mobile)

↓

Bec Wheatley will contact first contact in each list

↓

Elise Parker	0404 555 555
Shelley Redmond	0404 555 555
Melissa Garcia Wright	0404 555 555
Kristen Ellery	0404 555 555
Ros Fleay	0404 555 555
Mitch Williams	0404 555 555
Angie Young	0404 555 555
Melissa Pears	0404 555 555
Kristen McGregor	0404 555 555

↓

Sharon Hall	0404 555 555
Kylie Severin	0404 555 555
Janelle Spinks	0404 555 555
Kristy Luscombe	0404 555 555
Leonie Wills	0404 555 555
Leanne Powell	0404 555 555
Jo Kellet	0404 555 555

↓

Tracey Sambell	0404 555 555
Rachel Weston	0404 555 555
Wilma Tognetti	0404 555 555
Lesley Payne	0404 555 555
Janine Williams	0404 555 555

Please Note:

1. The aim of this process is to ensure each staff member receives information about an urgent situation at the earliest opportunity before they return to school. It also ensures that key people are not tied up contacting people when their time should be spent planning an appropriate response.
2. Staff should be familiar with who it is they have to contact in this situation. It is the responsibility of each individual to ensure the message continues along the line. It is recommended that contact should be made directly with the person next in line, rather than a message being left.
3. In the event a person cannot be contacted – contact the next person in line then return to making contact with the previous name.
4. The coordinator is responsible for contacting all relevant outside agencies.

This telephone tree to be updated as needed, with regular reminders and mock runs to be held throughout the year:
Last updated: 27-Nov-20

SPPS Staff ➔

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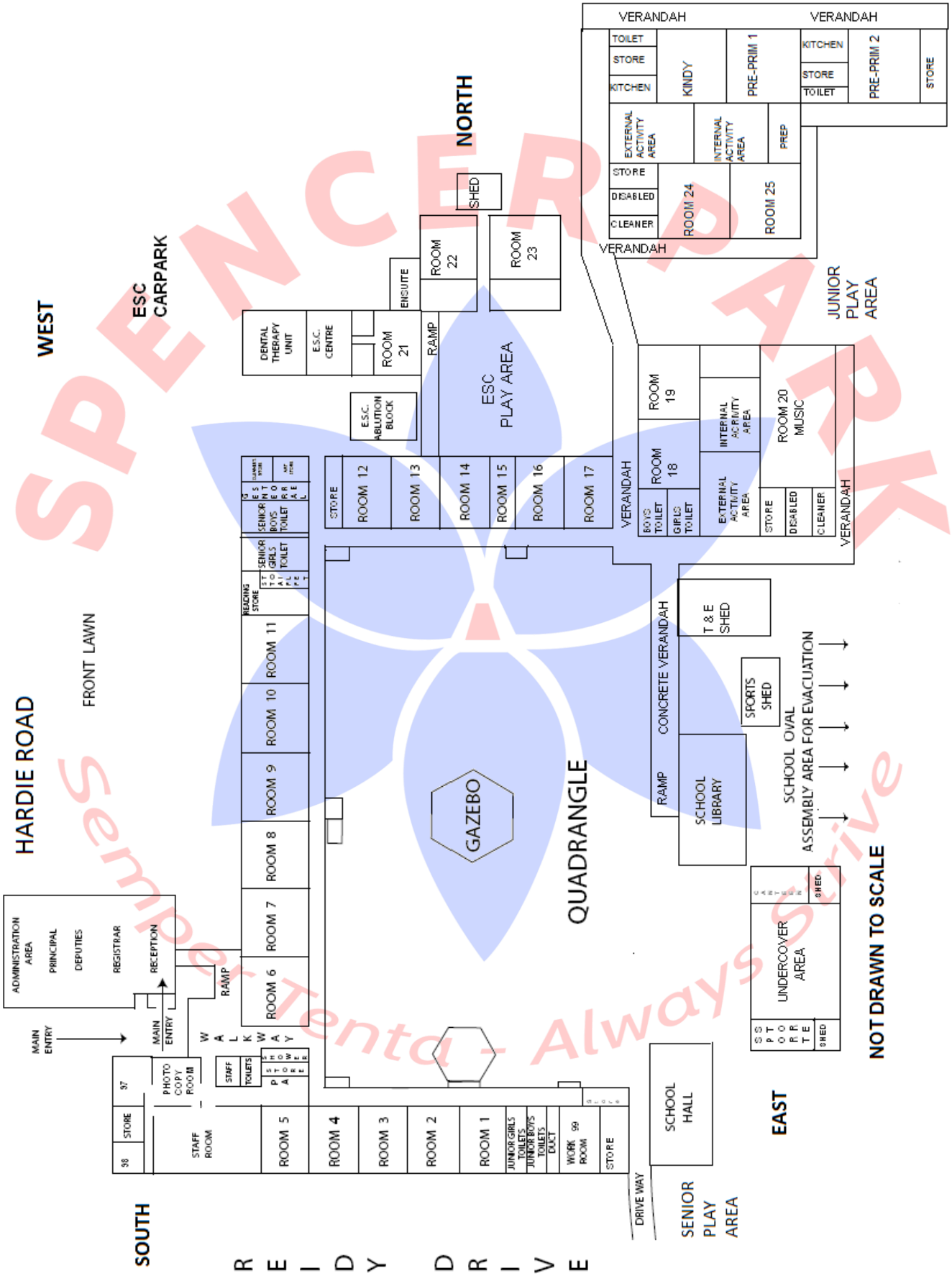

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EVACUATION PLAN

The following procedures will be put into place in the event that the school needs to be evacuated.

PROCEDURE

- The evacuation signal is given.
- Staff are to move to designated areas as outlined below.
- Administration team to collect Evacuation Pack (detailed below) and conduct evacuation checks (detailed below).
- The primary school Principal, Deputy Principal or Manager Corporate Services should, if possible contact emergency services immediately the evacuation signal has been given and then exit the school building. (Fire, Police, Ambulance 000)
- The assembly to be coordinated by one of the deputies (wearing yellow high vis jacket).

SIGNAL

- **Three (3) quick siren blasts** repeated three (3) times with pause between siren OR
- **Three (3) short whistle blasts** OR
- **Continuous hand-bell** ringing (handbell stored at Siren location).

EVACUATION

- Exit through door as directed by the teacher.
- Class to move under strict teacher supervision according to the evacuation plan.
- Take no school or personal belongings.
- Move to assembly area on the oval near the cricket pitch.
- Classes assembly in room number order, with children position so they are facing ***away from*** the direction/view of the school.

ASSEMBLY

- Listen for instructions from the assembly coordinator (wearing a yellow high-vis jackets).
- Remain quiet and calm until given further instructions.
- Classroom teachers to be responsible for their class (children who are with specialist teachers at the time of evacuation should move to their classroom teacher at the assembly point). Support staff and non-teaching staff provide additional support where needed.
- The assembly coordinator will supervise the checking of all students/personnel to ascertain if anyone is missing (assistance to be provided by Manager Corporate Services)
  - Class lists distributed to classroom teachers by front office staff and checked off by teachers.
  - Manager Corporate Services to coordinate check of all teaching staff and specialist teachers, relief and non-teaching staff.
  - Persons unaccounted for cross-checked against staff and student sign-out registers; discrepancies noted to principal and assembly coordinator
- The assembled school shall wait on the oval under the guidance of the coordinator (wearing a yellow high-vis jacket) until further notification from the principal (or delegate). Classes may return to rooms when directed by the coordinator.

ALL CLEAR

- The principal will provide the assembly coordinator with the “all clear” so students can return to class OR issue further instructions as required (in the event the school buildings are damaged).
- The assembly coordinator will direct the assembly as to the next course of action.
- No child shall leave the assembly area or their teachers’ supervision until directed by the assembly coordinator.

EVACUATION PACK

The School Evacuation Kit will be stored in the Front Office and consist of the following. The assembly coordinator will ensure the kit is collected and taken to the assembly.

- Medication Box and comprising medication and medical care plans. *Manager Corporate Services to coordinate.*
- Documentation (class rolls, staff list, relief book, staff and student sign-out register, student contact information). *Manager Corporate Services to coordinate.*
- Evacuation Pack containing first aid kit (including Ventolin and Epi-Pen), high-vis jackets (2 x orange, 1 x yellow), whistles x 3, Evacuation Plan, megaphone and disposable cups and 2L water. *Deputy Principal to coordinate.*

MOVEMENT OF STUDENTS/STAFF

Rooms	Exit Point
Staff Room, Rooms 97, 98	External Doors from conference room
1 - 5	External Doors
6 – 12, 12A, 12B	Closest Ramp
13, 14, 15, 16, 17	Closest Ramp
18,19	External Doors
K, PP1, PP2, 24, 25	External Doors
Music Room	External Doors
Library	Back Door (side door for wheelchairs)
Canteen, Cleaners,Gardner	Closest Exits
Dental Therapy Unit	Front Door – Around car park – ECE buildings - oval
Education Support Centre	Room 21 Door
Room 21, 21A, 21B	Classroom Door
Room 22	Main Door
Room 23	External Doors
Room 88	Room 11 ramp
T&E Shed, Hall, Undercover area	Closest Exits

All walk to the assembly area on oval east of the cricket pitch

Note: All ESC wheelchair bound students to assemble in ESC car park with their supporting Education Assistants

During the evacuation a check of all areas will be carried out.

Area	By Whom	Reserve
SPESC Admin Office, Boys ESC Toilet, SPPS Early Childhood Block, Dentist	ESC Principal (Bec)	Designated ESC Teacher
West Wing, North Wing, BER (Rooms 18, 19, 20) and T&E Shed (including staff toilets, junior toilets located within)	Deputy Principal (Di)	School Officer
Staffroom, Rm 98 & 97, South Wing, Library (including staff toilets, junior toilets and Room 99)	Deputy Principal (Carl)	Registrar
Admin, Hall, Bus Shed, Canteen, Undercover Area and Sheds	Principal (Jeremy)	Designated Support
Rooms 21, 21A, 21B, 22 & 23, Girls ESC Toilet, ESC Equipment Shed, Sensory Room	ESC Registrar (Sharon)	ESC School Officer

- Having evacuated and ascertained that someone is trapped within the school building - emergency services or the coordinator (wearing a yellow high-vis jacket) should be notified.

See Appendix 5.1

GENERAL INFORMATION

- Evacuation procedures to be displayed in all work areas within the school
- Mainstream class teachers with a class will escort the students in an orderly manner to the assembly area and collect current rolls from office staff for checking.
- ESC teachers are to take with them Classroom Evacuation Kit and Classroom Mobile then escort students in an orderly manner to assembly area.
- School office staff to have and take with them a copy of all personnel working in the school that day together with class rolls.
- ESC Registrar to take School Mobile. ESC School Officer to take Student Medication and Office Evacuation Kit.
- Registrar and Deputy to check all personnel.
- All personnel should stay calm, moving quickly and orderly at a walking pace
- No personal or school equipment should be taken with the evacuating staff and students.
- Common sense overrides everything.

EARTHQUAKE

The following action needs to be taken in this event.

- Personnel should immediately get under desks and tables and remain there until the tremors have ceased and the building is not moving.
- On hearing the warning siren for evacuation, all personnel should take control of their class and evacuate through the safest points (if there has been structural damage) following the evacuation procedure.

Injured personnel should not be moved unless:

i. the situation is life threatening
ii. the injury is minor and the extent is known.

EVACUATION CHECK LIST

To be checked off by Principal or Admin in charge.

Area/Room	Admin Signature	Comments
Room 1		
Room 2		
Room 3		
Room 8		
Room 9		
Room 11		
Room 18		
Room 19		
Room 25		
Kindy		
PP 1		
PP 2		
D & T		
PE		
Science		
Library		
Music		
All Staff		
SPESC check with Principal		
Evacuation Pack		
Medication Box		
Class Rolls –Evacuation File		
Staff List		
Sign In/Out Register		
Student Contact List		
Leave Pass Book		
Check with Emergency Services if applicable		

LOCKDOWN PLAN

The following procedures will be put into place in the event that the school needs to be locked down.

SIGNAL

One continuous siren - short pause repeated 3 times or announcement over the PA.

PROCESS

1. Lock any external doors to your room or adjoining rooms.
2. Turn lights off and move students into the centre of the classroom away from windows.
3. Have students facing away from windows.
4. Remain quiet (read a book to students / or another quiet activity)
5. Wait for further instructions

ALL CLEAR

When the ***"All Clear"*** is given, listen to the Principal for further information and instructions.

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CRISIS MANAGEMENT PLAN

PURPOSE

To deal with any life threatening or death crisis – sudden death (student, teacher, family/community member), accidents (outcomes of natural disasters), abduction or suicide.

PROCEDURE

The Principal of the Primary School or Ed Support Centre would be the **coordinator** of any response in these situations depending upon the child involved. In the event of neither of these being available the next **most senior person** on the support team is to be the **coordinator**.

1. **OUTSIDE OF SCHOOL HOURS – OFF SITE** (or inside of school hours – off site)
   If staff become aware of a crisis event contact Coordinator immediately.
   DURING SCHOOL HOURS – ON SITE
   Contact Coordinator at school in event of a crisis (or knowledge of).
2. **Coordinator verifies the information through family or police** – determine information to be released.
   Coordinator contacts Southwest Education Regional Office (Regional Executive Director, Lead Psychologist or School Psychologist), also contact relevant agencies (for example, Police).
3. **Coordinator calls Support Team meeting ASAP.**
   - Support Team
     Principal
     2 Deputies
     School Psychologist
     Principal ESC
     Teacher representative
     Outside agencies if relevant
   - See attached check list for possible allocation of roles.
   - This meeting to establish a clear statement that will be given to staff and to students and the media.
     Establish a process for managing the incident within the framework of this policy.
   - A second meeting time for Support Team to be set by Coordinator.
   - Tasks to be assigned to Support Team members by Coordinator as per associated checklist.
4. **OUTSIDE SCHOOL HOURS – OFF SITE**
   - Staff to be contacted using telephone tree (appendix 2) before school for whole school staff meeting.
   - Staff meeting to be held before school.

   DURING SCHOOL HOURS – ON SITE
   Meanwhile, teachers to:
   - Acknowledge concerns without entering into discussion.
   - Let students know that staff will find out facts at next break.
   - Encourage students to remain in class. Send distressed students to the designated area for counselling.
   - Staff meeting (at first non-disruptive break).
   - All part-time staff to be contacted and informed of issue.

   NORMAL SCHOOL ROUTINE IS TO BE MAINTAINED

AT INITIAL STAFF MEETING

- Known facts to be clearly explained.
- Staff are advised about what information to give to students/parents.
- Staff are advised about handling reactions and referring distressed students/parents.
- Staff who do not feel comfortable informing their students or who would like support to be offered the assistance of the Local Education Office Student Services Team.
- Identify students most affected/at risk – names to be given to the Local Education Office Student Services Team.
- Inform staff of where to send distressed students/parents.
- Requests to leave school to be directed to Coordinator.
- Media Policy outlined.

CRISIS MANAGEMENT PLAN
CHECKLIST – TASKS TO BE ASSIGNED AT SUPPORT TEAM MEETING

EDUCATION DEPARTMENT (Coordinator)

- Contact Regional Education Director - Mobile [redacted]
- Contact Media Liaison unit at Central Office - Ph 9264 5821

FAMILY (Coordinator, District Services Team)

- Contact victim's family to offer assistance and determine if any additional action is required.
- Provide information regarding appropriate support agencies.
- Inform of what action is being taken at school.

ENQUIRIES (Deputy and District Student Services)

- Provide office staff with a written statement to use for incoming phone calls.
- Prepare a media statement in consultation with Media Liaison Unit with information regarding actions taken by the school. Avoid information about the victim or the family.
- One person to deal with family.

VICTIM (Deputy)

- Withdraw student from roll.
- Collect belongings and return to family – Coordinator to deliver to family.
- Member of Support Team to check name not on roll.

SUPPORT (Team to decide on who will take on these duties)

- Identify students who are most at risk (teachers, friends, relatives, previous attempters etc).
- Assign support staff to deal with these individuals and liaise with parents – class teacher, support team, School Psychologist.
- Decide where Support Room/Centre will be located (ie Withdrawal Room/Library/Interview Room/Staffroom) and who will be in attendance.
- Contact agencies if necessary – District Office and School Psychologists, Family and Children Services, School Nurse, Other Schools.
- Support teachers to relieve staff where needed.
- Support staff person to identify what is needed for own support (Coordinator to ensure this).
- Identify and make arrangements for staff who may be affected/want counselling.
- Debriefing session for staff – update information – reporting back – address feelings.
- Arrange for ongoing support for students most affected – assign person to work with them during succeeding days.
- A voluntary 'Critical Incident Review' – a debriefing session with the school staff reviewing information relating to the incident and other issues relating to feelings, processes etc.
- Longer term post retention activities for example, dealing with high risk students/monitoring appropriate ongoing feedback to teachers.

OTHER PARENTS (Team to decide)

- Do all/some parents need to be informed?
- How? Phone parents of affected class and/or note home same day.
- If appropriate, inform parents about 'at risk' signs, give advice, refer to appropriate agencies.
- Students may need to go home – parents' responsibility.

MEMORIALS/FUNERALS (Deputy)

- Who should attend?
- Will school hold a memorial service OR create a memorial to the victim. (Depending on circumstances other options may be appropriate).

SUPPORT STAFF (Coordinator)

- A record of events to be kept.
- Meet to review the response made.
- A report to be written on response.

CRISIS MANAGEMENT PLAN
CRITICAL TASKS TO BE ADDRESSSED 2/3 DAYS AFTER INCIDENT

- Restore school to regular routine.
- Encourage teachers to allow students opportunities in class to talk about the incident and their reaction.
- Keep parents informed.
- Be alert for students (or staff) showing persistent extreme reactions.
- Monitor the welfare of those in care giver roles.

CRITICAL TASKS TO BE ADDRESSED DURING THE FIRST MONTH

- Provide opportunities (where death has occurred) for those affected to be involved in a public expressing of farewell.
- Monitor the progress of any hospitalised students/staff.
- Be alert for significant and persistent changes in the behaviour of those affected by the incident.
- Monitor carefully the mental health of those in care giver roles.

ISSUES TO BE AWARE OF IN THE LONGER TERM

- Continue to monitor the emotional and physical welfare of both staff and students.
- Be alert for birthdays, anniversaries etc.

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GUIDELINES FOR TEACHERS FOLLOWING DEATH BY SUICIDE

Students react to death in different ways, varying from tears to anger to seeming indifference. Close attention should be paid to students who have previously been identified with regard to suicidal ideation or attempts. A contagion effect can occur in the months following a suicide. The guidelines below seek to reduce potential for contagion.

It is vital the school only refer to a death as suicide once the Coroner has confirmed this:

Teachers can assist by:

- Reporting concerns to Principal/Student Services.
- Ensuring consistent, factual information is given to students in as small a group setting as possible and normal (for example, form group not year assembly).
- Helping to dispel misinformation and rumour.
- Be clear and factual in sharing information about an apparent suicide, but avoid detailing the method. It is important to reduce attention on methods of suicide.
- Helping students to separate fantasy from reality.
- Not normalising suicide – ie reduce hype about suicide, avoid strong linking of cause and effect, for example, not all who are depressed, abused, stressing, fail at school suicide.
- Allowing discussion in class, as appropriate, following guidelines in Mind Matters.
- Not romanticising or glorifying death by suicide. Refer to 'completed' not successful. No public display of photos of the deceased. It is also recommended that no physical permanent memorial is set up for a student who dies by suicide; rather donations could be given to a support service such as a crisis call line or local non government service or youth group.
- Being prepared to listen.
- Being aware that students may feel responsibility or guilt relating to the death. Encouraging such students to talk with student services/pastoral care staff about their reactions.
- Those who did not know the deceased may also be affected. You may not know personal histories and connections so allow students to access support services and leave monitoring of this to the support staff.
- Affirm the value of seeking help – identify people and services that can assist with problem solving, with feelings of anxiety, despair, confusion or depression, with counselling to assist in difficult time. Suicide is a poor choice, a permanent solution to a temporary problem.
- Dispel the idea of keeping secret their worries about a friend, rather the importance of affirming concern and the need to access effective support.
- Be sensitive to curriculum topics and prescribed reading material.

Prepared with assistance from Jenny Cugley, Ministerial Council of Suicide Prevention.

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FORMAL STATEMENT FOR CLASS TEACHER TO READ TO STUDENTS IN THE CASE OF A SUDDEN DEATH

NB: ONLY after authorisation from policy/family

Adapt for different age groups.

I have some news to tell you.

The school has been informed that _____ has died.

This is all the information that we have at this time.

AND

(Other facts may be supplied if thought appropriate)

1. It is normal to feel upset even if you do not know _____. What you are feeling is grief.
2. Grief is normal. You need time to worth through it. It will last for different times for different people and it won't last forever.
3. You may feel a whole range of feelings from sadness through to anger.
4. Be aware that while you are going through these feelings so will others be. You might need to help each other.
5. It is really important that you discuss how you are feeling with your parents.
6. These are people in the school who are available to help you:

   They are:

   _____

   _____

   _____

   Ways of accessing them are:

   _____

   _____

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A SAMPLE LETTER TO PARENTS FROM THE PRINCIPAL

NB: ONLY after permission from policy/family.
** This is a very rough guide and would be adapted to fit the circumstances.

Date

Dear Parents

Yesterday (the facts ……..)

The facts	(a) the event (b) the child/children/staff – death/injuries
What the School has done (adapt as appropriate)	I have visited the parents/families of … and we have made plans to provided support for them at school if needed. I will advise you further of these in the near future.
How children may react	It would be best for the children's school routine to continue as normally as possible and they should attend school as usual. Children's reactions will vary and may include crying, not wanting to talk or wanting to talk, wanting to be alone, anger, lack of concentration and sleeping or eating problems.
How to get help	Should you or your children feel the need for professional help or counselling please contact me and the District School Psychologist or Social Worker can advise on support available.

Yours sincerely,

PRINCIPAL

Letter base on information in:
Guidance and Counselling Services, Queensland, (1990), Traumatic Incidents Affecting Schools: Guidelines for Managing the Effects on the school Community: Spring Hill, Dept of Education.

SPENCER PARK
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BUSHFIRE PLAN (2018)

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Introduction
This plan is for the Spencer Park Primary School and Spencer Park Education Support Centre. It has been designed to assist staff in the event of a total fire ban, catastrophic fire danger rating, or a bushfire. Letters to staff and parents are included in the appendix as well as notices regarding the plans of closures of the school.

The preparation of this plan should be developed in accordance with the *Emergency and Critical Incident Management Policy* and the *Principal's Guide to Bushfire* with input from local emergency management agencies.

- Overview
  General Information
  This Bushfire Plan (BP) has been developed after consultation with:
  - families of students attending the School
  - members of the emergency services (e.g. DFES, Local Emergency Management Committee and/or Community Emergency Services Manager)

  The BP is to be reviewed annually during Term Three each year to reflect any changes that may have taken place in:
  - Department of Education or government policy
  - site facilities
  - Personnel normally on site.

  The BP outlines required actions to prepare the school before the bushfire season as per the *Principal's Guide To Bushfire.(refer Appendix 11.1)*

  The BP also outlines activities to be undertaken by staff and students at the different levels of a bushfire emergency:
  - on days of Total Fire Ban
  - Catastrophic 'Code Red'
  - when there is a fire in the local district
  - when a bushfire is threatening or impacting on the site
  - during the period immediately after a bushfire has impacted on the site (known as the 'Recovery Phase').

  Where applicable, a building is nominated as the **Safer Location** building for this school.
  - It has been prepared for a bushfire emergency and will safely accommodate all persons normally at the school.

  The Principal will forward a copy of the site BP to the Regional Executive Director to be held in the regional office.

  The Principal or delegated officer will forward a copy of the site BP to the emergency services by Week Two of Term Three each year.

  The Principal or delegated officer will forward a copy of the BP to all families of students of the site at the beginning of Term One each year.
  - The BP is explained to the families of new students by the Principal or delegated officer during the enrolment process.
  - The Principal will ensure that all new staff members, relieving staff and visitors are briefed about the requirements of the BP during the site induction process.

  The Principal will include bushfire season reminders and information in site newsletters at least three times in each of Term when applicable. The School's Information Booklet, updated in Term One each year, includes detailed information about actions and procedures included in the BP.

  All staff members receive pre fire season updates during Term Three and ongoing information and instruction about the contents and requirements of the BP during Term Four and Term One staff meetings.

  Bushfire Preparation checklist (need to refer to Appendix 8.1)

  The safety and wellbeing of students, staff and visitors is at all times the Department's main priority. Staff are not expected to fight bushfires.

  The school is to review (and update where appropriate) the plan on an annual basis and submit the up to date version of this plan to the Regional Executive Director's Office in Term Three.

In this regard, any bushfire advice received by the school from the Department of Fire and Emergency Services (DFES), the Local Emergency Management Committee (LEMC), Community Emergency Services Manager (CESM) or external experts needs to be documented identifying the date and source of the advice.

Date of Review	Reviewing Officer	Date Submitted	Next scheduled Review
15/09/17	*Jeremy Hadlow*		T3 2018
18/08/18	*Jeremy Hadlow*	3/09/18	

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Communication

There are several levels of communication requirements at school level before, during and after bushfire events.

- Preparing for Bushfire Season
  - The Principal must ensure all students and staff are aware of the School's bushfire response plan. It is also necessary to ensure that relief staff and parents have been made aware of the school's bushfire plan. Suggested draft test for the school newsletter is available in the *Principal's Guide to Bushfire (Appendix A6)*
  - The Principal should establish contact with emergency services, including DFES, the local volunteer fire brigade, WA Police, the LEMC and CESM.
  - Schools located in bushfire prone areas need to incorporate key bushfire messages in their curriculum.
  - Communication plans (including emergency contacts and a telephone tree) need to be in place for evacuation or planned closure. *See Appendix 4 for a Communication Plan, Appendix 5 for Sample Emergency Contacts and Appendix 6 for a telephone tree*
  - The School has an effectively working emergency warning or alert system and emergency communication equipment is available and working.
  - Schools have in place systems to account for students, staff and visitors in an emergency, such as class rolls (or equivalent) and visitor registers. Consideration should be in place for situations such as a loss of power affecting the ability to print from electronic sources.
  - Arrangements are in place in relation to school buses if appropriate (notification of contractors if pre-emptive closure is invoked; the availability of buses if off-site evacuation is required).

- Pre-emptive Closure
  - The DOE Incident Controller (normally the Deputy Director General, Schools or delegated officer) will make the decision to close a school based upon advice from Emergency Services and this will be relayed to the Principal via the Regional Executive Director.
  - The Principal is to notify staff and parents using emergency contacts and the telephone tree of closure. See also the draft letter to parents in the Principal's Guide to Bushfires advising of pre-emptive Closure (Appendix A7), being mindful of parent's level of literacy and understanding of English.
  - All other necessary parties are advised including (but not limited to) other schools that may have siblings at your school, community users of the school facilities (including before and after school care, community kindergartens or holiday programs), on site contractors and Parents and Citizens Association (P & C).
  - If appropriate, bus contractors will be contacted to arrange for the evacuation of students to a designated area.
  - Notice of Planned Temporary School Closure should be posted as per the Principal's Guide to Bushfire, both physically at the school and electronically on the website.

- During Evacuation
  - The school will contact their Regional Executive Director and the Department's Media Unit.
  - The school will contact parents via phone or email.
  - The school will notify bus contractors and out of school programs.
  - The school has landlines and one school mobile phone (6821 3000 & 0428 932 645). It would be preferable that parents restrict calling the school at this time to emergency calls only.
  - The official broadcaster of Emergency Events is ABC radio. Our local station is ABC local radio. They will provide up to date information during a bushfire event in our area.
  - The DFES website provides up to date information on fire events. Refer to http://www.dfes.wa.gov.au/ .

  NOTE: DFES are introducing the national Emergency Alert system to send community warning messages via mobile telephones in affected areas. (Information can be obtained from http://www.dfes.wa.gov.au/pages/default.aspx).

  The Principal communicates directly with Regional and Central Office personnel including any media communications. Staff should not comment directly to media.

- Re-opening the School
  - The Regional Executive Director is to advise the Principal when the school can re-open.
  - Parents need to know when the school is reopened. In the event of a pre-emptive closure details are contained in the template letter (Principal's Guide to Bushfires advising of pre-emptive Closure- Appendix B7).
  - The Notice of Planned Temporary School Closure should be physically removed from the school premises and website.
  - All parties that were advised of closure (e.g. Bus Contractors, Out of hours users, P&C) should be advised of reopening.

Types of Fire Event

In the event of a Total Fire Ban, catastrophic weather warning, or bushfire, the **Bushfire Plan** will be activated.

1. Total Fire Ban

   In the event of a Total Fire Ban the **Bushfire Plan** will be invoked: (refer to *Principal's Guide to Bushfire* for all procedures).

   This means:
   - you must not light or use any fires in the open air;
   - all open fires for the purpose of cooking or camping are not allowed;
   - 'hot work' such as metal work, grinding, welding, soldering, gas cutting or similar is not allowed unless you have an exemption; and
   - You must not undertake any other activities that may start a fire.

   The DFES advice is that chainsaws, plant or grass trimmers or lawn mowers can be used during a total fire ban in suburban or built up areas which are cleared of flammable material, but not in bushland or other areas where there use is likely to cause fire.

   It is also necessary to ensure:
   - The equipment or machinery is mechanically sound.
   - All reasonable precautions are taken to prevent a bushfire starting.

   It is recommended postponing the activity altogether to minimise the risk of fire.

   If a Harvest and Vehicle Movement Ban has not been implemented by your Local Government Authority you are able to harvest or move vehicles across paddocks for agricultural purposes.

   Individuals could be fined up to $25,000 or jailed for 12 months or both if the Total Fire Ban is ignored.

   For information on activities that can or cannot be carried out during a Total Fire Ban visit www.dfes.wa.gov.au/totalfirebans/Pages/TotalFireBanWhatCantIDo.aspx.

   If the information you want is not available from the website, telephone the Total Fire Ban Information Line 1800 709 355.

   This information is also available by visiting www.dfes.wa.gov.au

2. Catastrophic Fire Danger

   The Catastrophic Fire Danger Index (FDR) has been added to the Australia-wide FDR system since the 2009 bushfires in Victoria. If a fire starts in catastrophic conditions, its impact potential includes death or injury to people and destruction of buildings.

Category	Fire Danger Index (FDR)	Action
Catastrophic	100+	Schools on Bushfire Zone Register closed on instruction from Deputy Director General Schools, through Regional Executive Director. School to invoke communication plan and cancel bus services.
Extreme	75-99	Monitor DFES website
Severe	50-74	Monitor DFES website
Very High	32-49	Normal school operations
High	12-31	Normal school operations
Low-Moderate	0-11	Normal school operations

   In the event of a catastrophic weather warning the **Bushfire Plan** will be invoked as per the flow chart at Appendix 2 (refer to *Principal's Guide to Bushfire* for all procedures and sample letters).

   2.1. Planned Pre-emptive Closure

   Regional Executive Directors will contact Principals of affected schools directly when a planned (pre-emptive) closure is to be invoked in a particular part of the State. The lead time for a planned closure varies depending on weather patterns, but every attempt is made to give Principals as much notice as possible to prepare written documentation for parents. Schools should have telephone trees in place to provide this information at short notice or after hours.

   Once advised that your school is to undertake pre-emptive closure, you need to notify your school community that a closure is imminent. The Principal needs to send letters to parents and provide each staff member with a memo that clearly states when the closure is planned to occur and that the school is

on standby. It may be that between declaration of the closure and the day of closure, weather conditions improve sufficiently to remove the need to close and the school can therefore stand down its pre-emptive closure plans. Your Regional Executive Director confirms with the Principal the final decision to close the school no later than 4.30 pm the day before the planned closure. If weather conditions become less severe after 4:30 pm, the closure goes ahead regardless, in order to provide a level of certainty to parents.

The DEFS is the final authority on advice about which schools are in danger and the level of risk at the time. The Deputy Director General, Schools makes the final decision as to whether or not a planned closure of public schools is to proceed, based on DFES's advice.

2.2. During a Planned Closure

The Principal must stay informed of current fire danger rating and any fire activity by monitoring local media (local radio, especially the ABC, and television) and by regularly checking for updates with DFES.

2.3. Re-opening School

Parents need to know when the Catastrophic FDR has been downgraded and that it is therefore safe for their children to return to school after a planned closure. The template letter to parents contains advice on how parents can monitor the situation. The school will need to put communication plans in place, such as placing a notice on the school website and providing a number for parents to call for information about the reopening of the school. Consideration needs to be given to how parents who do not have internet access or who have diverse needs (e.g. multicultural, special needs) will be provided with information.

3. Bushfire

In the event of a bushfire threatening the school, the school will notify DFES and the **Bushfire Plan** will be invoked by way of the school siren (or hand held siren):

- If evacuation required: Emergency Evacuation Signal – 3 blasts of the siren
- If lockdown required: Signal – 1 long siren repeated 3 times.

Information provided via the PA system or visiting classes.

3.1. Bushfire- Watch community

During a bushfire, Emergency Services provide as much information as possible through a number of different channels. There are three levels of warning, ADVICE, WATCH AND ACT and EMERGENCY WARNING. These change to reflect the increasing risk to life and the decreasing amount of time you have until the fire arrives.

3.1.1. Advice

If the school is likely to be threatened by the fire, activate the Emergency Management Plan immediately. Notify DFES Communication Centre of your decision and relocation point.

An ADVICE provides you with information on a bushfire that is not threatening lives or property but may be causing smoke near the school. Turn off evaporative air conditioners. Regular checks of the school are to be undertaken paying special attention to the evaporative air conditioners.

3.1.2. Watch and Act

A WATCH AND ACT message tells you the fire conditions are changing and there is a possible threat to lives and the school. The Principal's decision to leave or relocate students, staff and visitors off site should be based upon assessment of known information and current circumstances, including advice from emergency services or observations at the time of the event.

3.1.3. Emergency Warning

An EMERGENCY WARNING is the highest level of warning and tells you of immediate danger. In some circumstances it may start with a siren sound called the Standard Emergency Warning Signal (SEWS) to get your attention as the fire is about to arrive. SEWS is a distinctive sound that is broadcast immediately prior to major emergency announcements on radio, television and other communication systems. SEWS tells people 'you need to listen- there is an emergency in your area and you need to take action now'. It is used like a siren and is strictly controlled for use by an authorised hazard management agency only.

The School should activate their Bushfire Plan in regards to evacuation. Consideration will include; location of fire and ability to travel safely to the selected relocation point, notify DFES Communication Centre of your decision and relocation point. The Principal is to liaise with the Regional Executive Director. **If it is not safe to evacuate, direct all students, staff and visitors to the school's *Safer Location*.**

3.2. Bushfire- Act

3.2.1. Response when a bushfire starts and the school is open

3.2.1.1. Evacuation Procedure

School to evacuate off-site on advice from DFES.

Has the evacuation to the off-site safer location been approved and how long will it take to get there.

- All classes remain with their teachers and allocated education assistants.
- All other staff and visitors report to the Front Office.
- Teachers account for each child and identify students and support staff with known respiratory conditions.
- Doors and windows must be closed and **evaporative air coolers turned off**. Students and staff are to remain in classrooms unless directed otherwise by their fire warden.
- Fire wardens are designated to manage evacuation routes, liaise with staff.
- The Principal and fire wardens, will control this response until the arrival of DFES or emergency services who will then take over.
- Students and adults with known respiratory conditions will be identified and given special consideration.

Parent Access

Parents will be informed when and where to pick up students upon advice from the school or through DFES or Incident Controller.

3.2.1.2. Safer Location Procedure – if evacuation is not possible

**Determination of safest location based on direction of the fire threat, access to evacuation points, direction of DFES.*

School to remain on site on advice from DFES.

- All classes remain with their teachers and allocated education assistants.
- All classes in transportable buildings to be relocated to closest permanent building.
- All other staff and visitors report to the Front Office.
- Teachers account for each child and identify students and support staff with known respiratory conditions.
- Doors and windows must be closed and evaporative air coolers turned off. Students and staff are to remain in classrooms unless directed otherwise by their fire warden.
- Fire wardens are designated to manage evacuation routes and liaise with staff.
- The Principal and fire wardens, will control this response until the arrival of the DFES or emergency services who will then take over.
- Students and adults with known respiratory conditions will be identified and given special consideration.

Parent Access

Parents advised **NOT** to pick up students and to monitor local media for specific access information.

3.2.2. Response when a bushfire starts and the school is closed

If the DOE Incident Controller makes a decision on school closure based upon advice from Emergency Services the Regional Executive Director will inform the Principal of closure.

The Principal is to notify staff and parents using the emergency contact list (see Appendix 4 for a Sample Communication Plan) of Closure.

The Department of Education Incident Controller will, in consultation with the Regional Executive Director identify alternative accommodation of students and staff if required. The Department's Media Unit will utilise media outlets to make public announcements of school closures, temporary alternative accommodation and contact number(s) for further information.

The Department's Incident Controller in consultation with DFES will inform the Regional Executive Director when the school can reopen, who will inform the Principal accordingly.

3.2.3. Recovery

The priorities for the school during recovery are

1. Health and Safety of individuals;
2. Social Recovery;
3. Physical (Structural) Recovery.

- General
  - When possible, return to normal routine.
  - Attend to staff and student welfare, considering counselling support.
  - Provide information for families and the community of any impact (including if there is none) on the school and school routine following the bushfire.
  - Undertake a check of any equipment or stock used and arrange replacement/replenishment.
  - Address any physical damage to the school, isolating areas if required and if necessary relocate to alternative accommodation. Contact Building Management and Works to commence repairs. The Department should be advised of any damage caused by the bushfire.
  - Attend to security if necessary (Contact Head of Security at Central Office on 9264 4825).
  - Manage Administrative details including insurance.

- Debrief
  - What worked, what didn't?
  - Was anything overlooked?
  - What could you do better next time?
  - Should roles change?
  - If changes are made, incorporate them into the formal plan and advise the appropriate parties including staff and other authorities.
  - Share the knowledge with other schools.
  - Test the revised bushfire management plan and procedures.

  For further details and contacts refer to the Recovery Section of the *Emergency and Critical Incident Management Plan* and *The Principal's Guide to Bushfire*

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COMPLIANCE: BUSHFIRE PREPARATION CHECKLIST

Department of Education	Bushfire Preparation Check List for the Summer Months

Principals should be thoroughly familiar with their current plans for dealing with bushfires.
All staff members should be aware of their responsibilities in accordance with the plans.

MANAGEMENT ACTIVITIES

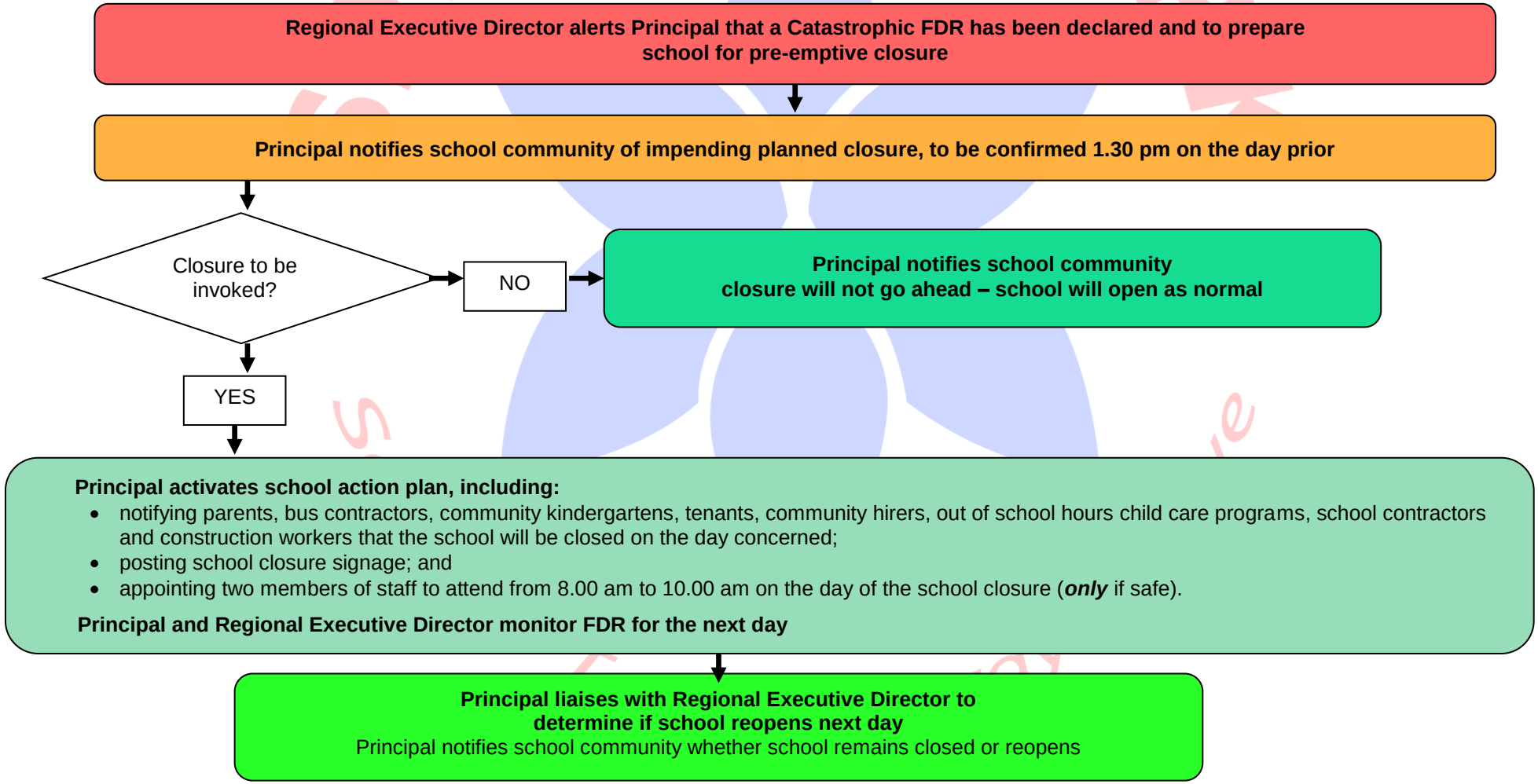
Tick when task has been completed, or write NA if not applicable

The School *Emergency and Critical Incident Management Plan* includes a plan for dealing with bushfires. **Schools on the Bushfire Zone Register must also have a separate stand-alone bushfire plan.**	
• Students, staff, relief staff and parents/carers have been made aware of the school bushfire plan. • The bushfire plan must be reviewed prior to each bushfire season (Term 3) and a copy forwarded to your education regional office.	
If school is on the Bushfire Zone Register, the principal (or a nominated staff member) has established contact with emergency services, including DFES, the local volunteer fire brigade, WA Police, your Local Emergency Management Committee (LEMC) or Community Emergency Services Manager (CESM) and incorporated their feedback into the plans (as required) .	
• Refer to Emergency Alert warning system (www.emergencyalert.gov.au/) Emergency Services must be informed of your nominated Safer Location as part of your *Emergency Critical Incident Management Plan procedures.*	
Schools on the Bushfire Zone Register need to incorporate key bushfire messages in their curriculum.	
Evaporative air conditioners – awareness of location of the switches and how to switch off the units.	
Communication plans (include telephone tree – see Appendix D1) are in place for evacuation or planned closure.	
Practice evacuation drills prior to October and at least once per term during the bushfire season, October to March. Note this is a minimum three drills per year.	
School has a correctly functioning emergency warning or alert system.	
Emergency communications equipment is available e.g. mobile telephones, hand-operated fire alarm (portable siren), portable radios and spare batteries.	
Class rolls and visitor register (or equivalent) are readily accessible in an emergency to account for students, staff and visitors.	
First aid equipment is available and staff members trained in first aid have been identified.	
Evacuation kit should be checked at least once per term.	
Arrangements are in place in relation to school buses (notification of contractors if pre-emptive closure is invoked; availability of buses if off-site evacuation is required)	
Procedures are in place to restrict use of machinery (e.g. angle grinders, mowers, and machinery with internal combustion engines) in close proximity to bushfire fuels where they may start a fire on severe fire danger days.	
A Safer Location within the school building should be identified and prepared in the event that an off-site evacuation is not possible (Refer page 4).	
BPZ (20 metre radius), cleared of all rubbish, long dry grass, bark and flammable materials.	

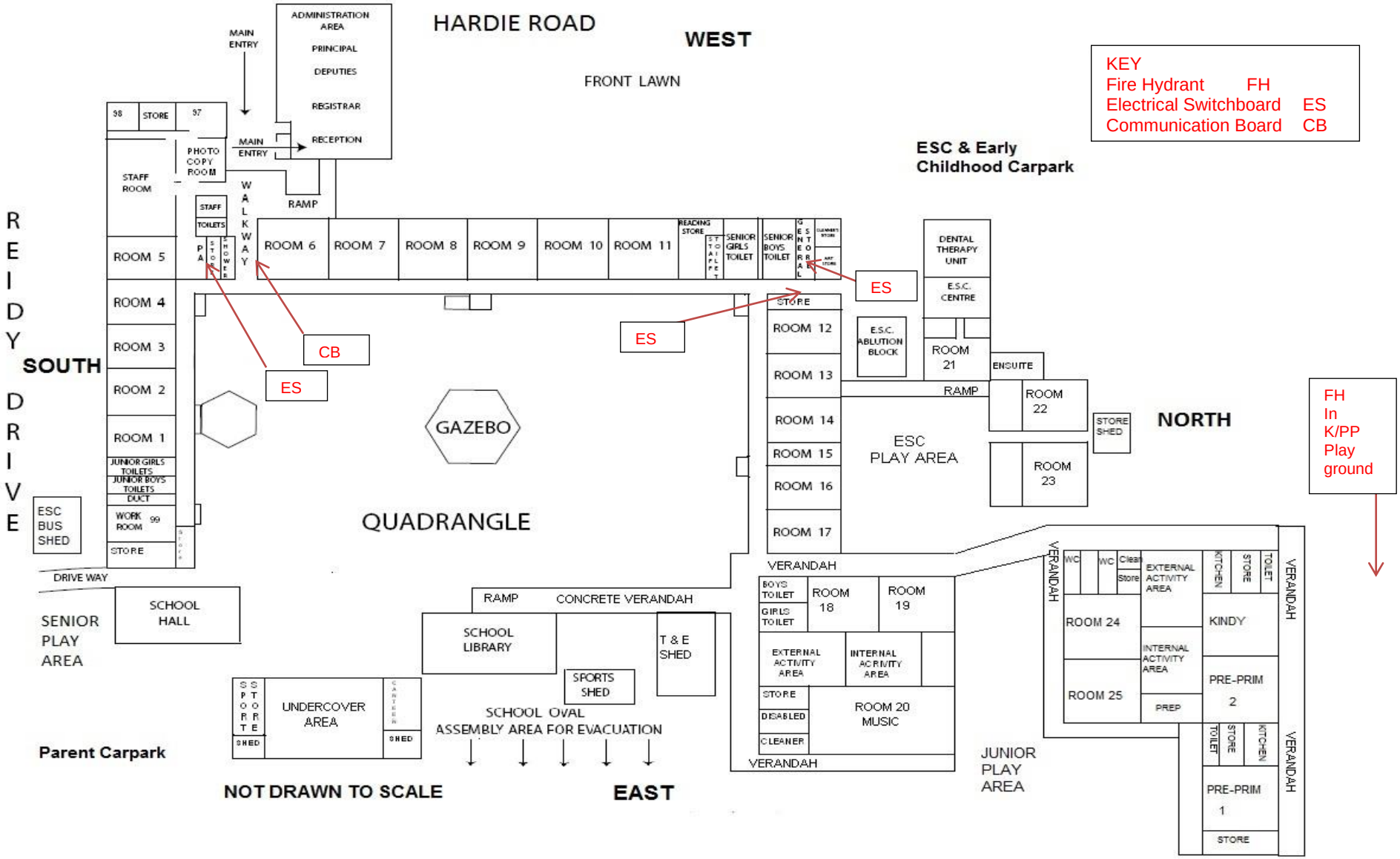
CATASTROPHIC EVENT FLOW CHART

In the event of a catastrophic weather warning the **Bushfire Plan** will be invoked as per the following flow chart: (refer to *Principal's Guide to Bushfire* for all procedures and sample letters)

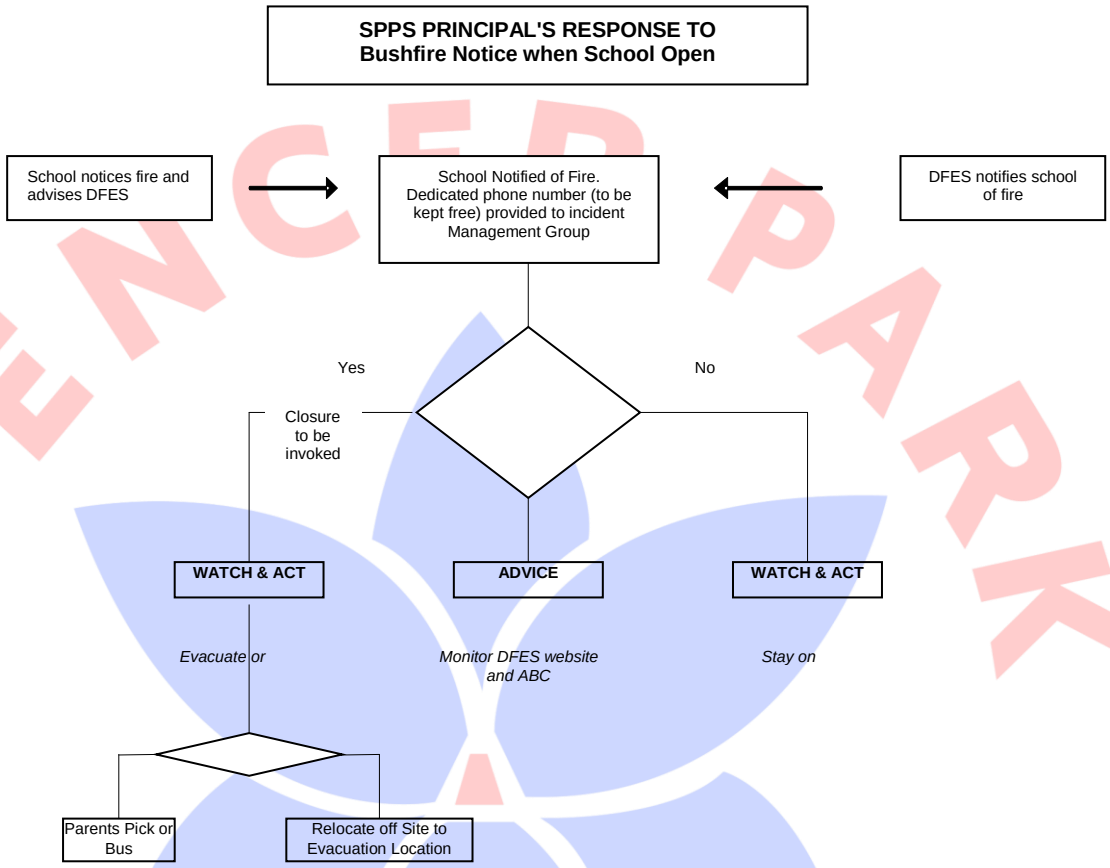
PRINCIPAL'S RESPONSE TO Catastrophic Fire Danger Rating



SITE PLAN AND EVACUATION ROUTES



COMMUNICATION PLAN



DFES Warning

Principal's Response

Follow Emergency Management procedures
School closure to be invoked
Notify RED and DoE Media Unit
Implement Communication Plan to Parents
Notify Bus Contractors out of school progs etc.

Follow Emergency Management procedures
Move to Safer Location
Notify RED and DoE Media Unit
Implement Communication Plan to Parents
Notify Bus Contractors out of school progs etc.

Initial Message

School under threat of bushfire
DFES advice to school to evacuate to designated position (Note DFES will identify location)
Please pick up students from (location description)
Please monitor local media for specific access information

Bushfire in the area
DFES advice is to stay on site
(Option – On DFES advice parents are advised NOT to pick up students
Please monitor local media for specific access information

Interim Message

School remains under threat of bushfire
DFES advice to school was to evacuate
Schools remains closed
Please monitor local media for specific access information

Bushfire in the area
DFES advice is to stay on site
(Option to repeat – On DFES advice parents are advised NOT to pick up students
Please monitor local media for specific access information

Close Out Message

Threat has passed
DFES advice is school is safe
Students to return to school on (date)
Please monitor local media for specific access information

Threat has passed
DFES advice is school is safe
Students to return to school on (date)
Please monitor local media for specific access information

EMERGENCY RESPONSE CONTACT LIST

Assess ⇨ **Evacuate** ⇨ **Inform** ⇨ **Organise** ⇨ **Undertake**

EMERGENCY CONTACT & PHONE NUMBERS		ROLES AND RESPONSIBILITIES	
Police	Local: 9892 9300	Evacuation: Principal Invacuation: Principal	Siren 3 short blasts or 3 short blasts from whistle or Continuous handbell
Hospital Local Ambulance	Local: 9892 2222 9841 4212	Checking Rooms	As per evacuation policy
Fire	Albany Fire Station 9841 2122	Marshalling Evacuation: oval Invacuation: classrooms	 Teachers Teachers
Emergency Services Coordinator	0417 946 879		
Bus Contractors	9842 2888		
Power Outage (Horizon Power or Western Power)	132351	Accredited FIRST AID Officers	Jo Kellet ESC Leanne Powell ESC
State Emergency Service	132500	Communication	Principal /Registrar
Poisons Information	131126	Next of Kin Notification	Principal (Police if death)
REGIONAL DIRECTOR Name	Neil Milligan Ph [redacted] Mobile: [redacted] Fax [redacted]	Reporting and Review	Principal
PRINCIPAL	Jeremy Hadlow Rebecca Wheatley (SPESC)	[redacted]	
REGISTRAR	Julie Fordham Sharon Hall (SPESC)	[redacted]	

In the case of an EMERGENCY Call

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SPENCER PARK
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TELEPHONE TREE – July 2020 School Mobile No. 0404 555 555

Each person is to contact the next person on the list. If that person doesn't answer, skip and go to the next person.

INITIAL INFORMATION TO GO TO THE PRINCIPALS

SPENCER PARK PRIMARY SCHOOL Jeremy Hadlow 0404 555 555 Principal		
↓	↓	↓
Carl Luscombe 9855 5555 Deputy Principal 0404 555 555	Dianne Ruffell 0404 555 555 Deputy Principal	Julie Fordham 9855 5555 Manager Corporate 0404 555 555
↓	↓	↓
Robyn Clements 9855 5555 0404 555 555	Jill Ben Avraham 0404 555 555	Angie Caramia 0404 555 555
Raigan Reading 0404 555 555	Cobie Fletcher 9855 5555 0404 555 555	Shirley Cameron 0404 555 555
Lucy Dowsett 0404 555 555	Cassandra Cheetham 0404 555 555	Jennifer Hunt 0404 555 555
Jenny Kightly 9855 5555 0404 555 5554	Shannon Elphick 0404 555 555	Ellen Clements 0404 555 555
Sarah Murray 0404 555 555	Cate Moreton 0404 555 555	Anne Christides-Green 0404 555 555
Mechelle Harvey-Gimm 0404 555 555	Dee Franey 0404 555 555	Meredith Ditchburn 0404 555 555
Diane Stevens 0404 555 555	Rebecca Collins 0404 555 555	Maree Swainston 0404 555 555
Jo Whittingstall 0404 555 555	Sam Savage 0404 555 555	Lana Moss 0404 555 555
Naomi Swann 0404 555 555	Liz Edwards 0404 555 555	Donna Hambley 9855 5555 0404 555 555
Gerry Macaulay 9855 5555 0404 555 555	Aleesha Narkle 0404 555 555	Sue Jones 0404 555 555
Deb Edwards 0404 555 555	Mary McLeod 0404 555 555	Keithlea MacKenzie 0404 555 555
Claudia Lemann 0404 555 555	Maree Dawes 9855 5555 0429 421 189	Celina Sims 0404 555 555
Zoe McColl 0404 555 555	Jenny Allen 0404 555 555	Linda Taylor 0404 555 555
Cassandra Harris-Moroney 0404 555 555	↓ Other Psychs	

Carl Luscombe 9855 5555 Deputy Principal 0404 555 555	Dianne Ruffell 0404 555 555 Deputy Principal	Julie Fordham 9855 5555 Manager Corporate 0404 555 555
↓ Cleaning Staff	↓ AIEOs	↓ Other Staff
Kerry Gadomski 9855 5555 (w) 9855 5555 0404 555 555	Sherrona Clifton 0404 555 555	Gale Bond (Gardener) 0404 555 555
Paul Nie 0404 555 555	Sue-Ellen Miniter 0404 555 555	Nicole Arta (Canteen) 0404 555 555
Marlene Hills 0404 555 555	Jonno Woods 0404 555 555	
Debra Godden 0404 555 555		
Sriwai Sakkarat 0404 555 555	Dianne Ruffell 0404 555 555 Deputy Principal	
	↓ Dental Staff	
	Susanne Chalmers 0404 555 555	
	Jaqui Toovey 0404 555 555	
	Kayleen Morton 0404 555 555	ESC Staff ➔

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TELEPHONE TREE – July 2020

Each person is to contact the next person on the list. If that person doesn't answer, skip and go to the next person.
INITIAL INFORMATION TO GO TO THE PRINCIPALS

SPENCER PARK EDUCATION SUPPORT CENTRE	
Bec Wheatley	9842 1010
Principal	0404 555 555 (School Mobile)

↓

Bec Wheatley will contact first contact in each list

↓

Elise Parker	0404 555 555
Shelley Redmond	0404 555 555
Melissa Garcia Wright	0404 555 555
Kristen Ellery	0404 555 555
Ros Fleay	0404 555 555
Mitch Williams	0404 555 555
Angie Young	0404 555 555
Melissa Pears	0404 555 555
Kristen McGregor	0404 555 555

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Sharon Hall	0404 555 555
Kylie Severin	0404 555 555
Janelle Spinks	0404 555 555
Kristy Luscombe	0404 555 555
Leonie Wills	0404 555 555
Leanne Powell	0404 555 555
Jo Kellet	0404 555 555

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Tracey Sambell	0404 555 555
Rachel Weston	0404 555 555
Wilma Tognetti	0404 555 555
Lesley Payne	0404 555 555
Janine Williams	0404 555 555

Please Note:

1. The aim of this process is to ensure each staff member receives information about an urgent situation at the earliest opportunity before they return to school. It also ensures that key people are not tied up contacting people when their time should be spent planning an appropriate response.
2. Staff should be familiar with who it is they have to contact in this situation. It is the responsibility of each individual to ensure the message continues along the line. It is recommended that contact should be made directly with the person next in line, rather than a message being left.
3. In the event a person cannot be contacted – contact the next person in line then return to making contact with the previous name.
4. The coordinator is responsible for contacting all relevant outside agencies.

This telephone tree to be updated as needed, with regular reminders and mock runs to be held throughout the year:
Last updated: 27-Nov-20

SPPS Staff ➔

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OPERATIONAL DEBRIEFING

PURPOSE
A review of the management of an emergency or critical incident in order to affirm and reinforce what worked well and refine and improve future processes and practice.

PROCESS

Who?	Key staff or entire staff to be involved? Include District Office and interagency partners?
When?	Principal will convene when the emergency or critical incident is declared over.
Where?	Venue as agreed.
How?	Independent facilitator (DOE Student Services?) Verbal format Brief introduction. Formal sequential process or informal small group discussion. Ground rules? Confidentiality Time sequenced action input. Recorder takes notes.
Outcome	Post Incident Report compiles Modification to EM plan.

POST INCIDENT REPORT
Briefly record what happened taking into account AEIOU as in policy.

The event	Who was involved? Where? When? Who else was present?
Response	Actions taken DOE support? Interagency support? Other important details?
Recovery	Current situation Future actions?
Review	What worked well? Recommendations for change/improvement at school, district, central, local community and interagency levels.

Please note:
Remember:
Record factually correct information
Avoid defamatory statements
Avoid attributing motives or explanations for other people's behaviour.
The report is a legal record. As such it is "discoverable" under FOI.