



Emergency Management Plan 2023/2024



Oakleigh Primary School Kindergarten

Physical Address	20 Warrigal Road Oakleigh
Phone Number	(03) 9568 6315
Email Address	kinderadmin@oakleighps.vic.edu.au
DE Region	North Eastern
QARD Area	Eastern Metropolitan Area
Bureau of Meteorology/Fire District	Central
Is the Service on the Bushfire- At-Risk Register or Category 4?	No
Service SE Number	SE-00005912
Provider PR Number	PR-00002255
Approved Provider or Person with Management or Control (PMC) Approving Plan	Michele Nolan
Nominated Supervisor	Belinda Zajda
Date Plan Approved	16/08/2023
Next Review Date	May 2024

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PART 1– EMERGENCY RESPONSE

4. In case of emergency

In an Emergency	
<i>Call</i> Police, Ambulance, Fire Services	000
<i>For Advice call your</i> Person with Management or Control	Michele Nolan 0422855732
<i>Convene your</i> Incident Management Team	

5. Emergency contacts

5.1 Emergency services

In an emergency requiring **Police, Ambulance and MFB** attendance call **000**.

5.2 Our Early childhood service contacts

Key Roles	Name	Phone (BH)	Mobile
Person with Management or Control	Michele Nolan	(03) 9568 0558	0422 855 732
Responsible Person	Simone Glenn-Ward	(03) 9568 6315	0411 049 609
First Aid Officer	Charlie-Ann Miller	(03) 9568 6315	
OHS Representative	Simone Glenn-Ward	(03) 9568 6315	0411 049 609
Nominated Supervisor	Belinda Zajda	(03) 9568 6315	0439 651 139

5.3 Key organisational & DE regional contacts

	Name	Phone	Mobile
Quality Assessment and Regulation Division (QARD) Area Team	Eastern Metropolitan Area	1300 651 940 5771 4471	
Regional Department of Education (DE) Manager, Operations and Emergency Management	North Eastern Victoria Region		0448 284 749

5.4 Local/other organisations contacts

	Phone
Police Station - Oakleigh	9567 8900
Hospital/s - Monash Children's Hospital	9594 6666
Gas - AGL	131 245
Electricity	131 245 (AGL)
Water Corporation - South East Water	13 28 12
Facility Plumber	0411 265 263 (John)
Facility Electrician	0433 805 801 (Wade)
Local Government (Monash City Council)	9518 3555
SES (flood, storm and earthquake)	132 500
WorkSafe Victoria	1800 136 089
Notify of water and fire services cut off/bridge and road closure	1800 668 511

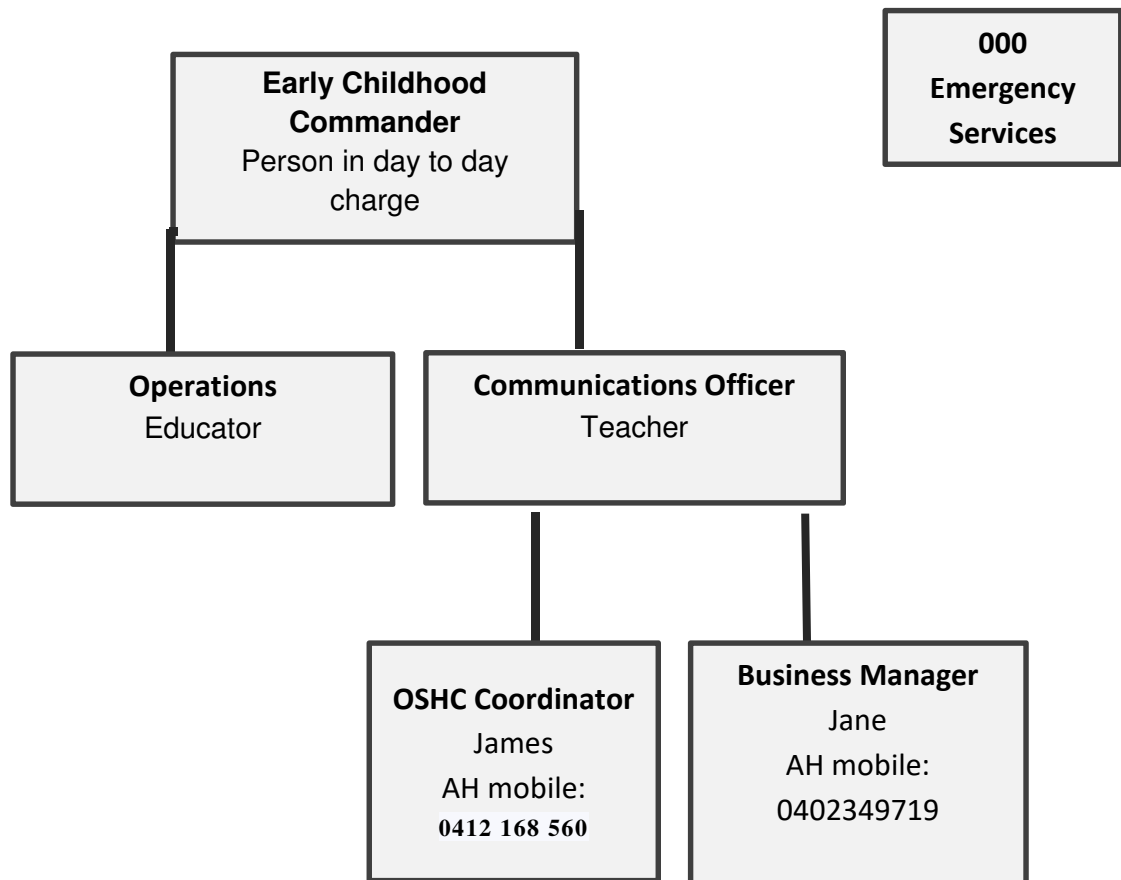
Early childhood services are reminded that they must report serious incidents to the relevant DE QARD Area Team in accordance with relevant regulatory requirements.

Service agreements also require approved providers or licensees to notify DE in the event of a serious incident.

- **Education and care services** operating under the National Quality Framework (NQF) refer to the fact sheet *Serious incidents and complaints* available at: http://www.education.vic.gov.au/childhood/providers/regulation/Pages/incidents_complaints.aspx
Notifications of serious incidents, incidents and complaints must be submitted online via the National Quality Agenda IT System (NQA ITS) www.acecqa.gov.au/national-quality-agenda-it-system

6. Incident Management Team - Kindergarten

6.1 Incident Management Team structure (IMT)



6.2 Incident Management Team (IMT) contact details

IMT Role/Activities		Primary Contact		Back Up Contact	
Early Childhood Commander	Name	Simone Glenn-Ward	Name	Belinda Zajda	
	Phone/Mobile	0411 049 609	Phone/Mobile	0439 651 139	
Planning tasks will be performed by:	Name	Simone Glenn-Ward	Name	Hayley Clift	
	Phone/Mobile	0411 049 609	Phone/Mobile	0402 740 871	
Operations (Area Warden) tasks will be performed by:	Name	Belinda Zadja	Name	Charlie-Ann Miller	
	Phone/Mobile	0439 651 139	Phone/Mobile	0490 758 789	
Communications tasks will be performed by:	Name	Yumi Oishi	Name	Madhu Mukherjee	
	Phone/Mobile	0421 272 898	Phone/Mobile	0401 603 981	
First Aid tasks will be performed by:	Name	Saori Ryan-Okada	Name	Yumi Oishi	
	Phone/Mobile	0401 697 111	Phone/Mobile	0421 272 898	

7. Incident Management Team responsibilities

Chief Warden/Early Childhood Commander

Pre-emergency

- Maintain current contact details of IMT members.
- Ensure 'Children and staff with additional needs' list and 'Staff trained in first aid' list are up to date.
- Ensure strategy to evacuate non-ambulate children is in place.
- Ensure ready access to an operating telephone or other similar means of communication to enable immediate communication to and from parents/carers and emergency services.
- Conduct regular exercises/drills in line with regulatory requirements.
- Ensure our emergency response and recovery procedures are kept up to date.
- Ensure staff on the IMT are aware of their responsibilities.

During emergency

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

Post-emergency

- When the incident is rendered safe or the emergency services return control, notify the IMT members to have staff and children return to normal operations.
- Organise debrief with the IMT and, where appropriate, with any attending emergency service.
- Ensure recovery activities are considered and implemented as required.
- Complete the Post Emergency Record (see Appendix 1).
- Report serious incidents to the relevant DE QARD Area Team in accordance with relevant regulatory requirements. Service agreements also require approved providers to notify DE in the event of a serious incident (see Reporting requirements in the Emergency contacts section).

Planning

Pre-emergency

- Assist the Chief Warden/Early Childhood Commander.
- Identify resources required.
- Participate in emergency exercises/drills in line with regulatory requirements.

During emergency

- Attend the emergency control point.
- Ascertain the nature and scope of the emergency.
- Report any changes in the situation to the Chief Warden/Early Childhood Commander.
- Act as directed by the Chief Warden/Early Childhood Commander.
- Plan for contingencies.

Post-emergency

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

Operations

Pre- emergency

- Regularly check and report on deficiencies of emergency equipment and kits.
- Coordinate safety practices (for example, clear egress paths, access to first attack equipment such as fire extinguishers and disposal of rubbish) by Wardens throughout their areas.
- Participate in emergency exercises/drills in line with regulatory requirements.

During emergency

- Attend the emergency control point.
- Communicate with the Chief Warden/Early Childhood Commander by whatever means available and act on instructions.
- Implement the emergency response procedure relevant to the floor or area and ensure that the Chief Warden/Early Childhood Commander is notified.
- Direct Logistics /Wardens to check the floor or area for any abnormal situation.
- Commence evacuation if the circumstances on the floor or area warrant this.
- Control the movement of people.
- Co-opt persons as required to assist Logistics (Warden/s) during an emergency.
- Confirm that the Logistics and Warden's activities have been completed and report this to the Chief Warden/Early Childhood Commander or a senior officer of the attending emergency services if the Chief Warden/Early Childhood Commander is not contactable.

Post emergency

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

Communications

Pre- emergency

- Assist the Chief Warden/Early Childhood Commander.
- Attend training in the use of the service's communication system as appropriate.
- Maintain records and logbooks and make them available for emergency response.
- Ensure emergency and parent/carer contact details are up to date.
- Participate in emergency exercises/drills in line with regulatory requirements.

During emergency

- Attend the emergency control point.
- Ascertain the nature and location of the emergency. Maintain up to date information.
- Confirm that emergency services have been notified.
- Notify appropriate IMT members.
- At the direction of the Chief Warden/Early Childhood Commander provide instruction and information to staff, children and parents/carers as required.
- At the direction of the Chief Warden/Education Commander provide instruction and information to the staff member responsible for bulk messaging as required.
- Keep a log of events that occurred during the emergency.
- Act as directed by the Chief Warden/Early Childhood Commander.

Post- emergency

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

Logistics

Pre- emergency

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

During emergency

Persons selected to perform as Logistics /Warden will carry out activities as set out in the emergency response procedures and as directed by Operations /Area Warden. Activities may include the following:

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

Post- emergency

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

8. Communication tree

Refer to IMT structure

9. Staff trained in first aid

10. Education and care services must comply with the requirements set out in regulation 136 (first aid qualifications) of the Education and Care Services National Regulations 2011 (National Regulations) and children's services must comply with the requirements set out in regulation 95 (Staff members to have first aid and anaphylaxis management training) of the Children's Services Regulations 2020.

Staff Member	Training	Date Qualified To
Simone Glenn-Ward	HLTAID004 Provide An Emergency First Aid Response In An Education And Care Setting	01/10/2023
Belinda Zajda	HLTAID004 Provide An Emergency First Aid Response In An Education And Care Setting	01/10/2023

Madhumita Mukherjee	HLTAID004 Provide An Emergency First Aid Response In An Education And Care Setting	01/10/2023
Yumi Oishi	HLTAID004 Provide An Emergency First Aid Response In An Education And Care Setting	01/10/2023
Saori Ryan Okada	HLTAID004 Provide An Emergency First Aid Response In An Education And Care Setting	01/10/2023
Charlie Miller	HLTAID009 Provide Cardiopulmonary Resuscitation HLTAID010 Provide Basic Emergency Life Support HLTAID011 Provide First Aid HLTAID012 Provide First Aid in an Education and Care Setting	30/01/2025
Sue Jeong	HLTAID012 Provide first aid in an education and care setting	30/4/2024

11. Emergency response procedures

10.1 On-site evacuation/relocation procedure

When it is unsafe for children, staff and visitors to remain inside the facility's building the Early Childhood Commander on-site will take charge and activate the IMT if necessary.

- **Call 000** and inform emergency services of the nature of the emergency.
- Determine which of your facility's pre-identified on-site evacuation points is most appropriate to use.
- Assemble children, staff and visitors at your nominated on-site **Sandpit Area**.
- Take the child attendance list, staff attendance list, visitors log, your Emergency Kit/First Aid Kit and this Plan.
- Once at the assembly point, check all children, staff and visitors are accounted for.
- Ensure communications with emergency services is maintained.
- Wait for emergency services to arrive or provide further information.
- Confirm with emergency service personnel that it is safe to return to normal operations.
- Seek advice from your Person with Management or Control if required.
- Maintain a record of actions/decisions undertaken and times.
- Contact parents as required.

Actions after on-site evacuation/relocation procedure

- Ensure any children, staff or visitors with medical or other needs are supported.
- Determine whether to activate your parent reunification process.
- Determine if there is any specific information staff, children and visitors need to know (e.g. parent reunification process or areas of the facility to avoid).
- Print and issue pre-prepared parent letters as appropriate.
- Undertake operational debrief with staff and IMT to identify any on-site evacuation and procedural changes that may be required.
- Complete your Post Emergency Record form (refer to Appendix 4 of the Guide to Developing Your Emergency Management Plan).
- Report any serious incidents to the relevant DE QARD Area Team in accordance with relevant regulatory requirements. This can be submitted on-line via the NQA IT portal. Service agreements also require Approved Providers to notify DE in the event of a serious incident.
- Education and Care services operating under the NQF, refer to the fact sheet Serious incidents and complaints available at:
www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx

10.2 Off-site evacuation procedure

If it is unsafe for children, staff and visitors to remain on the facility's grounds the Early Childhood Commander on-site will take charge and activate the IMT if necessary.

- **Call 000** for emergency services and seek and follow advice.
- Determine which off-site assembly point you will evacuate too.
- Assemble children, staff and visitors at your nominated off-site **1.Warawee Park oval**.
- Take your emergency kit/first aid kit (including your children and staff attendance lists and a copy of this EMP).
- Once at assembly point, check all children, staff and visitors are accounted for.
- Ensure communications with emergency services is maintained.
- Wait for emergency services to arrive or provide further information.
- Confirm with emergency service personnel that it is safe to return to normal operations.
- Seek advice from your Person with Management or Control or Representative if required.
- Maintain a record of actions/decisions undertaken and times.
- Contact parents as required.

Actions after off-site evacuation procedure

- Ensure any children, staff or visitors with medical or other needs are supported.
- Determine whether to activate your parent reunification process.
- Determine if there is any specific information staff, children and visitors need to know (e.g. parent reunification process or areas of the facility to avoid).
- Print and issue pre-prepared parent letters as appropriate.
- Undertake operational debrief with staff and IMT to identify any off-site and procedural changes that may be required.
- Complete your Post Emergency Record form (refer to Appendix 4 of the *Guide to Developing Your Emergency Management Plan*).
- Report any serious incidents to the relevant DE QARD Area Team in accordance with relevant regulatory requirements. This can be submitted on-line via the NQA IT portal. Service agreements also require approved providers or licensees to notify DE in the event of a serious incident:
- Education and Care services operating under the NQF, refer to the fact sheet Serious incidents and complaints available at:
www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx

10.3 Lock-down procedure

When an external and immediate danger is identified and it is determined that the children should be secured inside the building for their own safety the Early Childhood Commander on-site will take charge and activate the IMT if necessary.

- **Call 000** for emergency services and seek and follow advice.
- Move all children, staff and visitors to **Kindergarten Room 2 (western room)**.
- Initiate the lock-down and provide instructions to educators and staff, for example close internal doors and windows, close blinds, sit below window level
- Check that all external doors (and windows if appropriate) are locked.
- If available, allocate staff to be posted at locked doors to allow children, staff and visitors to enter if locked out.
- Divert parents and returning groups from the facility if required.
- Ensure a telephone line is kept free.
- Keep public address system free.
- Keep main entrance as the only entry point. It must be constantly monitored and no unauthorised people allowed access.
- Ascertain that all children, educators, staff and visitors are accounted for.
- If it is safe to do so, have an educator/staff member wait at the main entry to the facility to guide emergency services personnel.
- As appropriate, confirm with emergency services personnel that it is safe to return to normal operations.
- Seek advice from your Person with Management or Control or Representative if required
- Maintain a record of actions/decisions undertaken and times.
- Contact parents as required.

Actions after lock-down procedure

- Ensure any children, educators, staff or visitors with medical or other needs are supported.
- Determine whether to activate your parent reunification process.
- Determine if there is any specific information educators, staff, children and visitors need to know (e.g. parent reunification process or areas of the facility to avoid).
- Print and issue pre-prepared parent letters as appropriate.
- Undertake operational debrief with staff and IMT to identify any lock-down and procedural changes that may be required.
- Complete your Post Emergency Record form (refer to Appendix 4 of the *Guide to Developing Your Emergency Management Plan*).
- Report any serious incidents to the relevant DE QARD Area Team in accordance with relevant regulatory requirements. This can be submitted on-line via the NQA IT portal. Service agreements also require approved providers or licensees to notify DE in the event of a serious incident. :
- Education and Care Services operating under the NQF, refer to the fact sheet Serious incidents and complaints available at:
www.education.vic.gov.au/childhood/providers/regulation/Pages/nqfactsheets.aspx

10.4 Lock-out procedure

When an internal immediate danger is identified and it is determined that children should be excluded from buildings for their safety the Early Childhood Commander on-site will take charge and activate the IMT if necessary.

- **Call 000** for emergency services and seek and follow advice.
- Announce lock-out with instructions about what is required. Instructions may include nominating staff to:
 - lock doors to prevent entry
 - check the premises for anyone left inside
 - obtain Emergency Kit
- Determine which of your facility's pre-identified on-site evacuation point/s is most appropriate to use.
- Assemble children, educators, staff and visitors at the **Sandpit Area**.
- Check that children, educators, staff and visitors are all accounted for.
- Where appropriate, confirm with emergency services personnel that it is safe to return to normal operations.
- Seek advice from your Person with Management or Control Representative if required.
- Maintain a record of actions/decisions undertaken and times.
- Contact parents as required.

Actions after lock-out procedure

- Ensure any children, staff or visitors with medical or other needs are supported.
- Determine whether to activate your parent reunification process.
- Determine if there is any specific information staff, children and visitors need to know (e.g. parent reunification process or areas of the facility to avoid).
- Print and issue pre-prepared parent letters as appropriate.
- Undertake operational debrief with staff and Incident Management Team to identify any lock-out and procedural changes that may be required.
- Complete your Post Emergency Record form (refer to Appendix 4 of the *Guide to Developing Your Emergency Management Plan*).
- Report any serious incidents to the relevant DE QARD Area Team in accordance with relevant regulatory requirements. This can be submitted on-line via the NQA IT portal. Service agreements also require approved providers or licensees to notify DE in the event of a serious incident.
 - Education and Care Services operating under the NQF, refer to the fact sheet Serious incidents and complaints available at:
www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx
 - Services operating under the *Children's Services Act 1996* refer to practice note Serious incidents available at:
www.education.vic.gov.au/childhood/providers/regulation/Pages/vcspracnotes.aspx

10.5 Shelter-in-place procedure

When an incident occurs outside the early childhood service and emergency services or the Early Childhood Commander determines the safest course of action is to keep children and staff inside a designated building in the facility (as evacuation might reasonably expose people to a greater level of danger until the external event is handled), the Early Childhood Commander on-site will take charge and activate the IMT if necessary.

- **Call 000** for emergency services and seek and follow advice.
- Move all children, staff and visitors to ***Inside Kindergarten Rooms***.
- Take your emergency kit/first aid kit (including your children and staff attendance lists, visitor log and a copy of this EMP).
- Check that all children, educators, staff and visitors are accounted for.
- Ensure communications with emergency services is maintained. Wait for emergency services to arrive or provide further information.
- Where appropriate, confirm with emergency services personnel that it is safe to return to
- Maintain a record of actions/decisions undertaken and times.
- Seek advice from your Person with Management or Control Representative if required.
- Contact parents as required.

Actions after shelter-in-place procedure

- Ensure any children, staff or visitors with medical or other needs are supported.
- Determine whether to activate your parent reunification process.
- Determine if there is any specific information staff, children and visitors need to know (e.g. parent reunification process or areas of the facility to avoid).
- Print and issue pre-prepared parent letters as appropriate.
- Undertake operational debrief with staff and IMT to identify any shelter-in-place and procedural changes that may be required.
- Complete your Post Emergency Record form (refer to Appendix 4 of the *Guide to Developing Your Emergency Management Plan*).
- Report any serious incidents to the relevant DE QARD Area Team in accordance with relevant regulatory requirements. This can be submitted on-line via the NQA IT portal. Service agreements also require approved providers or licensees to notify DE in the event of a serious incident.
 - Education and Care Services operating under the NQF, refer to the fact sheet Serious incidents and complaints available at:
www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx

12. Response procedures for specific emergencies

11.1 Building Fire

- Call **000** for emergency services and seek and follow advice.
- Activate the fire alarm.
- If appropriate, follow the procedure for **on-site evacuation**.
- Report the emergency immediately to the Early Childhood Commander who will convene your IMT if necessary.
- Extinguish the fire (**only if safe to do so**).
- Determine which of your facility's pre-identified **on-site or off-site** evacuation point/s is most appropriate to use.
- Assemble children, staff and visitors.
- Evacuate to the **Sandpit Area** closing all doors and windows.
- Check that all areas have been cleared and notify the Early Childhood Commander.
- Check that all children, staff, visitors and contractors are accounted for.
- Seek advice from Person with Management or Control if required.
- Contact parents as required.
- Education and care services and children's services must report serious incidents to the relevant DE QARD Area Team in accordance with relevant regulatory requirements. This can be submitted on-line via the NQA IT portal. Service agreements also require approved providers or licensees to notify DE in the event of a serious incident.
- Education and care services operating under the NQF refer to the fact sheet Serious incidents and complaints available at:
www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx

11.2 Loss of essential services

When there is a loss of essential services (power, water, communications):

- Determine which services are affected and the extent of the impact.
- Respond to any immediate threat to student and staff safety and isolate/secure buildings/areas if necessary.
- Call 000 if emergency services are required to respond e.g. power lines down in front of school.
- Contact the relevant provider/s to report outage and ascertain when restoration will occur.
- Consider consequential impacts, e.g. power outage will impact on phone lines and IT systems.
- Contact parents as required.

11.3 Major external emissions/spill (includes gas leaks)

- Contact the relevant utility faults/emergency line and follow advice
- Call **000** for emergency services and seek and follow advice.
- Report the emergency immediately to the Early Childhood Commander who will convene your IMT if necessary.
- Turn off gas supply.
- If the gas leak is on-site, notify your gas provider.
- Determine which of your facility's pre-identified on-site evacuation points is most appropriate to use.
- If safe to do so, evacuate staff, children, visitors and contractors to **1. Sandpit Area or 2. Warawee Park oval**. This may be an off-site location.
- Check children, staff, visitors and contractors are accounted for.
- Seek advice from your Person with Management or Control or representative if required.
- Await 'all clear' advice from emergency services or further advice before resuming normal service activities.
- Contact parents as required.

- Education and care services and children's services must report serious incidents to the relevant DE QARD Area Team in accordance with relevant regulatory requirements. This can be submitted on-line via the NQA IT portal.
- Education and care services operating under the NQF refer to the fact sheet Serious incidents and complaints available at:
www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx

11.4 Intruder

- Call 000 for emergency services and seek and follow advice.
- Report the emergency immediately to the Early Childhood Commander.
- Do not do or say anything to the person to encourage irrational behaviour.
- Initiate action to restrict entry to the building if possible and confine or isolate the threat from building occupants.
- Determine whether **evacuation, lock-down or shelter-in-place** is required in consultation with police where possible. Evacuation only should be considered if safe to do so.
- Seek advice from your Person with Management or Control if required.
- Contact parents as required.
- Report any serious incidents to the relevant DE QARD Area Team in accordance with relevant regulatory requirements via the NQA IT portal.

11.5 Bomb/substance threat

If a suspicious object is found or the threat identifies the location of a bomb

Immediate response

- Immediately clear and cordon off the area in the vicinity of the object.
- Call **000** for police and seek and follow advice.
- Report the threat to the Incident Controller.
- Do not approach, touch, tilt or tamper with the object.

Evacuation

- Evacuate the facility and:
 - Ensure children, educators and staff are not directed past the object
 - Alert any other services co-located at the facility site
 - Check that all children, educators, staff and visitors are accounted for
 - Restrict all access to the site and ensure there are no barriers inhibiting access by police or emergency services

Communication

- Provide police with details of the situation and actions you have taken and intend to take. Follow any advice provided by police.
- Contact parents when evacuation is complete and it is safe to do so.
- Notify your Person with Management & Control or Representative and seek advice if necessary.
- Await 'all clear' advice from police before returning to buildings
- Education and care services and children's services are reminded that they must report serious incidents to the relevant DE QARD Area Team in accordance with the relevant regulatory requirements. This can be submitted on-line via the NQA IT portal.
- Education and care services operating under the NQF, refer to the fact sheet Serious incidents and complaints available at:
www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx

If a bomb/substance threat is received by telephone:

- **Do not hang up**

- Keep the person talking for as long as possible and obtain as much information as possible
- Without alerting the caller, signal a co-worker to:
 - Call 000 for emergency services on a separate phone.
 - Notify the Early Childhood Commander.
- Fill out the bomb threat checklist provided on the next page to record the following details while you are on the phone to the caller. The checklist should be located with staff who normally answer in-coming phone calls
- Listen carefully for a full description and take note of:
 - Gender of caller.
 - Age of caller.
 - Accents and speech impediments.
 - Background noises.
 - Key phrases used by the caller.
 - Whether the threat is automated/robotic/taped/recorded.
- Ask the caller:
 - Where exactly is the bomb/substance located?
 - What time will the bomb explode/the substance be released?
 - What will make the bomb explode/how will substance be released?
 - What does the bomb look like?
 - What kind of device/substance is it?
 - Who put the bomb/substance there? Why was it put there?
 - What kind of substance is it (gas, powder, liquid)? How much is there?
 - Where are you? Where do you live?
 - What is your name? What are your contact details?
- Once the call is finished:
 - Inform the Early Childhood Commander if not yet been done.
 - Call 000 to report the threat to police if this has not yet been done – use a different telephone line or mobile phone.
 - Clear and cordon off the area if the caller identified the location of the object. Do not approach, touch, tilt or tamper with the object.
 - Implement evacuation and communication procedures as indicated in section 11.5.1 above.
 - Ensure all of the caller information has been written down and provided to police on arrival.
 - Notify your approved provider/licensee or licensee representative.

If a bomb/substance threat is received by mail

- Place the letter in a clear bag or sleeve and store in a secure place
- Avoid any further handling of the letter or envelope
- Call 000 for police and seek and follow advice
- Notify the Early Childhood Commander
- If the letter identifies the location of a device, immediately clear and cordon off the nominated area. Do not approach, touch, tilt or tamper with the object.
- Implement evacuation and communication procedures as indicated in the *Evacuation* section above.

If a bomb/substance threat is received electronically via email or website

- **DO NOT DELETE THE MESSAGE**
- Call 000 for police and seek and follow advice
- Notify the Early Childhood Commander
- If the email identifies the location of a device, immediately clear and cordon off the area. Do not approach, touch, tilt or tamper with the object.
- Implement evacuation and communication procedures as indicated in the *Evacuation* section above.

If you are at the immediate site of an explosion

- Direct educators and staff to shelter children under sturdy tables or desks if objects are falling around you.
- Implement evacuation and communication procedures as indicated in the *Evacuation* section above. Do not retrieve personal belongings or make phone calls when evacuating.
- Help others to leave the area. Use stairs instead of elevators.
- Be aware of weakened floors and stairways and watch for falling debris.
- Once out of the affected building:
 - Move children away from windows and glass doors or other potentially hazardous areas.
 - Use caution to avoid debris that could be hot or sharp.
 - Call 000 for emergency services and seek and follow advice.
 - Be aware of any potential secondary explosions.
 - Limit use of phones as communications systems may become congested.

TELEPHONE BOMB THREAT CHECKLIST

STAY CALM

DATE CALL RECEIVED: / / TIME OF CALL: TIME CALL ENDED:

EXACT WORDING OF THREAT

.....

.....

Could you identify the caller's phone number?

DON'T HANG UP

KEEP THE CALLER TALKING

ASK THE CALLER

- When is the bomb going to explode?
- Where is the bomb?
- What will make the bomb explode?
- What kind of bomb is it?
- What does the bomb look like?
- Why did you place the bomb here?
- Where are you now?
- What is your name?
- What is your address?
- When was the bomb placed here?
- Who placed the bomb?

DON'T HANG UP (the call may be traceable if the phone line is kept open, even if the caller hangs up!)

CALL DETAILS (where possible to obtain)

Did you recognise the caller? If so, who do you think it was?

Was the call: Robotic/Automated In-Person Pre-Recorded

Estimated age of caller? Did the caller seem familiar with the site?

Characteristics of the call:

VOICE	SPEECH	MANNER	BACKGROUND NOISES
<input type="checkbox"/> Man	<input type="checkbox"/> Fast	<input type="checkbox"/> Hesitant	<input type="checkbox"/> Music
<input type="checkbox"/> Woman	<input type="checkbox"/> Slow	<input type="checkbox"/> Calm	<input type="checkbox"/> Talk/voices
<input type="checkbox"/> Child	<input type="checkbox"/> Well spoken	<input type="checkbox"/> Angry	<input type="checkbox"/> Typing
<input type="checkbox"/> Muffled	<input type="checkbox"/> Impeded	<input type="checkbox"/> Emotional	<input type="checkbox"/> Children
<input type="checkbox"/> Unknown	<input type="checkbox"/> Stutter	<input type="checkbox"/> Loud	<input type="checkbox"/> Traffic/street
Accent:	<input type="checkbox"/> Nasal	<input type="checkbox"/> Soft	<input type="checkbox"/> Machinery
TELEPHONE	<input type="checkbox"/> Uneducated	<input type="checkbox"/> Pleasant	<input type="checkbox"/> Aircraft
<input type="checkbox"/> Mobile	<input type="checkbox"/> Lisp	<input type="checkbox"/> Raspy	<input type="checkbox"/> Trains
<input type="checkbox"/> Landline <input type="checkbox"/> Internal Ext	<input type="checkbox"/> Incoherent	<input type="checkbox"/> Intoxicated	<input type="checkbox"/> Railway crossing
<input type="checkbox"/> Overseas	<input type="checkbox"/> Slurred:	<input type="checkbox"/> Irrational	<input type="checkbox"/> Construction
<input type="checkbox"/> Unknown	<input type="checkbox"/> Other:	<input type="checkbox"/> Other:	<input type="checkbox"/> Other:

Phone number call received on:Kindergarten Phone system (e.g. menu):

Who did you report the threatening call to?

Date: / / Time:

YOUR NAME:**SCHOOL/CAMPUS:**

11.6 Internal emission/spill

- Call **000** for emergency services and seek and follow advice.
- Report the emergency immediately to the Early Childhood Commander who will convene your IMT if necessary.
- Move staff/children away from the spill to a safe area and isolate the affected area.
- Seek advice in regards to clean up requirements, and if safe to do so, the spill can be cleaned up by staff. Personal Protective Equipment should be worn as per the requirements of the Material Safety Data Sheet and Safety Work Procedure.
- Seek advice from your Approved Provider/Licensee or Person with Management or Control/Licensee Representative if required.
- Contact parents as required.
- Notify WorkSafe Victoria if required.
- Report any serious incidents to the relevant DE QARD Area Team in accordance with relevant regulatory requirements. This can be submitted on-line via the NQA IT portal. Service agreements also require approved providers or licensees to notify DE in the event of a serious incident.
- Education and Services operating under the NQF, refer to the fact sheet Serious incidents and complaints available at:
www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx

11.7 Severe weather event

- Call **000** if emergency services are needed and seek and follow advice.
- Before the storm, store or secure loose items external to the building, such as play equipment, furniture and rubbish bins.
- Secure windows (close curtains & blinds) and external doors. If necessary, tape windows and glass entrances. Utilise boards and sandbags if required.
- During a severe storm:
 - Remain in the building and keep away from windows.
 - Restrict the use of telephone landlines to emergency calls only, particularly during a thunderstorm.
- Report any matter concerning the safety and wellbeing of children, staff and visitors to the Early Childhood Commander.
- Disconnect electrical equipment – cover and/or move this equipment away from windows.
- Listen to local radio or TV on battery-powered sets for weather warnings and advice.
- Monitor all children and staff for asthma symptoms.
- Seek advice from your Approved Provider/Licensee or Person with Management or Control/Licensee Representative if required.

After the severe weather event

- After storm passes, evaluate the need to evacuate if uncontrolled fires, gas leaks, or structural damage has occurred as a result of the storm.
- Contact parents as required.
- Report any serious incidents to the relevant DE QARD Education and care services and children's services are reminded that they must report serious incidents to the relevant DE QARD Area Team in accordance with relevant regulatory requirements. This can be submitted on-line via the NQA IT portal. Service agreements also require approved providers or licensees to notify DE in the event of a serious incident.
- Education and Care Services operating under the NQF, refer to the fact sheet Serious incidents and complaints available at:
www.education.vic.gov.au/childhood/providers/regulation/Pages/nqffactsheets.aspx

11.8 Extreme Heat

To minimise the risks associated with extreme hot weather, the following actions may be taken:

- Call '000' if immediate medical assistance is required.

Scheduling/Activities

- Restrict outdoor time.
- Cancel or re-schedule any outdoor activities by duration and intensity i.e. to start earlier or later in the day when the heat is less intense, and to include more rest breaks.
- Move groups from rooms with direct sunlight/no cooling.
- In extreme weather conditions,
 - Adjust dismissal time accordingly.
- Ensure students make use of extra shade from both man-made structures (e.g. sails and umbrellas) and natural features such as trees to provide cooler environments for outdoor activities.
- Implement sun and UV protection policy as per Sun Protection policy.
- Ensure sufficient shelter is available for students awaiting pick-up by parents.

Hydration

- Ensure students and staff continue to hydrate and monitor the hydration of children with additional needs.
- Remind parents to provide their child with water and modified uniform.
- Ensure staff monitor students for early signs of heat stress/dehydration.

Notification/Information

- Seek advice from your regional emergency management staff if required.
- Notify parents about kinder heat conditions.
- Brief staff to be extra vigilant during periods of prolonged heat.

11.9 Pandemic and Communicable Diseases

Appendix B of the DE Pandemic Influenza Incident Response Plan provides details of the [key actions](#) for schools to implement at each of the preparedness and response stages of a pandemic influenza event.

Incident response

In April, (or at the time of the overseas detection if earlier), prepare to enact pandemic response section of your EMP with stakeholders and prepare to activate IMT.

Hygiene measures

Reinforce basic hygiene measures including:

- Provide students and staff with information about the importance of hand hygiene (more information is available at [Better Health](#)).
- Provide convenient access to water and liquid soap and alcohol-based hand sanitiser.
- Educate staff and students about covering their cough with tissue or inner elbow to prevent the spread of germs.
- Careful disposal of used tissues.
- Ensure germicidal wipes are available in stationary supplies for staff to clean staff administrative area, telephones etc.

Communications

- In May, (or at the time of the overseas detection, if earlier), ensure hygiene information/posters are communicated/ displayed.
- In late May, (or at the time of the overseas detection, if earlier), consider providing information sessions for staff and parents/carers to communicate:
 - The status of the situation.
 - The risk of influenza and how to identify pandemic influenza symptoms and cases of possible influenza based on the current, up-to-date case definition by the Chief Health Officer, DH.
 - Best practice hygiene measures.
 - Measures for vulnerable students.
- Access and follow Chief Health Officer, DH/Principal Medical Advisor advice provided by DE and distribute consistent messaging to staff, students and parents/carers.
- Encourage staff and parents/carers to obtain seasonal flu vaccination as appropriate (especially those people/families at a greater risk of infection).
- School Nursing Program nurses may assist with information dissemination (provided by the DH) as directed by Area School Nurse Managers (based at regional offices).
- Prepare sample letters for parents/carers for the next stage (if required).

Travel advisories

- Encourage staff and parents/carers to access the smartraveller website prior to international travel.
- Where appropriate, consider implementing procedures to repatriate staff and students who are overseas on a school trip if there is a risk of travel restrictions and overseas border closures, or risk of pandemic in a nearby country.
- For international students studying in Australia, provide advice to students and their parents/carers that in the event of an increased influenza pandemic risk, students may be sent home and, if travel restrictions apply, how the school will meet its duty of care obligations etc.

Business continuity

- Ensure currency of business continuity plan which:
 - Identifies minimum requirements and key staff for continued operations.
 - Considers workforce strategies to enable continued operations, if pandemic affects a portion of the workforce.

13. Area map

Date Evacuation Diagram Validated:	26/07/2023



Distance to on-site assembly point: 25 metres	
Approx. time to reach on-site assembly point: 3 minute	
Distance to off-site assembly point: 40 metres (secondary route 500 meters)	
Approx. time to reach off-site assembly point: 4 minutes	
Approx. time to reach off-site assembly point using secondary route: 10 minutes	
Legend	
Kinder location	★
On-site assembly point; A	
Route to on-site assembly point	→
Off-site assembly point B	
Route to off-site assembly point	→
Secondary route to off-site assembly point	- - - - - →
Emergency services access point	→

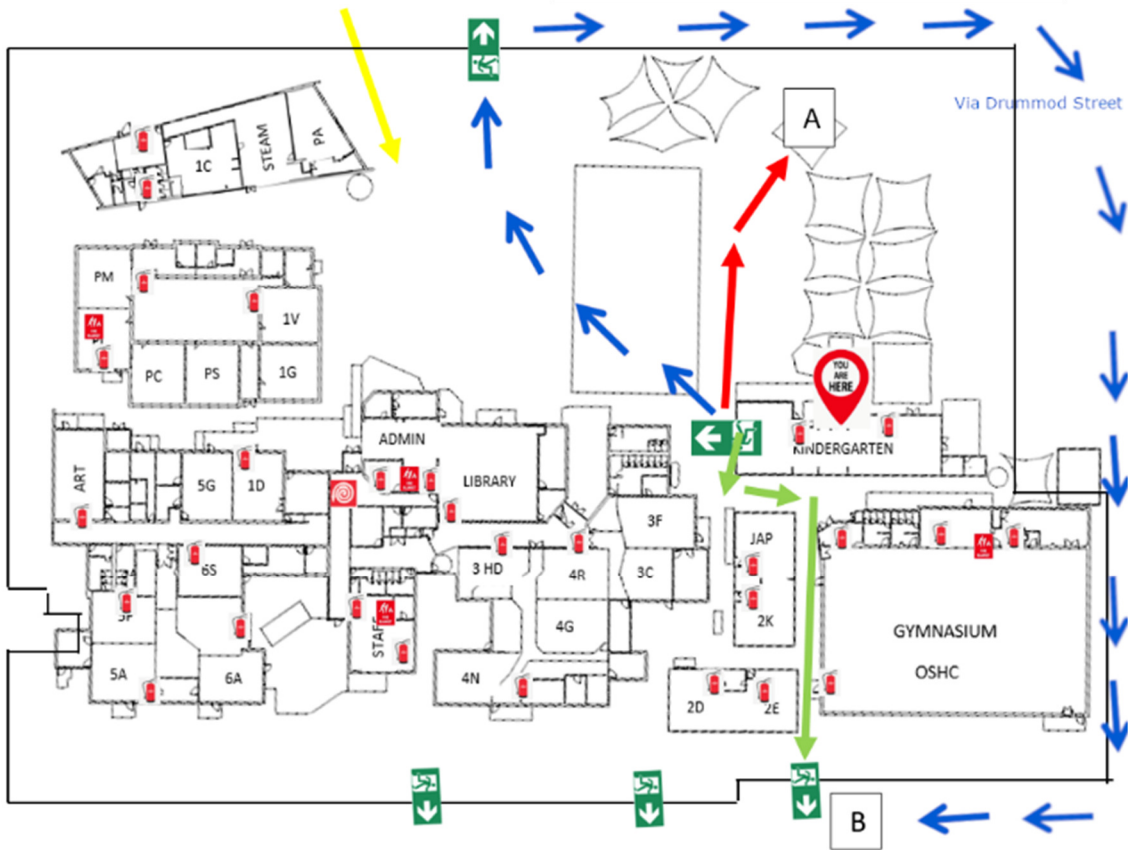
14. Evacuation/Lockdown Procedure

PLEASE NOTE: Use whistle if no alarm heard from school







ROLE	PERSON	RESPONSIBILITIES
Commander	PERSON IN DAY TO DAY CHARGE	<ul style="list-style-type: none"> ● Make the final decisions throughout the emergency ● Ascertain the nature and scope of the incident ● Contact Emergency Services ● Contact School (9568 0558) ● Decide on course of action required – ● Activate Emergency plan & Incident Management Team (IMT) ● Confirm evacuation/lockdown is complete ● Meet and brief any arriving Emergency Services ● Confirm all IMT members have completed required tasks ● Respond to any requests from Emergency Services personnel ● Keep IMT members informed of situation ● Provide information to the Communications Officer for relaying to parents/families ● Sound the all-clear
WARDEN	DIPLOMA	<ul style="list-style-type: none"> ● Collect Ipad, staff & visitor sign-in sheets ● Check building/premises for children and/or visitors ● Assist with the orderly movement of people to the designated assembly point ● Close all doors and windows ● If in lockdown lock all doors and close blinds ● Advise Commander when all tasks completed <p>Important Information- when two classes are in operation at the same time:</p> <p>Educator in large class will: -check external areas for children and adults and lock up large class</p> <p>Educator in small class will: - collect visitor and staff sign in books and check/lock up office, adult bathroom and kitchen.</p>
COMMUNICATOR	TEACHER	<ul style="list-style-type: none"> ● Collect; Whistle, Mobile Phone, First aid backpack & Children's asthma/allergy bags ● Lead children to designated assembly point ● Use Xap to check that all children, staff, and visitors are accounted for ● Inform Commander of any missing children, staff, or visitors ● Keep accurate records of children that may be collected by families during the incident ● Communicate information to staff, children, and visitors as appropriate ● Provide instructions to parents/families as required ● Contact parents/guardians as requested by the Commander ● Contact other authorities/or services as requested by the Commander

15. Evacuation diagram

Date Evacuation Diagram Validated: 26/07/2023



Distance to on-site assembly point: 25 metres
 Approx. time to reach on-site assembly point: 3 minutes
 Distance to off-site assembly point: 40 metres
 Secondary distance to off-site assembly point: 500 meters)
 Approx. time to reach off-site assembly point: 4 minutes
 Approx. time to reach off-site assembly point (secondary route): 10 minutes

 Fire Blanket	 Hazardous Chemicals	 Kinder location	 Fire extinguisher	 Fire Hose Reel
 Exit Point	Evacuation route to on-site assembly point A ▼	Evacuation route to off-site assembly point B ▼	Emergency services access point ▼	Secondary Evacuation route to off-site assembly point B ▲

Parent / family contact information

Note: Refer to Xap. Additionally, a copy of emergency contacts is maintained in each emergency evacuation kit.

16. Children and staff with additional needs

Note: To ensure adherence to the provisions of the Information Privacy Act 2000, please remove child and staff identifying details from this section before distributing copies of your EMP to organisations or individuals outside your workplace.

Children				
Name	Group	Reason	Assistance needed during an emergency	Who will be responsible?
All medical needs are as per medical files that will be taken in the event of an evacuation – refer to medical bags for individual children.				
	Blue group	Medical		Charlie Miller
	Orange group	Medical		Simone Glenn Ward
	Purple group	Medical		Belinda Zajda
	Green group	Medical		Charlie Miller
	Red group	Medical		Simone Glenn Ward
Children with additional needs as per group times				
Staff				
Name	Group	Condition	Assistance needed during an emergency	Who will be responsible?

Special Needs Summary (as at July 2023)		
Special Needs Category: Medical	Number of Students	Number of Staff
Blue group	4	
Orange group	3	
Purple group	2	
Green group	5	
Red group	0	

PART 2 – EMERGENCY PREPAREDNESS

17. Early childhood service facility profile

17.1 General Information

Early Childhood Service Name	<i>Oakleigh Primary School & Kindergarten</i>
Physical Address	20 Warrigal Road Oakleigh
Operating Days	Monday to Friday
Operating Hours	8.00am to 5pm
Phone	03 9568 6315
Email	kinderadmin@oakleighps.vic.edu.au
Number of buildings	1
Number of rooms	8
Shelter-In-Place Location	In Kindergarten Rooms
Number of Children	121
Total Number of Staff	11
Methods for community communication	Xap

17.2 Other services/users of site

Service / User Name	N/A
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17.3 Building information summary

Telephones (Landlines)				
	Location	Number	Location	Ext
Room 1 (eastern)		(03) 9568 6315	South west corner near photocopier.	105
Office		(03) 9568 6315	South west corner of office.	104
Room 2 (western)		(03) 9568 6315	South west corner near television.	106
Portable phone		(03) 9568 6315	South east corner of office.	125
Alarms				
	Location	Monitoring Company	Location of Shut-off Instructions	
Fire:	Room 1			
Utilities				
	Location	Service provider	Location of Shut-off Instructions	
Gas:	Outside Kinder Entrance	AGL		
Water:	In school grounds. Along boundary fence directly opposite main kinder door	South East Water		
Electricity:	Mains Power Substation in Logie St	AGL		
Sprinkler System				
Location of Control Valve:				
Location of Shut-off Instructions:				

18. Risk assessment

This table lists the identified hazards to our early childhood service, assessment of the risks associated with those hazards and how we reduce their impact.

*Please note that under regulation 168(2)(e) of the *Education and Care Services National Regulations 2012*, services operating under the National Quality Framework must have emergency procedures that are based on a risk assessment that is conducted to identify potential emergencies that are relevant to the service.

1. Identified Hazard	2. Description of Risk	3. Current Risk Control Measures Implemented at our Service	4. Risk Rating			5. Treatments to be Implemented Measures to be taken by our service to eliminate or reduce impact of the risk	6. Revised Risk Rating After implementing Treatments		
			Consequence	Likelihood	Risk Level		Consequence	Likelihood	Risk Level
Intruder / Personal Threat	<p>Cause</p> <p>Unknown/known person entering the kindergarten building or grounds and verbally and/ or physically causing harm due to:</p> <ul style="list-style-type: none"> • Custodial dispute • Police operation/ pursuit of an offender • Parent dispute with school • Drug affected or mentally unstable person • Argument between student's parents <p>Consequences</p> <p>Physical and psychological injury to staff and/or students</p>	<ul style="list-style-type: none"> • Visitors must report to reception and sign in using the Visitor Register • Visitors must show Identification • Visitors are required to wear and display visitor pass/badge • Lockdown/lockout/ evacuation procedures are regularly practiced • Values of mutual respect and acceptable parent behaviour policy are communicated and regularly reinforced eg at parent forums and in newsletters • Encourage engagement of parents in kindergarten activities <ul style="list-style-type: none"> ○ 	Major	Possible	High	<ul style="list-style-type: none"> • Visitors must show Identification • Staff will share information on a 'need to know' basis concerning parent issues • The kinder will develop a process and pre-determined actions to discretely alert others of an intruder • staff will be trained to manage intruders on kinder grounds • For parent meetings where staff feel a need for support; two staff will attend, staff will use a signal to obtain support from another staff member if required & an appropriate room for meeting will be selected eg one with two exit points • Where necessary, the kinder will seek legal advice and obtain a trespass order for parents who use threatening behaviour • In relation to court orders / custody papers: all staff are advised regardless of group of child • photos of child and authorised people to collect child are displayed in the kinder office 	Moderate	Possible	Med

Building Fire	<ul style="list-style-type: none"> ● Risk of injury from burns or smoke inhalation. 	<ul style="list-style-type: none"> ● Fire services equipment (fire hose reels, fire extinguishers, fire blankets, hydrants) is tested and tagged as per Australian Standards. ● A Workplace Inspection is completed once per term to check that exit signs and other emergency equipment is working. ● . ● A fire blanket (tested and tagged to Australian Standards) is available in all kitchen areas. ● All electrical equipment is tested and tagged as per Australian Standards and that frayed leads, damaged equipment etc. are disposed of in an appropriate manner. ● There is a business continuity plan in place. 	Major	Possible	High				
Severe weather and storms	<ul style="list-style-type: none"> ● Risk of injury due to roof down flooding. 	<ul style="list-style-type: none"> ● Roofs/gutters/drains are clear. ● Liaise with SES/local government to identify potential risks. ● Contingency for storage of equipment/materials if necessary. ● Test communications ● A business continuity plan is in place. 	Major	Unlikely	Med	<ul style="list-style-type: none"> ● Ensure roofs and drains are clear ● Employ plumber to advise on potential issues ● Plan Contingency for storage of equipment/materials if necessary. 			
Bomb Threat	<ul style="list-style-type: none"> ● Physical or psychological injury could occur to staff, students and others. 	<ul style="list-style-type: none"> ● Bomb Threat Checklist located next to each phone. ● Emergency evacuation drills scheduled and practiced on a regular basis. ● Implement and follow Bomb Threat response procedure (located in EMP) 	Moderate	Unlikely	Med	<ul style="list-style-type: none"> ● Ensure Bomb Threat Checklist located next to each phone. 			
Pandemic	<ul style="list-style-type: none"> ● Risk of health and possible death (in extreme cases). 	<ul style="list-style-type: none"> ● Basic hygiene measures are in place and posters are displayed at the beginning of flu season (April). ● There is convenient access to water and liquid soap and/or alcohol-based sanitiser ● Staff and students are educated about covering their cough to prevent the spread of germs. 	Major	Likely	High	<ul style="list-style-type: none"> ● Daily cleaning of high touch areas and play items as appropriate ● Social distancing within the kinder where possible including spreading out children on the mat and at tables plus distancing activities around the room ● All staff, children, parents and visitors wash or sanitise their hands prior to entering the service. 	Moderate	Possible	Med

<p>Hazardous substance release: inside and outside facility grounds</p>	<ul style="list-style-type: none"> ● Exposure to certain liquids or gases may be hazardous to health. 	<ul style="list-style-type: none"> ● Follow DE's Chemical Management Procedures.(see DE website) ● Safe work procedures for handling chemicals are followed. ● Emergency evacuation drills are scheduled and practiced on a regular basis. ● Material Safety Data Sheets (MSDS) for all Dangerous Goods and Hazardous Substances on-site from the supplier/manufacturer or Chemwatch are followed 	<p>Minor</p>	<p>Unlikely</p>	<p>Low</p>	<ul style="list-style-type: none"> ● Follow DE's Chemical Management Procedures. ● Safe work procedures for handling chemicals are followed. ● Emergency evacuation drills are scheduled and practiced on a regular basis. ● Ensure Material Safety Data Sheets (MSDS) for all Dangerous Goods and Hazardous Substances on-site 			
<p>Off-site emergencies</p>	<ul style="list-style-type: none"> ● Risk of injury to staff and student's in the event that an emergency occurs offsite at an excursion, professional development day, or other offsite activity. 	<ul style="list-style-type: none"> ● Risk assessment is completed for all excursions. Staff follow DE's Work-related driving procedure.(refer to DE website) 				<ul style="list-style-type: none"> ● For regular outings the risk assessment will be completed at the start of the year and reviewed each term. 			
<p>Extreme Heat</p>	<ul style="list-style-type: none"> • Young children are at high risk of being affected by extreme heat. They can quickly lose body fluids through perspiring, which can lead to dehydration. 	<ul style="list-style-type: none"> ● Encourage children to drink water more frequently ● Children wear hats anytime they are outside from September 1 to April 30 ● Staff check BOM website for temperature notification ● Service air conditioner each year 	<p>Minor</p>	<p>Possible</p>	<p>Med</p>	<ul style="list-style-type: none"> ● Subscribe to heat health alerts on healthvic ● Plan sessions so that children are not outdoors during the hottest parts of the day 			

12 Business Continuity

Business Continuity Plan -

Business continuity planning is intended to minimise any safety, financial, educational, operational, reputational and/or other damaging consequences of a disruptive event.

1. Arrangements to manage inability to access a building or school site

<p>Details of arrangements</p>	<p>Workaround</p> <p><i>Partial site unavailable:</i></p> <ul style="list-style-type: none"> ● Revise timetable to relocate children and staff to other facilities on site (eg gym, library or PAC) ● Relocate admin and staff facilities to other networked space such as within school. ● Admin staff may need to work remotely ● Contact Regional staff to discuss issues and possible options for relocation once length of reinstatement program is confirmed. ● Provide regular updates to the school community via SMS, emails, social media and newsletter <p><i>Whole site unavailable:</i></p> <ul style="list-style-type: none"> ● Contact Regional staff to discuss issues and possible options for relocation once length of reinstatement program is confirmed. ● Confirm possible accommodation availability with school ● Provide regular updates to the school community via SMS, emails, social media and newsletter ● Consider student transport arrangements ● Redirect suppliers to alternate site. <p>IT Resources required</p> <ul style="list-style-type: none"> ● Access to wireless network. <p>Considerations</p> <ul style="list-style-type: none"> ● OH&S issues in relocating school equipment and resources ● Transport arrangements for students to access other sites ● Separation of family groupings if spread across multiple sites ● Demands placed on staff due to loss of resources, relocation, etc <p><u>Key Contacts can be found in the Contacts section of the Emergency Management Plan.</u></p>
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2. Arrangements to manage a loss of technology / telephony / data / power

Details of arrangements	<p>Workarounds</p> <p>Data/technology:</p> <ul style="list-style-type: none"> ● Relocate admin and staff facilities to other networked space within school ● Admin staff may need to work remotely ● Utilise laptops where available to provide access to network <p>Telephony:</p> <ul style="list-style-type: none"> ● Ensure there is an up to date, printed, hard copy list of all student and staff contact details in an accessible, secure location. ● Utilise mobile phones to contact staff. ● Place message on answering machine, if possible, referring callers to an emergency contact number either on site or at alternative location. <p>Power:</p> <ul style="list-style-type: none"> ● Determine the requirement for the operation of the school. ● Battery back-up (UPS) is on servers. Determine time limit of UPS and back up servers as required. ● Restructure program to account of the lack of power. <p>Considerations</p> <ul style="list-style-type: none"> ● Ensure OH&S issues are considered when using back up power and water pumps ● Review and update staff contact details to include mobile phone numbers. ● Staff Communications Tree to include details of messaging systems <p>Key contacts</p> <ul style="list-style-type: none"> ● DE IT support - 0403 188762 ● Optus Emergency–1800 505 777
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3. Arrangements to manage a loss or shortage of staff or skills

Details of arrangements	<p>Workarounds</p> <ul style="list-style-type: none"> ● Prioritise work allocations for remaining staff ● Determine the number of Casual Relief Teachers (CRTs) required. ● CRTs to be sourced from: <ul style="list-style-type: none"> ○ OPSK’s own pool of emergency teachers. ○ Preferred CRT agency ● Merge groups where possible to make up full class ● Inform school community of issues via Xap, newsletter or note home with students. <p>Considerations</p> <ul style="list-style-type: none"> ● Workload of staff and emergency teachers <p>Table of key contacts ANZUK agency – 03 9249 2444</p>
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Emergency kit checklist

Our Emergency Kit Contains:	□
Children's data and parent contact information print out	
Enrolment records including authorisations and parent contact details	
Staff contact information	
Traffic/emergency safety vest and tabards	
Standard portable First Aid Kit. Refer to First Aid Kits Contents Checklist	
Whistle	
Copy of facility site plan and EMP including evacuation routes	
Plastic garbage bags and ties	
Rope	
High-vis vest	
Other	

Date Emergency Kit checked:	May 2023
Next check date:	Aug 2023

19. Emergency Management Plan completion checklist

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

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

Final Check Completed by:

Date:

Component	<input type="checkbox"/> <input type="checkbox"/>	Action Required
Cover page		
Approved Provider/Licensee name, service address, EMP issue date, EMP review date, BARR status, fire district have been specified.		
Distribution list		
Distribution list has been completed.		
Contact numbers and Communications Tree		
Appropriate key local community contact numbers have been added for example Fire, Ambulance, Police, local government, nearest hospital.		
Key contact numbers for internal staff have been added.		
Approved Provider/Licensee or Person with Management or Control/Licensee Representative and DE regional contact numbers are included.		
Communications Tree detailing process for contacting emergency services, staff and parents included.		
Incident management team		
An Incident Control structure has been identified, with appropriate persons assigned and contact details provided.		
Responsibilities are clearly defined and back up names included for each position on the IMT.		
Evacuation, lockdown, lockout and shelter-in-place procedures		
Procedures that are specific to the early childhood service's processes have been completed for:		
<ul style="list-style-type: none"> ● Evacuation on-site 		
<ul style="list-style-type: none"> ● Evacuation offsite 		
<ul style="list-style-type: none"> ● Lockdown 		
<ul style="list-style-type: none"> ● Lockout 		
<ul style="list-style-type: none"> ● Shelter-in-place 		
Emergency response procedures		
Localised emergency response procedures have been developed for specific emergencies in-line with the hazards/threat identified in the risk assessment.		
Staff trained in first aid		
Staff trained in first aid list is included.		
Area map and evacuation diagram		

The area map is clear and easy to follow.		
The area map has:		
<ul style="list-style-type: none"> • two evacuation assembly areas on-site 		
<ul style="list-style-type: none"> • external evacuation routes 		
<ul style="list-style-type: none"> • surrounding streets and safe exit points marked 		
<ul style="list-style-type: none"> • emergency services access points marked 		
Evacuation diagram		
The evacuation diagram is clear and easy to follow		
The evacuation diagram has:		
<ul style="list-style-type: none"> • A pictorial diagram of the floor or area (at least 200mm x 150mm in size, A3). 		
<ul style="list-style-type: none"> • A title, for example EVACUATION DIAGRAM. 		
<ul style="list-style-type: none"> • The 'YOU ARE HERE' location. 		
<ul style="list-style-type: none"> • The designated exits, which shall be in green. 		
<ul style="list-style-type: none"> • Hose reels, marked in red. 		
<ul style="list-style-type: none"> • Hydrants, marked in red. 		
<ul style="list-style-type: none"> • Extinguishers, marked in red. 		
<ul style="list-style-type: none"> • Designated shelter-in-place location. 		
<ul style="list-style-type: none"> • Date plan was validated. 		
<ul style="list-style-type: none"> • Location of primary and secondary assembly areas. 		
<ul style="list-style-type: none"> • A legend. 		
Parent contact information		
Parent contact information has been obtained and is up to date.		
Children and staff with special needs list		
Children and staff with special needs have been identified and strategies put in place for these persons where they require assistance in the event of an emergency.		
Profile		
Profile has been populated and reflects the service's buildings, utilities etc.		
Risk assessment		
Potential local hazards have been identified.		
Risks have been rated and risk assessments included.		
Local mitigations/controls have been specified.		
Emergency drill schedule		
Drills have been scheduled once per term (quarterly) for different types of emergencies		
Emergency kit checklist		
Emergency Kit Checklist has been developed with early childhood service's requirements.		