

Emergency and Critical Incident Management Planning Guide for Government Schools

A guide to developing and maintaining your
Emergency Management Plan

This guide has been developed to support government schools through the planning process for emergencies and critical incidents. It will step you through how to use the [Online Emergency Management Planning portal](#) and help you to continuously improve the quality of your Emergency Management Plan (EMP), whether your school is a new school wanting to establish a strong foundation for your first EMP or an existing school looking to review and update your plan.

You should use this guide when conducting the annual review of your EMP and as a reference whenever needed. It contains important information and links to a large range of emergency planning resources.



IMPORTANT

All Schools Must Have a Current Emergency Management Plan

Emergencies and critical incidents can occur in schools at any time.

These events can happen without warning and have potentially devastating consequences for the physical safety and psychological wellbeing of students and staff.

Schools must understand their unique risks and plan for hazards and threats to be well prepared to respond.

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Education
and Training

Developing and Maintaining your EMP

The Department of Education and Training (the department) is committed to providing a safe and secure environment for students and staff, including contractors, volunteers and visitors.

To ensure the health and wellbeing of education communities in the event of an emergency or critical incident, every school and early childhood education and care service must have an Emergency Management Plan (EMP).

Developing your school's EMP is a methodical planning process that provides you with a framework to record your emergency management arrangements. Your EMP is therefore intended to minimise the impact and, where possible, likelihood of emergencies and critical incidents on your school community.

A well-developed EMP incorporates:

- site specific risk identification and mitigation
- delegated roles to be undertaken by staff before, during and after an emergency
- emergency preparedness which includes well-rehearsed response procedures that are understood by staff, students and the school community
- recovery strategies.

The development of this guide and associated resources has been informed by the Australian Standard 3745-2010 Planning for emergencies in facilities and the Australasian Inter-service Incident Management System (AIIMS) incident control system, which is used by emergency services and government departments in Victoria.



IMPORTANT

Your school's EMP is valid for 12 months from 1 July to 30 June.

You must review and update your EMP as required each year.

Principals must have reviewed and formally approved their EMP by 1 September each year.

The department's policy

The department's policy on [Emergency and Critical Incident Management Planning](#) takes an all-hazards approach and mandates that every government school's EMP must:

- be completed on using the online EMP Portal
- describe actions to be taken before, during and after an emergency to ensure the safety and wellbeing of students, staff and others on the site
- address all circumstances when the school is responsible for student and staff safety, including off-site school activities such as excursions
- be reviewed and approved by the principal by 1 September each year (EMPs roll-over every 12 months on 1 July)
- be reviewed and updated as required, particularly following an incident and after a drill.

What is included in your EMP

Your EMP should contain all of the information your school needs to:

- fully understand, assess and mitigate the risks associated with hazards and threats specific to your school population that can result in an emergency or critical incident
- identify risks and put in place arrangements that enable you to manage emergencies should they arise and ensure the safety and wellbeing of everyone on the school site.
- design an emergency governance structure and assign roles to team members (including your Incident Management Team and Wardens)
- develop and know where to access your emergency response resources (including your Emergency Kit, Evacuation Diagrams, Personal Emergency Evacuation Plan (PEEP))
- plan and enact emergency response procedures for identified hazards and threats which are rehearsed and updated
- know and use clear lines of communication to obtain emergency support and advice, notify others and maintain situational awareness during emergency events
- recovery after an emergency.



Tip

The procedures and responsibilities in your online EMP are provided as **a guide only**. Your school must tailor them to suit your requirements. Make sure they are relevant and consistent with your school's practices.

By documenting this information in your EMP all staff at your school, especially those with an assigned role during an emergency or incident, will have access to your emergency and critical incident management arrangements.

It also demonstrates that your school has appropriately addressed its obligations to take reasonable steps to safeguard the health and safety of your school community.

The requirements of your EMP are based on Australian Standard 3745-2010 *Planning for emergencies in facilities*.

Understanding the emergency management cycle

When developing your EMP, you will need to consider the full emergency management cycle to ensure your school, including your incident management and recovery teams, have all the information you need to plan for, respond to and recover from an emergency.

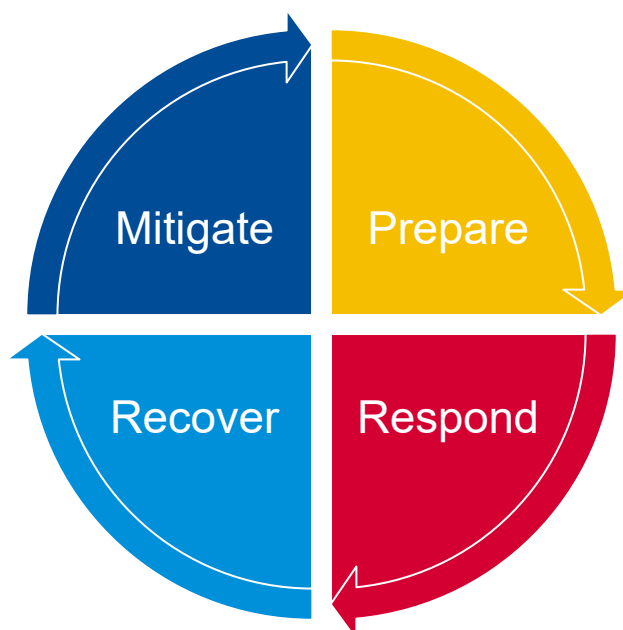
The four stages of the cycle are:

Mitigate: Reduce or eliminate the impacts of future emergencies or incidents.

Prepare: Make arrangements ahead of time to be ready for an emergency or incident

Respond: Protect physical and psychological health. Prioritise safety in an emergency

Recover: Rebuild and support well-being following an emergency.



Your emergency management calendar

It is a requirement of both the department and the Victorian Registration and Qualifications Authority (VRQA) that schools review their plans annually and after a significant incident. You can update your EMP at any point in the year, based on learnings from drills and incident debriefs and when prompted by changes in your staffing, school cohort or risk profile.

Use the dates below as a guide to inform your own emergency management calendar:

Emergency Management Calendar			
January	February	March	April
January–February: Update EMP to reflect changes for the new school year			
May	June	July	August
		1 July: EMP rolls-over	
		July–August: Annual review and update of EMP	
		July–August: Register for regional emergency management training.	
		July–August*: Fire risk status confirmed for schools on the Bushfire At-Risk Register and Category 4.	
September	October	November	December
1 September: Deadline for principals to approve EMP			
All Year Review and Improve EMP (including after major incidents and emergencies)			
Each Term Conduct drills and debrief with IMT (update EMP as required post-drill)			

*For schools published on the Bushfire At-Risk Register and Category 4.

It is recommended that you include these key emergency management dates and actions in your school calendar as well as your Occupational Health and Safety (OHS) calendar.

How to develop your EMP

Your school's EMP should be developed using a team approach. The team might be made up of your school leadership team or the members of your Incident Management Team. A team approach is important to ensure your EMP is informed by different perspectives, and can also help socialise the plan, increase capability and ensure a common understanding of your emergency arrangements by key staff.

Having shared objectives when developing your EMP will support your team to work together. Your team's development objectives should include:

- identifying threats and hazards specific to the school and assessing their risk level
- developing your complete EMP
- ensuring that the EMP is accessible to the relevant people
- establishing an Incident Management Team (IMT)
- ensuring new staff, visitors and contractors are made aware of the school's emergency response procedures.



Tip

Use a team approach to review and improve your EMP to get the range of perspectives you need for a robust plan and extend understanding within your school of what is needed to be done and why.

Your team should also consider how your EMP will be implemented:

- disseminating, as appropriate, information about the EMP and its procedures to staff, students and the school community
- ensuring IMT members understand their roles
- testing the EMP through exercises/drills
- regularly updating the EMP
- reviewing the EMP at least once a year
- ensuring routine servicing of critical and other evacuation/emergency systems
- ensuring that records are kept and retained of all emergencies and meetings (such as post emergency and drill debriefs).

To assist you with developing your EMP, where possible, your online EMP has been pre-populated with basic information such as your school address and the contact details of relevant departmental staff.

As a guide, the [Online Emergency Management Planning portal](#) has also been pre-populated with suggestions for the Risk Assessment and Response Procedures sections, which you are encouraged to use as a base but adapt to your school's context. You will also find generic responsibilities for roles that need to be assigned before, during and after an emergency.




Tip

Keep in mind that no two emergency events are identical. Judgement must be exercised when activating your EMP and managing an emergency response.

Using the Online Emergency Management Planning portal

Log onto the Emergency Management Planning portal to access your school's online EMP.

 **Tip**

Remember when editing your EMP, you will need to log in using your own eduWeb credentials and not your school's credentials





You can access the portal via this link:

<https://emergencymanagement.eduweb.vic.gov.au>


An EMP is required for each school campus and applies to all staff, students, visitors, contractors and volunteers the school campus.

It is important that an EMP is created for each campus to respond to the unique factors of each facility.

The online EMP portal provides a framework for your planning process through the following tabs:

- | | |
|--|--|
|  EMP Overview |  Business Continuity |
|  Facility Profile |  Maps/ Diagrams |
|  Contacts |  Distribution List |
|  Risk Assessment |  Review and Approve |
|  Emergency and Critical Incident Response Procedures | |

Your EMP will open to the 'EMP Overview' screen.

 **TIP**

Navigating the Emergency Management Planning Portal

You can use the tabs to navigate through the sections of your EMP. You can also use the buttons above the tabs to go back to a previous page. You can see the buttons for each section throughout this guide.

EMP Overview Tab

You can use this section to see a snapshot of the status of your EMP by viewing the completion rates for each section. You can also track updates made to your EMP and utilise some of the online EMP functions.

From the EMP Overview screen you can:

- track your school's progress made towards finalising each section of the EMP.
- see the overall completion status of your EMP.
- track who has made changes to the EMP and when.
- download the EMP as a Word document and insert your school's logo.

From the EMP Overview Screen, you can also access some key functions by selecting the **My School** page.



Tip

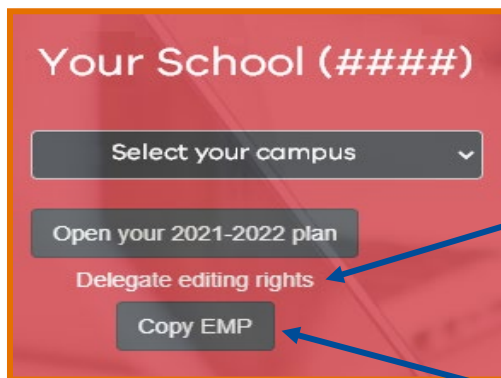
All staff members at your school will have read-only access to the school's EMP.

Editing rights to make and save changes to an EMP can be delegated by the principal.

Only a **principal** can approve and submit an EMP.



Access the page by clicking on the **My School** button.



Delegate editing rights

The principal can delegate editing rights to a member of the school staff by clicking the **My school** button in the top left corner of the screen and selecting the **Delegate editing rights** option.

Copy your EMP

If your school has multiple campuses located at the same site and, where the content is for the most part identical, the content of the main campus's EMP can be copied and uploaded to the second campus and edited to reflect the details and risk profile of that facility. Ensure that you correctly identify which campus plan needs to be copied, and which plan will be overwritten with the copied information. All copied plans will still need to be updated and contextualised for site specific details and hazards, such as contact details for staff on site, additional needs of students and staff, locations of evacuation points and Shelter In Place, and relevant maps and diagrams.

Facility Profile

This section contains key information about your school that you might need in an emergency. This includes your school facility details, emergency kit checklist, drills schedule and information about the staff training.



The sections under this tab are:

- School Facility Profile
- Drills Schedule
- Training
- Additional Needs Profile
- Emergency Kit Checklist

School Facility Profile

The purpose of this section is to develop a picture of your school's context that will help you to assess risks. It includes some pre-populated information alongside prompts for you to enter information about your school that will provide some of the factors you will need to consider in your risk assessment.

Check your facility profile and as necessary, update:

- the on-site and off-site evacuation assembly points
- shelter-in-place coordinates (you can do this using Google Maps - click on the building location to see the coordinates)
- who else uses your school site: This could include community groups, Out of School Hours Care, vacation/holiday programs *
- the safety features/systems of your school: This includes fire, emergency and safety systems of your buildings
- the potential hazards at your school site - this may include science laboratories, cleaner's cupboards, chemical or bulk fuel storage, technology areas, plant and equipment, steep slopes, asbestos and collections of combustible materials amongst others.

*A separate EMP is required to be completed by early childhood services, you can find a template along with emergency management planning resources for early childhood services [here](#).

You can use the **Additional Profile Information** section at the bottom of the page to add further information for context or to assist in highlighting and assessing risk.

You may wish to upload information such as:

- the EMP of a co-located facility such as an early childhood service
- images that identify the location of shut off instructions for say, alarm or sprinkler systems
- details regarding hazards like asbestos.

Drills

Why must you conduct drills?

Your school is required by the department to conduct emergency response exercises, also known as drills, at least once every term.

The benefits of conducting a drill are:

- staff can get to know and practice their emergency response responsibilities
- students can become familiar with different response procedures
- your school can learn from the drill by reviewing and improving your response procedures.


Conducting drills for different types of emergency situations will ensure your school is prepared to respond to a real emergency.

Drills ensure that:

- your emergency response procedures are workable and sufficiently flexible,
- you can identify where problems may arise
- you can observe student behaviour
- you can enable staff to practice delegated roles in an emergency.

The success of your school's response to an emergency will be measured by the timeliness of applying a planned and rehearsed response procedure to an unanticipated emergency incident.

You can learn more in the [IMT section of this guide](#).

**DID YOU KNOW?**

At least one of your annual drills must involve an evacuation.

If your school is on the BARR, you must practice evacuation drills at least once per term during the October–April bushfire season.

Using the online EMP to record your drill schedule

The online EMP provides a table to record details of your school's proposed drills for the current EMP / financial year, and indicate when each drill is completed.

In the table you can:

- note the type of drill (evacuation on/off site, lockdown, shelter in place)
- record the proposed and actual date of the drill
- upload load the [Drill Observer and De-brief Record](#).

Your EMP only needs to show the schedule and records for the current (and if you wish, the previous) EMP year.



Tip

Conducting drills is the only practical way your school can test the effectiveness your emergency procedures.

Use the [Emergency Management: Conducting Drills](#) eLearning as a 15 minute introduction or refresher to support you to conduct drills.

Tips for drills

All of your emergency response drills should:

□ Reflect identified risks at your school

Your drills should be appropriate to the specific hazards or threats at your school and take into account the level of risk you have identified in your [risk assessment](#).

□ Use a scenario

You can use a scenario to make the drill more relevant and meaningful such as a building fire scenario for an on-site evacuation drill.

□ Use a desktop exercise

Complement your drill regime with desktop exercises to consider challenging situations that may not be practical to rehearse as part of a drill.

For example:

- your drills will usually be conducted during good weather conditions, so think about the implications and how you would manage an evacuation during a severe weather event such as a storm or extreme heat
- if you need to be at your designated off-site evacuation assembly point for an extended period of say two or three hours, what would you need to think about if your location does not provide access to toilets, water or shelter?

- if there are students with complex additional needs, whose participation in an off-site evacuation drill would not be feasible, are there alternative mechanisms that provide assurance of the arrangements in place?

□ **Have a plan**

Make sure to set simple objectives for your drill. Consider logistics that you might need to manage during an emergency, such as the time of day, visitors on site, students with additional needs or students and staff with [Personal Emergency Evacuation Plans \(PEEP\)](#).

□ **Engage the co-located facility**

If your school shares a site or is adjacent to another facility, consider inviting them to participate in a drill together.

□ **Organise observers for your drill**

Observers should be appointed for all drills your school conducts. You are encouraged to invite a relevant representative of your local emergency service to act as an observer where possible. This may be a police officer for security related drill scenario or a member of a fire service for fire related drill scenario. Other great observers are trusted parents, visitors or department staff. If using a staff member, you would need to ensure their responsibilities are covered during the drill, as they will not be also to participate.



IMPORTANT

Every drill you conduct must be followed by a debrief with the key participants to identify any issues. You should keep a record of the actions you will take to address issues in a debrief report and update your EMP as required. You can upload a copy of the debrief report along with your observer record in your EMP.

□ **Communicate with emergency services and your neighbours**

When conducting on-site or off-site evacuation drills, advise your local emergency services and any co-located or nearby facilities so that your drill is not mistaken for an actual emergency.

□ **Conduct a debrief**

Use the [Drill De-brief Facilitator Guide](#) to run the debrief, and the [Drill Observer and De-brief Record](#) to record the session. You should conduct your debrief immediately after the drill. Your IMT members and other key participants should attend the de-brief to evaluate how well the drill was carried out.

□ Implement your learnings

Ensure that any lessons learned and actions to improve your emergency response that are identified in your debrief are followed up. Make sure to update your EMP as required.

Training

Use this section to list the staff at your school who have training and qualifications you might need in an emergency.

This includes first aid as well as training in the use of safety equipment and fire-fighting equipment like fire extinguishers.

Your EMP should include the details of staff who hold current first aid qualifications and can provide assistance in an emergency. Ensure you check this at least annually to ensure it accounts for current staff and make note of when training expires. Seek additional advice from your regional emergency management contacts if you require support.

Make sure to include:

- the title of the qualification
- the qualification level
- the date that the qualification expires.

Students and Staff with Additional Needs

Use this section to keep a **summary only** of the numbers of students and staff with additional needs and the general category to indicate the support that is needed, for example, mobility support, vision impaired, respiratory condition, hearing impaired. Use discretion in your summary as your EMP is visible to all school staff and sections of your EMP may be distributed to other relevant stakeholders. The purpose of this section is to inform your school's overall risk profile.

The specific details of students and staff with additional needs should be kept separately from your EMP. These records must be kept up to date and include students and staff who will need assistance and:

- have a medical condition which requires a medical management plan, for example asthma

- have a vision, hearing or ambulatory impairment
- use a wheelchair or scooter, or other mobility aid
- are easily fatigued
- are sensitive to loud noises and flashing lights, or abrupt changes in routine
- are an international student hosted by the school, or
- require additional care or support during emergencies.



IMPORTANT

To ensure adherence to the provisions of the *Privacy and Data Protection Act (Vic) 2014*, and the *Health Records Act (Vic) 2001*, **keep detailed information about students and staff with additional needs separate from your online EMP.**

Use the sample [Personal Emergency Evacuation Plan \(PEEP\)](#) template to document the arrangements you have in place to assist each individual who will need assistance in an evacuation. The plan will include a description of the assistance required, specify what, if any equipment/aids are needed and the names of those who will provide the assistance

Emergency Kit Checklist

Your school's Emergency Kit should contain the items that you might need in an emergency.

The Emergency Kit needs to be accessible and transportable as you will need to take it to your on-site or off-site evacuation assembly locations in the event of an emergency.

What is included in your school's Emergency Kit can make a big difference to how your school deals with an emergency. A well-prepared Emergency Kit will give you more options to manage unforeseen circumstances.

Make sure you tailor the sample Emergency Kit checklist that was originally pre-populated in your EMP for relevance to your school and student and staff needs.

To help you decide what you need to include in your Emergency Kit, consider:

- the hazards that might impact your school
- what is available and what do you have access to you at your assembly points
- the length of time an evacuation might extend to
- the communication tools will you have access to



Tip

An example of an Emergency Kit Checklist is included in your online EMP.

You will need to update this list to suit the needs of your school.

- what information/data might you need
- your school cohort
- students with medical or other additional needs
- the size of your school population.

Tips for reviewing your Emergency Kit:

□ Decide how you will transport your kit. Check if it is too full or heavy.

If there is a large number of items in your Emergency Kit, you might need to split the contents into several containers, bags or cases. Some schools use wheeled containers to make transportation easier.

□ Make sure your Emergency Kit accessible and your team knows where it is.

Keep it in a designated and easily accessible place.

□ Assign someone the task of checking the Emergency Kit

Check that your Emergency Kit has all the items that you need. Make sure to check that everything is operational (that is, equipment works and if battery operated, they are charged) and that any food or consumables have not expired. This is usually one of the responsibilities of the Logistics Officer in your IMT, but you can assign this task to any staff member at your school.

Your school will need to decide how often you will check your Emergency Kit, as this will depend on the contents of your kit. You must check your Emergency Kit after it is used in an actual emergency.

□ Keep hard copy information and check that it is up to date

Make sure that you keep a hard copy version of your school's essential information. This includes information kept electronically such as attendance rolls, parent contact information and your EMP. It is important to have a hard copy that is up to date as you might not be able to access the electronic information at your evacuation assembly point due to technical issues or disruptions to power or connectivity.

Contacts

This section contains the emergency contact details for your Incident Management Team (IMT), staff holding key roles in the school, department and regional emergency management teams and local services.



The sections under this tab are:

- Incident Management Team (structure and contact details)
- Incident Management Team Responsibilities
- Emergency Contacts
- Communication Tree

Incident Management Team

The purpose of a school's Incident Management Team (IMT) is to direct the way that the school will respond to an emergency. Your IMT is each allocated a specific function and series of tasks that will support your school's Chief Warden/Education Commander (who is often the school principal) in activating the EMP and ensuring your response runs as smoothly as possible.

Your online EMP provides a space to upload your school's IMT structure along with the contact details of each member.

Where possible, have both primary and back-up members for your IMT. You can include your IMT member's contact information in the table provided in the portal.



DID YOU KNOW?

This IMT incorporates elements of the IMT structures used by Victorian emergency services and government departments as described in the Australian Standard.

Add your IMT Structure here

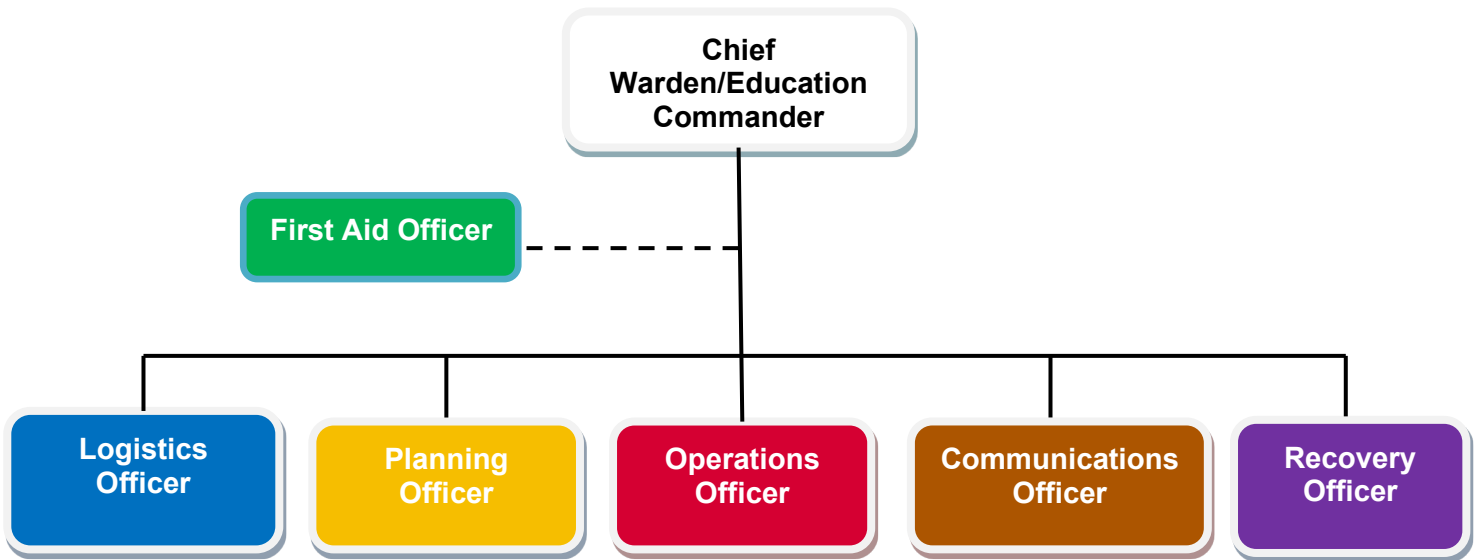
Images may be adjusted in size.
GIF, BMP, PNG, JPG and JPEG file types are supported.

Drop your IMT Structure image or browse for a file to upload

Browse

You can use the sample templates of an [IMT Structure](#) for a large or small school on the PAL to develop your structure.

There are six functions in a core school IMT as well as a First Aid Officer. An example of an IMT structure is below:



Incident Management Response Team Responsibilities

To help support your IMT understand their responsibilities, this tab is pre-populated with standard responsibilities for each function of a school IMT, with tasks identified for before, during and after an emergency. These can be adapted and adjusted as required to suit your school context and the specific tasks that you may need to undertake to effectively manage emergencies that happen on your site or with your school population.

In assigning IMT responsibilities to staff members, be aware that IMTs are scalable and can increase/decrease

Tip

The IMT responsibilities can be modified to meet the needs and practices of your school.

depending on not only the size of your school, but also the type or complexity of emergency.

In a small school, there may not be enough staff to have each IMT function assigned to a different staff member. In this case, staff members can assume multiple roles. For example, the Chief Warden may also take on the Communications function, while the Operations Officer may absorb the Planning and Logistics roles.

In medium to large schools, you may need additional staff members to support IMT functions when carrying out tasks. For example, the communications officer may be assigned some additional team members to help contact parents in an emergency.

As a rule of thumb, it is better to establish a full IMT and scale down as required. If you have too few staff involved in your IMT, it may impact on your school's ability to respond to an emergency.

An overview of each of the IMT functions is provided below:

- **Chief Warden/ Education Commander:** Leads the IMT in an emergency. The role involves taking initial charge of the situation and directing and coordinating IMT responsibilities until emergency services arrive, are briefed by the Chief Warden and take control of the incident.

While your school principal will often take on this role, it is not always the case. For example, the principal and others on the leadership team may not be at the school when the emergency occurs; or there is a member of the leadership team who is experienced in emergency response. When appointing your Chief Warden/Education Commander, consider the skills that can be of great benefit when leading an emergency, such as a calm presence, clear communication, as well as confidence in making decisions in high pressure situations

- **Communications Officer:** Coordinates communications to all key stakeholders, this includes your school community.
- **Operations Officer:** Controls the activities 'on the ground'. This generally means overseeing the evacuation of student groups, which is led by Wardens and Area Wardens.



IMPORTANT

All members of your school's IMT must understand their assigned responsibilities and practice their role as stated in your EMP during emergency response drills.



Tip

When recruiting IMT members, remember you are not limited to your school's leadership team.

- **Planning Officer:** Collates and disseminates information and prepares plans such as the need to cancel OSHC and school bus services and implications for the next day.
- **Logistics Officer:** Coordinates logistics and resources needed to support an incident such as staff and equipment, shelter-in-place, evacuation paths.
- **Recovery Officer:** Prepares and coordinates strategies to ensure recovery after an incident.

You may also consider including wellbeing support staff in your IMT structure to support with recovery. This should be implemented when you have identified that there are wellbeing impacts to staff and students from an emergency that will require support and intervention in the short, medium, and longer term.

The Chief Warden/Education Commander also leads the Area Wardens and Wardens. In the department, the term Warden is used to refer to staff who have been assigned an operational role during an emergency, such as to act as a leader to move a group to an assembly point. You will note that the IMT structure also give some guidance as to which functions may also take on Area Warden and Warden responsibilities.

Your school will need to determine which tasks are appropriate to assign to Wardens. Some examples are provided below:

- **Area Wardens:**
 - Ensure that the appropriate Emergency Service has been notified
 - Direct wardens to check the floor or area for an abnormal situation
 - Commence an evacuation if the circumstances on their area (such as a floor) require this.
- **Wardens:**
 - Act as leaders of groups moving to protected or nominated assembly areas
 - Ensure an orderly flow of people
 - Assist students and staff with additional needs
 - Close or open other doors in accordance with emergency procedures
 - Search the floor or area to ensure all people have evacuated.

Emergency Contacts

The **Emergency Contacts** section should include any person or organisation that your school may need assistance from, or who you may need to notify/contact in an emergency.

Remember the school's Chief Warden/ Education Commander and IMT will direct the way your school responds to an emergency.

To assist you, the tables include some pre-populated contact details, for example, your regional emergency management team and the Incident Support and Operations Centre.

Communication in an emergency is critical.

Consider who your school's IMT may need to contact in an emergency for support:

Internal school contacts could include the details of people like your principal, leadership staff, school bus coordinator, international student coordinator (if applicable) and business manager.

DET regional, Area and Central Office Contacts could include your regional Emergency Management Support Officer, SEIL, Programmed Maintenance Services and the Incident Support Operations Centre (ISOC). Some of this detail is managed in the background by the department on your behalf.

Local Organisations/Services could include police station, fire station, essential service providers, hospital, tradespersons and off-site assembly building owner.

School Bus Program or Students with Disabilities Transport Program Schools. If your school participates in either of these programs, you need to ensure the contact details are up to date for client/coordinating schools, bus operator/s and driver/s in the table provided.

Remember to upload current maps of bus routes and include bus schedules/timetables. These may be needed by emergency services or the region to providing advice to your Chief Warden/ Education Commander or principal.


If a school bus transport contact table does not appear in your EMP, please advise the department by emailing emergency.management@education.vic.gov.au

The contact details for your IMT members, parents and other site users are covered in other sections of your EMP.

Communication Tree

What is a communication tree?

A communication tree is a diagram that helps people quickly identify who at your school will contact people or services in the event of an emergency or incident. This includes those who must be notified and those who will provide support.

 **IMPORTANT**

Bus routes and timetables provide essential information in an emergency.

Remember to keep your maps and timetables up to date in your online EMP.

Your communication tree will need to include who will contact emergency services, parents and regional emergency management as well as the ISOC, staff and any co-located facilities or users of your school site.

A well thought out communication tree will provide you with an easy-to-follow picture of who has responsibility for contacting who.

It should include emergency contact phone numbers and can be of great assistance to anyone who may not be familiar with your school.

Depending on the size of your school, you may wish to include more than one communication tree in your EMP.

Use this section of your online EMP to upload a copy of your school's communication tree.

Add your Communication Tree here

Images may be adjusted in size.
GIF, BMP, PNG, JPG and JPEG file types are supported.

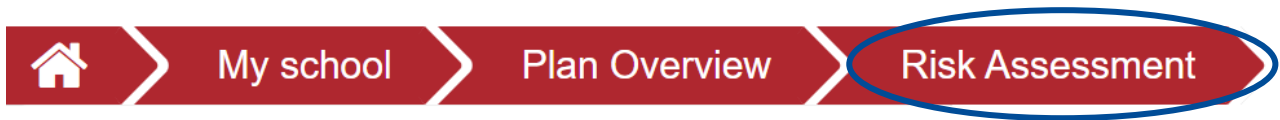
Drop your communication tree image or
browse for a file to upload

Browse

You can use the example/template of a communication tree available [here](#) help make your own communication tree.

Risk Assessment

This section supports you and your IMT or planning team to complete a risk assessment for your school. Strong risk management promotes sound decision-making and works to safeguard the wellbeing of your school community.



The first and most important step in your emergency management planning process is to complete a risk assessment. A risk assessment supports you to identify the threats and hazards that your school might face, assess the current measures you have in place and identify if there are further actions you can take to reduce the risk. This process is important to ensuring the safety and wellbeing of students, staff and anyone else on your school site.

Your school's risk assessment should be site specific, address what your school has in place to control and minimise the risks you have identified and include the steps you have taken to ensure you are prepared to respond to the risk.

The scope and detail of the information you include in your risk assessment will depend on your school's risk profile. Your risk profile takes into consideration factors such as your school's size, demographics, student cohort, location, daily operations and the impact of previous incidents.

Remember that each school site and context is unique and your risk profile can change over time.

When updating your school's risk assessment, remember that any additional actions identified in your controls or treatments to reduce a risk may need to be reflected in other sections of your EMP.

These may include:

- Developing response procedures for any new hazards or threats you have identified



IMPORTANT

Your school's risk assessment is the first step in your planning process. It is the cornerstone of your EMP; it is site specific, addresses your current controls and identifies risks that require action.



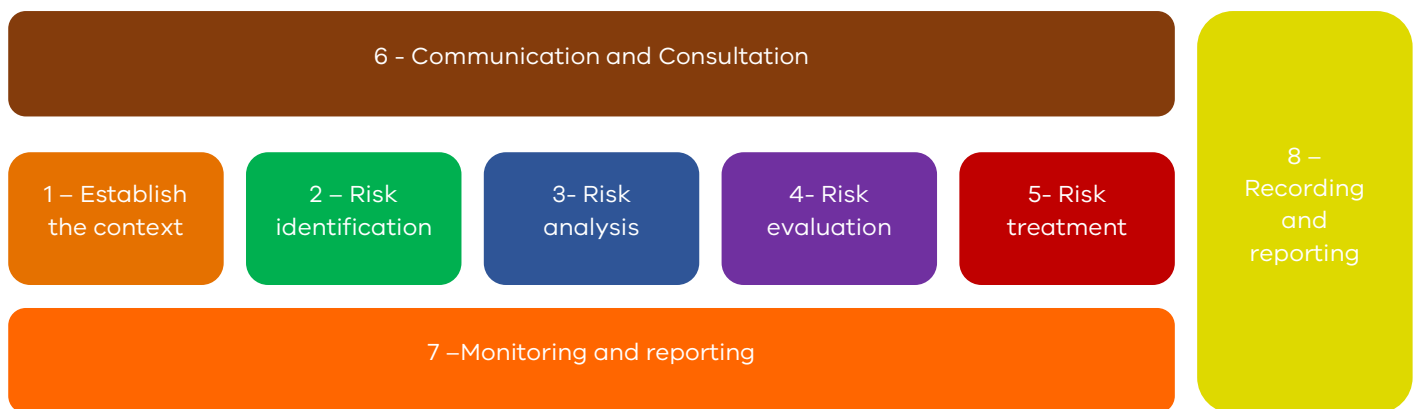
Tip

Use a team approach to identify and assess risks and use the department's tools to identify, analyse and manage your school's risks.

- Capturing additional steps to your response procedures
- Updating contact information with people or agencies/organisations that may support you in addressing this risk or enacting your response. For example, if one of your risks is snakes on site, include the local snake catcher’s details in your key contacts.
- Ensure that your drill schedule reflects the core response procedures that are linked to your identified hazards/threats in your risk assessment. These risks can also be used as inspiration for your drill scenarios.
- If you have updated or added additional responsibilities for members of your IMT/Wardens, update their role descriptions to match.

The department has a range of tools you can use to identify, analyse and manage risk.

This includes a eight-step [School Risk Process](#) for assessing risk, shown below:



Keep in mind that risks change over time - new risks emerge while others may increase or decrease in severity and how they impact your school.

You can find a range of guidance material and other resources to assist you in undertaking a risk assessment for emergencies and critical incidents in the [resources section of this guide](#) . You can also enrol in the [Emergency Management: Risk Management](#) eLearning module for a short, 15 minute introduction to risk management in the school emergency context.

Follow the steps below to complete the Risk Assessment table in your online EMP.

Step 1. Establish the context

Throughout your EMP and planning process, you have described your school's context, which will help you to better understand threats and hazards specific to your school and its population and the risks they pose.

Begin your risk assessment by considering your school's context, its different features and that of the local area, including:

- the local landscape. This is both the natural and the built environment. Examples to think about are bushland, industrial sites, and major highways near your school.
- if there is a local history of emergency events. To find out more you could refer to your Municipal Emergency Management Plan, available online via quick search, or other emergency services websites, such as VICSES which contains details about historical flooding events. You can also contact your local emergency services and/or council if you are seeking more details.
- referring to available risk mapping information, such as bushfire or flood management overlays in your school area.
- risks of your school's day-to-day operations such as school bus incidents
- your school's staff or student cohort and demographics

Step 2. Risk identification

In the **Identified hazards** column of your online EMP table, select or manually enter the hazards and potential threats that could lead to an emergency or critical incidents at your school.

It is essential your school continues to review your hazards and risks to ensure that they are specific to your school and the description is relevant and meaningful.

Your online EMP may include pre-populated examples of hazards and descriptions of common risks along with their probable cause and consequences.

These are provided to you as a guide only and we encourage you to update and contextualise as appropriate.

In the **Description of risk** column of the table, describe the risk each hazard or threat presents for your school population. In your description, include the probable **causes** and **consequences**.

Every identified hazard or threat must be supported by a response procedure. When you include a new hazard or threat in your risk assessment table, the system will automatically generate the title of the associated procedure in the [Specific Emergency Response Procedure](#) tab of your EMP for you to complete.

Remove any risks that are duplicated or not relevant to your school.

Step 3 – Risk analysis

In the **Existing controls** column describe the existing measures you have in place to manage the risk. **There are different types of controls to mitigate and manage risks. These range from department and school policies, practices and procedures to equipment and infrastructure. Make sure to only include controls that are relevant and already in place at your school in this column.**

The department has included some pre-populated controls with certain hazards which can be used as a guide as you work through your risk assessment. Remember to remove any suggested content that does not apply to your school, and consider what additional steps your school takes to address this threat or hazard. Without tailoring the controls to your unique context, you will not be able to effectively assess the risk, and may expose your staff, students or wider school community to harm.

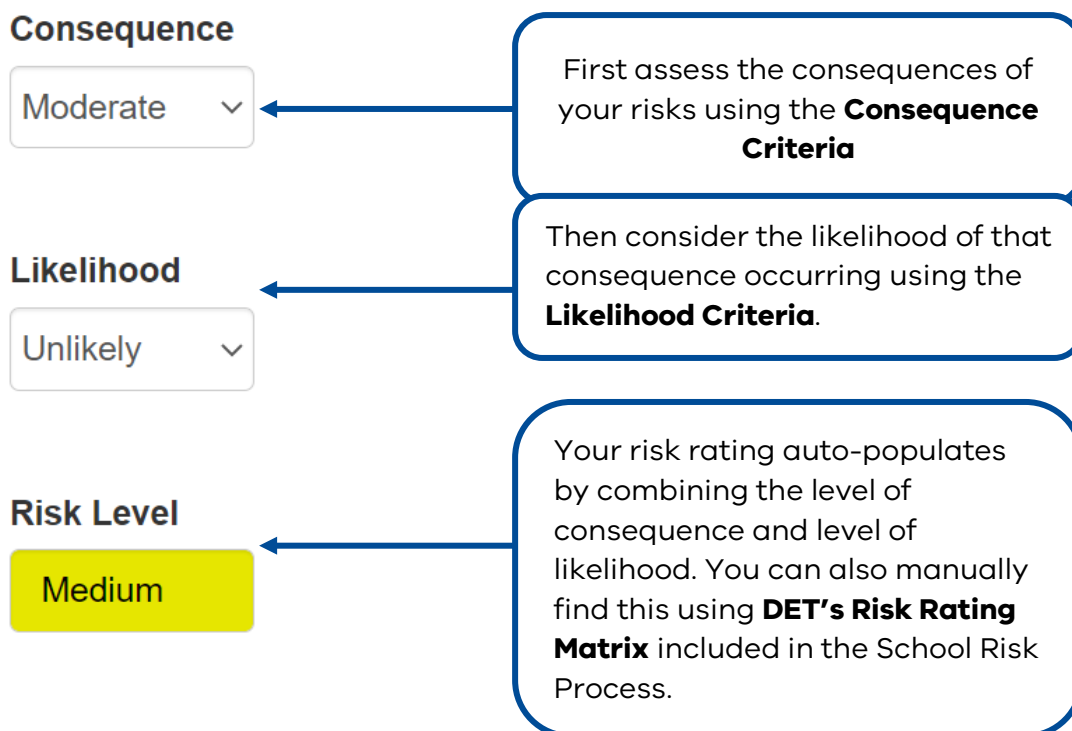
- In the Effectiveness of existing controls column, rate the effectiveness of **the things your school already has in place to manage the risk**. Your school's existing controls **can be rated as ineffective, needs improvement, acceptable or effective**. For more information, you can review the [Controls Effectiveness](#) table.
- You will need to assess your risk in terms of **how great the consequence of the risk would be** and **how likely the risk is to occur**. Make sure to take into account the effectiveness of controls you already have to manage and reduce the risk. Use the **Consequence Criteria** and **Likelihood Criteria** included in [School Risk Process](#) to support you in determining the risk ratings for your school's risks.



Tip

Use the page guide button in your online EMP to see the descriptions for the **Controls Effectiveness, Likelihood and Risk Ratings**.

Your **Risk Assessment** table includes drop down lists for you to select the consequence and likelihood of your risk.



Step 4 – Risk evaluation

Risk evaluation involves comparing the current risk rating found during the analysis process with risk acceptance criteria established by the department.

Use the in [School Risk Process](#) and compare your risk ratings to the **Risk Acceptability Chart**. If the level of risk is not acceptable, you will need to identify additional controls or treatments.

Based on the risk rating of your risk, further treatments may be required. Use the table below to guide your assessment

Risk Rating	Risk Acceptability	Is further treatment required for this risk?
Extreme	Unacceptable	These risks require further treatments to reduce their level of risk to a more acceptable level.
High	Tolerable	
Medium	Tolerable	These risks do not necessarily require further treatments as this level of risk is considered to be acceptable.
Low	Acceptable	

Step 5 – Risk Treatment

Risk treatment involves a cyclical process of:

- assessing the risks
- deciding whether the risk levels are acceptable, and if not, determining and implementing risk treatment options.

For risks that are unacceptably high and require treatments, use the **Treatment to be implemented** column to describe any additional steps you might take or measures you can put in place to manage or reduce the risk. Only include those treatments you will be implementing or have plans to implement in the near future.

After you have identified the additional treatments you will implement for your risk, complete a second assessment in the **Revised risk rating** column to confirm the treatments will reduce the level of risk.

Once the treatments have been implemented, move them from the

Treatment to be implemented column to the **Existing controls** column.



IMPORTANT

If treatments cannot be applied to reduce the risk rating to an acceptable level, you may need to discuss this with the appropriate authority and obtain approval - **seek advice from your regional Manager, Operations and Emergency Management.** Any risks that remain **Extreme** once any applicable additional treatments have been listed will require sign-off by a department executive.

Step 6 – Communication and consultation

Make sure you communicate and consult as appropriate with all relevant internal and external stakeholders for your school throughout all stages of the risk management process.

Step 7 – Monitoring and review

Risks and risk levels are subject to change. Monitoring and review should be a planned part of the risk management and EMP updating processes. You will need to determine how often your reviews should occur to ensure they are appropriate for your school's level of risk.

Emergency and Critical Incident Response Procedures

This section contains your school's your school's emergency response procedures.



No two emergencies are identical. Two similar emergencies may need to be managed differently based on factors like:

- the time of day
- the visitors on your school site
- the staff available (especially those staff who are assigned an emergency response role)
- the weather conditions
- the time available and your window of opportunity to respond
- the time it takes for emergency services to arrive
- the severity of the incident
- and the people who are involved.

The circumstances of an emergency event can change quickly, so maintaining situational awareness during the event will be important.

Use the procedures in your school's EMP as a guide and exercise judgement when implementing them.

You will need to decide which core procedure to enact, and the sequence and timing of steps within the core or specific procedure.



IMPORTANT

Your school's EMP contains core and specific emergency response procedures. **It is essential for you to regularly review and update your school's emergency response procedures to ensure they are up to date and reflect any changes in approach or lessons learned.**

Here are some of the reasons you will need to review your core and specific response procedures:

- To customise the generic procedures so that they are relevant for your school. Your EMP will be pre-populated with generic procedures to use as a guide.
- To revisit and confirm that any previously customized procedures are still current and match the emergency arrangements and practices in place at your school.
- To make sure the procedures reflect the current situation and learnings from:
 - drills (see the section on [Drills](#) in this guide)
 - actual emergencies or critical incidents (see [School incident debrief facilitator guide](#))
 - risk assessments. This is important when procedures are affected, such as when treatments to mitigate existing risks require updates to procedures, to ensure personal plans are documented for those with additional needs, when new risks are added (a specific emergency response procedure title will be added to match any new risk that is identified. See [Risk Assessment](#) in this guide.)



Tip

The most recent generic emergency response procedures can be found in the [PAL](#), or in the pop up in the **Risk Assessment** and **Specific Response Procedures tabs** of your online EMP.

If there is a co-located facility on your site, the procedures will need to consider what arrangements are needed for a coordinated emergency response.

This could include confirming how will the facility be alerted if there is an emergency incident that may impact it.

This could include leadership arrangements, confirming how will the facility be alerted if there is an emergency incident and ongoing communication during response, and the logistical considerations regarding moving multiple groups around the site.

For this reason, make sure you socialise or jointly develop your procedures with the facility as appropriate.

You can upload a copy of the facility's EMP to the online EMP and conduct joint emergency response drills.

Well understood and rehearsed procedures are fundamental to your school's response to emergencies and critical incidents.

Core Emergency Response Procedures

There are five core emergency response procedures:

1. **On-site evacuation (relocation)**
2. **Off-site evacuation**
3. **Lock-down**
4. **Lock-out**
5. **Shelter-in-place**

In an emergency situation, your school may need to implement one or a combination of these core responses.

You can also refer to these core procedures to develop specific procedures.

The following overview of each core emergency response will help you to better understand what these procedures are about and some of the things you will need to consider.

If your school uses an alarm system to activate an emergency procedure, make sure everyone understands what alarm activates the intended response.

Evacuation procedures

When it is necessary for people to be evacuated from your school buildings or the site, it is important to note:

- Wardens/IMT members must make their best effort to clear the building and ensure no one remains inside.
- Ensure a Warden/IMT member is tasked with transporting the Emergency Kit/first aid kit including hard copies of essential information that may not be available electronically.
- Once at your assembly point, check that all students, staff and visitors are accounted for. Report any missing students and injuries to the Chief Warden/Education Commander.
- All students should remain under the direct supervision of staff at the assembly point to ensure no one returns to evacuated buildings
- In the event that one or more people cannot be accounted for at the assembly point, make your best efforts to establish



Tip

Schools can access information on [CASES21](#) to send SMS messages to parents from a remote location using either:

1. A onetime password – for users requiring infrequent access.
2. A YubiKey –for users requiring regular access.

There are no charges associated with schools using CASES21 to send emergency SMS messages to parents.

their last known location, check with others and conduct a second head count

- Any person who cannot be accounted for at the assembly point or is injured must be reported to emergency services.

On-site evacuation procedure

On-site evacuation or relocation will be necessary if it is unsafe for students and staff to remain inside a building. The procedure may be required as an emergency response to incidents such as a small fire, internal gas leak and threats or hazards that are confined to a classroom at your school.

Where possible, identify more than one on-site evacuation assembly point. This is important as it will give your school options if the evacuation path or assembly location of one point is compromised.

Where possible, you should select assembly areas away from hazards such as bulk fuel storage tanks.



Tip

Evacuation procedures are often combined with a lockout procedure to ensure no one has access to a high-risk area.

Off-site evacuation procedure

If it is unsafe for anyone to remain at your school site, everyone will need to be evacuated to the most appropriate, designated off-site assembly location.

An off-site evacuation may be required for incidents such as a bomb threat (see [Bomb threat checklist](#)) or a large fire in a school building. Off-site evacuation may also be required as a result of events outside of the school grounds, such as a nearby industrial fire or police incident.

If evacuating to a building or privately owned site, you should make sure that you have gained prior approval and arrangements have been made so that you can have urgent access or keys to use in an emergency.

When selecting off-site evacuation assembly points, your school may have limited options for off-site evacuation assembly points. Where possible, it is worth considering sites that can provide:

- Shelter
- Water



Tip

All councils and shires (LGA) must develop Municipal Emergency Management Plans. Speak with your LGA and local emergency services to discuss your school's EMP and seek advice about your off-site evacuation assembly locations and evacuation routes.

- Toilet facilities
- Mobile phone coverage

If you are considering using a local government building or private property, including a shopping complex, make sure when obtaining approval that you understand access and availability restrictions, and that the facility can accommodate all students and staff. It is also important to consider if any other large groups might be using the area in their own emergency plans which may impact your use of the space. Also take time to consider how you will ensure safe supervision of students during the time the site is used.

Where workable, consideration may be given to using another school as your off-site evacuation location.

It is also recommended that you identify more than one off-site evacuation assembly point to provide options during an emergency where the path to, or actual location is compromised.

Lock-down procedure

A lock-down may be necessary due to an incident on your school grounds or in the local area, and where the safest option is to remain inside. A lock-down may be required in response to an incident such as a hazardous smoke emission from a nearby factory fire or a police operation.

Lock-down is the most common emergency response action for most schools, so it is beneficial to include a lock-down drill to rehearse this procedure at different times of the day, including during class breaks.

When reviewing this procedure, consider:

- the implications of an extended lock-down, where access to toilet facilities may become an issue for some schools
- coded announcement of a lockdown in case of an intruder.

Lock-out procedure

A lock-out may be used when an internal danger is identified and it is determined that everyone should be excluded from the building for their safety. For example, if there is a gas leak in your school building or damage sustained in a severe weather event that would make entry to your school unsafe.

Shelter-in-place (SIP) procedure

Shelter-in-place (SIP) refers to both a process and a location. It is an emergency response option that allows everyone to remain inside the school on the basis that an evacuation might reasonably expose people to a greater level of danger, should they attempt to evacuate the facility.

SIP as a process may be used when it provides the best protection from external threats or hazards such as an earthquake, which may involve students sheltering under desks.

SIP as a location may be used if there is a potential external threat, most commonly, a bushfire.



IMPORTANT

All schools (regardless of being listed on the Bushfire At-Risk Register (BARR)), **are required to nominate a SIP building on the school site that provides a last resort temporary shelter option** until either an emergency has passed, emergency services arrive, or a more suitable alternative is available.

A shelter-in-place location is NOT a bushfire refuge.

Leaving early is always the best option.

The SIP location must be shown on your school's Evacuation Diagrams.

If an immediate action is required, off-site evacuation must be activated. However, a SIP location may be used as a central assembly point to keep everyone together and in the safest location prior to arrival of emergency services or transportation to an off-site relocation point, or until a more suitable and safer alternative becomes available.

Only use your SIP as a last resort if:

- evacuation is not viable
- there is no other option
- or you have been advised by emergency services to remain on site.

SIP buildings

The SIP building for your school is formally determined by the department and there is a process in place should you need to change its location. You can find the department's policy on school buildings nominated as [SIPs](#) on the PAL.

Your regional Manager, Operations and Emergency Management can provide support in meeting requirements and advise on the process to change the SIP if needed.

The Victorian School Building Authority (VSBA) undertake regular review of SIPs for schools on the BARR through Rolling Facilities Evaluation program, but can also be contacted for advice on SIP infrastructure at rfeproject@education.vic.gov.au.

Specific Emergency Response Procedures

Specific emergency response procedures guide your response to particular types of emergencies and critical incidents that you have identified in your Risk Assessment.

Generic procedures for the more common specific responses have been pre-populated in your EMP and may have been customised over time by your school. These will include Building Fire, Bushfire, Flood, Severe Weather, School Bus Emergencies and Information Security Breach.

Make sure you review the procedures to ensure:

- Previous updates made by your school are still relevant
- Any procedures that are not relevant to your school have been removed. This may include if your school is in a metropolitan area and will never be at risk of bushfire, delete the procedure. Remember to also remove the bushfire hazard if it still appears in your Risk Assessment).

You can compare the procedures in your current EMP with the most recent unedited (and in some cases updated) version on the [PAL](#).

Remember:

- The online system will automatically reflect the name of the hazards and threat you have identified in your Risk Assessment and include these in the **Specific Emergency Response Procedure** tab of your EMP. Your school will need to develop the procedure to respond to the emergency associated with that hazard or threat.
- To review the procedures after every drill and emergency event to update them with any learnings your team has identified such as gaps, logistical issues or equipment requirements.

Business Continuity

This tab contains information to support your school to develop strategies to enable you to safely continue the business of teaching and learning. Business continuity planning (BCP) in the context of your EMP relates to educational continuity and continued service delivery. Its aim is to minimise any safety, operational and educational consequences that can arise from a disruptive incident (and that would generally also include financial, reputational and other damaging consequences).

This section of your EMP may be the most frequently used, as it will support your school when essential services such as water or power are disrupted.



Tip

A sample Business Continuity Plan and a Checklist are available on the [Emergency and Critical Incident Management Planning](#) intranet page.



It is an important part of your emergency management planning to ensure your school has strategies in place to manage common impacts which might disrupt your school's operations. You will need to determine **what services or support you can do without, consider what is essential to ensure safe operations at your site and document options that you can use as work arounds for common disruptions.**

Common events to plan for are:

- an inability to access part or all of your school site.
- a loss of essential services at your school including power, water, telephony, IT
- a loss or shortage of staff or skills.

For many of these events, you may need to consider what you would do if the impact lasted a couple of hours, a day or a number of weeks as your response will be different.

Business Continuity Strategies

Your Online EMP provides a table for your school's BCP, which is pre-populated with sample work arounds or strategies for the common events that might require you to enact your business continuity responses.

Make sure that the generic content is reviewed and updated so that it is relevant for your school and include any considerations specific to your school cohort, site or situation.

Based on the scenario below, consider what you can include in your BCP to support your school's response.



It's 11 am on Tuesday. Your school is advised by the provider that there is a problem with the water supply on your street. To conduct repairs, the mains water will need to be turned off for the rest of the day. The water supply is not scheduled to come back on until 8pm.

How would your school respond?

What would your school do for the rest of the school day?

Business Continuity Management Checklist

The online EMP also includes a Business Continuity Management Incident Plan Checklist. The checklist covers the fundamental requirements to effectively manage a business continuity disruption event, including:

- Clear escalation, activation and deactivation procedures
- Roles and responsibilities
- Effective decision making
- Stakeholder management and communications (including emergency contact details)
- Prioritisation of actions including evaluating the impact of the incident and mitigating the impact
- Developing a plan to maintain critical activities
- Securing resources for recovery
- Registering financial expenditure and logging decisions and actions

Recovery Planning

Recovery means assisting people and communities affected by emergencies to achieve an effective level of functioning. Recovery is important because emergencies and disasters can have significant and long-term impacts on the health and wellbeing of your school community, including students and staff.

Recovery should not be something you only think of after an emergency. Planning for recovery is an important part of preparing for emergencies, and a process you should undertake before an emergency event unfolds. This will support positive and wellbeing outcomes for your students and staff, as well as the continued realisation of educational outcomes.

Learn more in the [Emergency Management: Recovery after an emergency](#) eLearning module to better understand what you need to do to prepare for recovery.

This includes:

- considering your school's wellbeing strategy, including the support and programs that are in place and that can be leveraged following an emergency
- familiarising yourself with the department's resources, such as the [Managing Trauma Guide](#) and the [Mental Health Toolkit](#)
- identify vulnerable staff and students that are most at risk in advance
- planning how you will communicate with your school community
- considering which staff in your school are able to provide Psychological First Aid if needed.



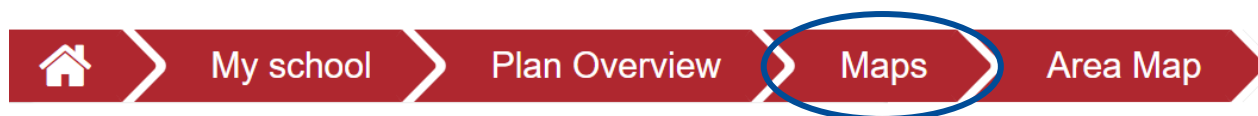
Tip

Applying timely and appropriate interventions will help your school to alleviate and mitigate the impacts of emergencies.

Following some emergencies, your school may be required to develop an Incident Specific Recovery Plan to guide and coordinate recovery activities. Should this be required, you will be provided with support by the department.

Maps/Diagrams

This section of your EMP contains the details about your school's location and evacuation plans through your maps and diagrams.




Area Map

The Area Map in your EMP indicates the location of your school's off-site evacuation assembly points. It highlights local landmarks, key roads and potential hazards and will assist in selecting and the pathway to the most appropriate off-site assembly point/s.

It is advisable to consult with your local government and emergency services when selecting an off-site evacuation location for advice and information. They may be able to tell you if other organisations intend to use the same assembly point and what arrangements are in place to gain access to the site or building in an emergency situation.

Make sure to include in your Area Map:

- surrounding streets (including street names)
- exit points from your school
- emergency services access points
- a minimum of two off-site assembly areas (where possible)
- off-site evacuation routes
- major landmarks
- a legend
- nearby schools and early childhood services
- the distance and estimated time it would take to get from your school to each assembly point.

 **Tip**

Whenever possible, select off-site evacuation locations that provide access to toilets, shelter and water.

Use the [Area Map template](#) to develop the school's map and insert into your EMP.

Evacuation Diagrams

In an emergency situation, Evacuation Diagrams provide everyone on your school site, including visitors, with information about how to evacuate the facility and where to assemble, as well as other information that may be needed such as the location of safety equipment.

You do not need to include your core or specific evacuation procedures in this section of the online EMP as it will be documented in the **Emergency and Critical Incidents Response Procedures** section.



IMPORTANT

Evacuation Diagrams are **mandatory** for workplaces under Australian Standard 3745-2010 and are part of the Essential Safety Measures and Occupational Health and Safety audits.

Schools can create their evacuation diagrams using the [sample Evacuation Diagram Template](#) and [Evacuation Diagram Checklist](#) to ensure they comply with the Australian Standard.

General requirements for Evacuation Diagrams

- **Location:** evacuation diagrams for each building and floor must be displayed in all locations where students, staff, visitors and contractors are able to view them e.g. reception area, corridors, classrooms, staff room and so on. Your EMP planning team will determine the number and siting of evacuation diagrams required for each building.
- **Size using only minimum elements (see below):** A4 size (i.e. 210 mm x 297 mm) with a minimum pictorial representation of the floor or area of 200 mm x 150 mm or 30 000 mm².
- **Size using minimum and optional elements (see below):** A3 size (i.e. 297 mm x 420 mm) with a minimum pictorial representation of the floor or area of 300 mm x 200 mm or 60 000 mm²
- **Positioning:** the evacuation diagram should be positioned with the bottom edge of the diagram at a height not less than 1200 mm or the top edge not more than 1600 mm above the plane of the finished floor.
- **Orientation:** pictorial representation (map) of the floor (or area of the floor) to have the correct orientation to the direction of the exit points, the location of the 'YOU ARE HERE' indicator and the assembly area/s; and

□ **Consistency:** information in the diagrams is consistent with the EMP e.g. location of on-site and off-site evacuation assembly points and shelter-in-place building.

Multiple diagrams may be required to show the school in its entirety, including all designated exits and fire equipment.

The standard set by the department complies with Australian Standard 3745-2010 Planning for Emergencies in Facilities, which outlines the requirements for evacuation diagrams, for which both mandatory minimum required elements and optional elements are specified.

Minimum requirements for Evacuation Diagrams

1. A pictorial representation of the floor or area (exclude fences and landscaping unless they are part of the exit pathway)
2. The title 'EVACUATION DIAGRAM' and date issued
3. The 'YOU ARE HERE' location
4. The designated exits, coloured green - for larger floor areas, the diagram is in sections showing no more than two exits
5. Where installed, the following communications equipment:
 - a. warden intercommunication points (WIPs) (coloured red)
 - b. manual call points (MCPs), coloured red and emergency call points (ECPs), marked white with a black border
 - c. main controls/panels for occupant emergency warning intercommunications equipment (EWIS)
6. Hose reels, coloured red
7. Extinguishers, coloured red with an additional colour as specified in AS/NZS 1841.1 to identify the type of extinguisher
8. Fire blankets, coloured red
9. Shelter in place location
10. Fire indicator panel (FIP) if installed
11. Location of assembly area/s (stated in words or pictorially)
12. A legend reflecting the symbols used
13. Paths of travel, coloured green
14. Facility name and location, including address, postcode, access street/s and nearest cross street

Optional additional information for Evacuation Diagrams

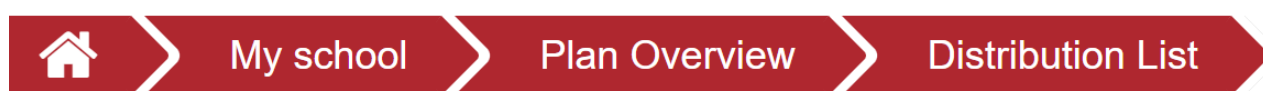
1. North direction
2. Direction in which doors open on designated exits
3. First aid stations and kits, indicated by a white cross on a green background
4. Hazardous chemical store
5. Spill response kits
6. Emergency information as documented in the emergency plan (e.g. emergency phone numbers, emergency response procedures for occupants to follow)
7. Specialised evacuation equipment such as stairwell evacuation devices, evacuation slides and children's evacuation cots
8. Hydrants, coloured red
9. Fire and smoke doors/curtains
10. Automatic external defibrillator(s) (AED)
11. Electrical switchboard location/s
12. Solar power isolation point/s
13. Gas mains emergency shut-off

Your school may wish to expand the basic emergency procedures shown in the [sample Evacuation Diagram Template](#) to include procedures specific to the building your evacuation diagram depicts.

You may also add general instructions for teachers or wardens in your evacuation diagram.

Distribution List

This section of your EMP provides a table where you can maintain a list of the key stakeholders who have been given a copy of your school's EMP or with whom you have had a detailed discussion about your school's preparations for, and responses to emergencies.



It is important to keep the distribution list up to date so that important changes to your school's EMP can be communicated to the key stakeholders who need to be familiar with the school's emergency management arrangements and will rely on the information to support the Chief Warden/Education Commander and the school in an emergency.

You may also wish to include in your list those organisations or specialists from whom you have sought and relied on for authoritative advice. Be mindful that not all emergency services or local councils have the capacity to store copies or extracts from school plans, but they may instead be willing to have a discussion or provide advice.

All staff at your school can access the online EMP using their eduGate login credentials. When your school IMT or planning team has made a significant change to your EMP or completed the annual review and update of the EMP and your principal has formally approved it, staff can be emailed with the link as a reminder to access and familiarize themselves with the EMP. This can be simply noted in the Distribution List table as all staff notified.

Similarly, key external stakeholders need to be kept aware of updates to those parts of the EMP that are relevant to them. Provide information from the relevant sections of the EMP on a '**need to know basis**'. You should not share your school's entire EMP when it is not absolutely necessary, and nor should your school's EMP be published on your school's website.

When sharing sections of your EMP, be sure to remove any information that may be subject to privacy legislation.

Other information may be regarded sensitive, such as staff member's private



IMPORTANT

To ensure adherence to the provisions of the *Privacy and Data Protection Act (Vic) 2014*, and the *Health Records Act (Vic) 2001*, **information that identifies any student or staff member with a disability or additional needs must be kept separate to your EMP and not distributed.** Similarly, parent/carer contact details are also subject privacy legislation.

contact details, and should be treated carefully and not shared unless absolutely necessary.

Some information may also be regarded as sensitive, for example a member of the IMT may not want their private mobile number to appear in the contact details section of the EMP if it is being provided outside of the school.

Socialise your EMP

You will need to ensure that members of your school's IMT and staff assigned a role in an emergency event (such as wardens) have noted the EMP and any changes impacting their role.

Socialising your EMP with your school community, shared site users and organisations and people who may become involved or have a role to play during an emergency is an important aspect of emergency management planning. It provides a common understanding among stakeholders of what arrangements the school has in place when responding to an emergency.

You should not upload your EMP to the school's website to ensure adherence to privacy requirements and to make sure that the safety of your schools' staff and students is not compromised.

Emergency Services and Local Government

Discuss your EMP, and as appropriate share relevant parts of the EMP, with available to local police and fire services and LGA. These local services will also be able to provide you with advice when developing your plan if necessary.

School Community

Communicating the key aspects of your EMP to the wider school community will help parents and carers to understand how your school will respond to an emergency and strengthen their confidence in the school's emergency management planning and plan. It is important that families know how you will contact them during emergencies, and how they can connect with you, so invest the time in regularly reminding them of your plans and how they can assist during emergencies.

It will also help to minimise some of the issues your school may encounter when parents and carers are unclear about the school's preparedness for emergency events. This can include sharing that, unless requested to do so, collecting their

child during an emergency can in some circumstances exacerbate the situation and congest roads or block access for emergency services.

Co-located Facility

It is imperative that your EMP is socialised with any facilities sharing the school site (and as appropriate, the school and the facility can work together during the planning process). This will facilitate a coordinated approach to emergency management, including alerting the facility to an emergency or emergency response drill, and arranging a joint emergency response drill.

You can upload the co-located facility's EMP in the **Facility Profile** section under the **Additional Info** section.

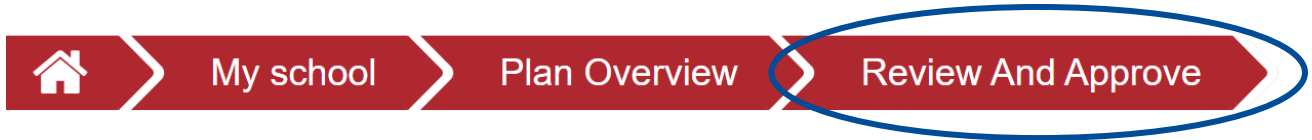
Embed your EMP in School Operations

It is important to socialise your plan and embed it into your daily operations to not only keep it up to date and accurate, but also to ensure it is easily accessible and useful when it needs to be implemented in response to an incident or emergency. There are many ways to do this, including:

- Including key emergency management dates and activities in your school calendar as well as your OHS calendar.
- Arranging regular meetings about emergency management and your EMP for school staff and embedding key messages in communications to your wider school community.
- Having hard copies of your plan stored in key locations across your school site, such as in the administration area, staff room and principal's office. It is also important to make sure copies are available in each building should you be cut off from parts of your site during an emergency.
- Displaying your emergency contacts and communications tree in the staff room and reception or administration areas.
- Providing the bomb threat caller checklist to any staff who answers phones
- Including emergency management on your leadership team meeting agenda
- Encouraging staff to subscribe to the VicEmergency mobile app and establishing a watch zone around the site, or bus routes if applicable.
- Scheduling regular checks of the first aid and emergency kits
- Consider emergency management when looking at vegetation management, storage and buildup of flammable materials.

Review and Approve

This section is for your school principal to confirm that they have reviewed and approved the school's EMP.

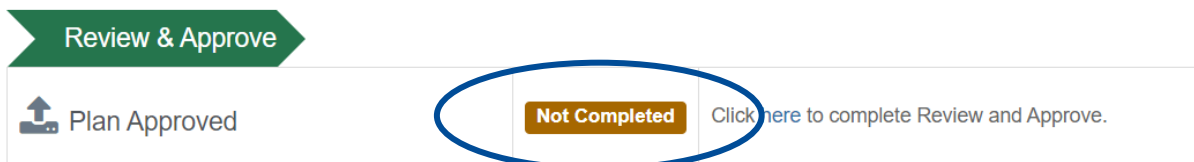


Your EMP will roll over on 1 July each year and will then be valid until 30 June the following year.

Your school must undertake an annual review of your whole EMP over a three-month period from the roll over date of 1 July until 1 September.

Your school principal is responsible for ensuring the school's EMP has been updated and formally approves it for implementation.

When your EMP roll's over on 1 July, you will see that the **Emergency Management Planning Progress** section on the EMP Overview tab will update to be incomplete.



You will see that the check box which appears at the beginning of section of your EMP will be updated to be incomplete.

Did you review and complete this section ?

Once each section of the EMP has been reviewed and is complete, you will need to mark the check box as below. **This can be done by any member of staff with delegated editing rights for the EMP.**

This will enable the principal to review and approve the EMP in this final tab.

Your EMP is now complete



Tips and troubleshooting

Your regional Manager, Operations and Emergency Management and Emergency Management Support Officer are here to provide support and assistance in any aspect of your emergency management planning, preparedness, response or recovery.

The information below is based on common topics that schools have questions about when establishing or updating their EMP.

The most common EMP updates

Whilst EMPs are reviewed annually, as well as after drills and significant incidents, there are some sections of your plan you should review and update regularly, such as:

- The number of students and staff with additional needs
- Personal Emergency Evacuation Plans
- Contacts, particularly for new IMT members and emergency contacts
- Emergency Kit review date
- Drills schedule – ensure this only reflects the drills for the current financial year. You can save historical data separately from your EMP.

Completing the risk assessment

When completing your risk assessment make sure you have considered changes in the risks and hazards for your site, as well as required changes in the risk rating, whether due to actions taken or changing circumstances. You should also:

- remove or consolidate any duplicated threats or hazards from your risk assessment table
- make sure you don't include employee health and safety risks in your risk assessment – these should instead be documented in your OHS risk register
- check that the content in the 'Treatments' column of your risk assessment table is limited to:
 - additional measures (treatments) to be implemented to reduce unacceptably high risk levels of identified threats or hazards
 - treatments which are yet to be implemented
- check that when treatments are implemented and become part of the school's regular control measures, the risk assessment is updated and the treatment is moved to the 'Existing Controls' column of your table.

Reviewing procedures

Procedures should be tailored to meet the requirements of your school setting. Make sure to:

- remove or consolidate any duplicated procedures from the Specific procedures section
- remember to reflect the updates in the Specific procedures section when you make updates to the 'Controls' or 'Treatments' in your risk assessment table that relate to the procedure.

Delegating editing rights and copying your EMP

Principals can delegate EMP editing rights to staff at the school and track changes as they are made. This can be done following the advice [here](#).

If you are copying the EMP of your school's main campus to a secondary campus on the same site:

- take care not to copy the EMP of the secondary campus by mistake
- make any necessary adjustments so the copied EMP is specific to the secondary campus.

Privacy considerations

When socialising aspects of your EMP, remember it contains sensitive information and your obligation to comply with privacy legislation and keep in mind that:

- all staff at your school can view the EMP online - maintain any sensitive information (such as staff with additional needs, parent/carer contact details) separately
- when sharing your EMP externally, only share sections of the plan on a 'need to know' basis
- you DO NOT UPLOAD your entire EMP to the school's website.

Common technical difficulties

If the online portal isn't working as it should and you get an error message when trying to access your EMP or find that you aren't able to save changes:

- try using a different internet browser such as Chrome or Microsoft Edge
- check to make sure you have accessed the current year's EMP. To avoid accessing the previous year's EMP, bookmark the link to the portal home page and not your school's EMP itself

- check you are logged in using your own eduGate logon credentials
- check with your school principal that you have been delegated editing rights for the EMP

If the problem persists, log an IT service request or send an email describing the problem to emergency.management@education.vic.gov.au.

If you are a principal or business manager attached or assigned to multiple schools, but can only access the EMP of one make sure that you are correctly assigned on CASES21 and eduPay.

If these corporate systems are up to date, log an IT service request or email emergency.management@education.vic.gov.au for assistance.

Resources to support your team

There are numerous resources that you and your team can refer to in the development and maintenance of our EMP, as well as materials that will support you to implement your EMP during emergencies.



eLearning Modules

These self-directed emergency management eLearning modules provide a short and accessible introduction or refresher on key emergency management topics.

You can find the modules on My LearnED, via your eduPay portal.

Click the link to go to the module for:

- [Emergency Management: Planning Essentials](#)
- [Emergency Management: Conducting Drills](#)
- [Emergency Management: Risk Management](#)
- [Emergency Management: Excursions](#)
- [Emergency Management: School Bus Transport Emergencies](#)
- [Emergency Management: Response in government schools](#)
- [Emergency Management: Business Continuity](#)
- [Emergency Management: Bushfire At-Risk Register](#)
- [Emergency Management: Responding to and Managing Critical Incidents](#)
- [Emergency Management: Recovery after an Emergency](#)



Templates and Checklists

There are a number of templates available to support your school's emergency management planning:

- [Area map template \(PPTX\)](#)
This template provides a sample layout to assist your school to identify relevant landmarks and routes to your offsite assembly areas.
- [Communications tree template \(PPTX\)](#)
This template provides a sample layout to assist your school in developing your communications tree.
- [Evacuation diagram template \(PPTX\)](#)

This template provides a sample layout and icons to assist your school in developing your evacuation diagrams.

- [Evacuation diagram checklist \(DOCX\)](#)

This template assist your school in developing your evacuation diagrams in line with the relevant standards.

- [IMT structure \(large school\) template \(PPTX\)](#)

This template provides a sample structure to assist larger schools in developing their Incident Management Team diagram with sufficient staff to cover all functions.

- [IMT structure \(small school\) template \(PPTX\)](#)

This provides a sample structure to assist smaller schools in developing their Incident Management Team diagram, tailored to the roles likely to be prioritised by smaller schools.



Guides and Sample Documents

Your IMT and EMP planning team can also use guides and samples to support you:

- [School incident debrief facilitator guide \(DOCX\)](#)
- [Sample emergency and critical incident response procedures](#) (staff login required)
- [Drill observer and debrief record \(DOCX\)](#) (staff login required)
- [Bomb threat checklist](#) (staff login required)
- [School site bushfire or grassfire readiness review checklist](#) (staff login required)
- [Personal Emergency Evacuation Plan \(PEEP\) template \(DOCX\)](#) – provides a sample template outlining tailored response arrangements for staff and students with additional needs
- [Sample Business Continuity Plan](#)



Risk Assessment Resources

You may like to use some of the resources below to support your school's risk assessment:

- [Emergency Management: Risk Management](#) eLearning module on My LearnEd via [EduPay](#)
- [The department's Risk Management Framework](#)

- [Risk Management Process for Schools](#)
- [Guidance Risk Management Process for Schools](#)
- [Child Safety Risk Register \(with examples\)](#) (staff login required)
- [Template Risk Assessment for Local and Day Excursions](#) (staff login required)
- [Excursions/Camps Risk Register \(with examples\)](#) (staff login required)
- [Overseas Travel Risk Register \(with examples\)](#) (staff login required)
- [Hosting visits from overseas sister school Risk Register \(with examples\)](#) (staff login required)



Information and Warnings

There are some recommended websites and apps which can help your school to keep aware:

- [VicEmergency App](#) (all principals and key school staff should download the App on their phone with a watch zone around their school to receive alerts and information regarding hazards and incidents in their vicinity)
- [VicEmergency website \(Incidents and Warnings\)](#)
- Vic Emergency Hotline on [1800 226 226](#)
- [Total fire bans and ratings](#) (CFA website)
- [Home | Planned Burns Victoria \(ffm.vic.gov.au\)](#)
- [Flood Warning and Mapping \(water.vic.gov.au\)](#)

Where to seek advice and assistance



Tip

You can find the details of your regional emergency management team under the **Contacts** tab of your online EMP under the **Emergency Contacts** subtab included in the **DET Region, Area and Central Office Contacts**.

For advice and assistance on any aspect of your EMP and emergency planning process, contact your regional Manager, Operations and Emergency Management or Senior Emergency Management Support Officer.

For general queries, you can also email emergency.management@education.vic.gov.au

In addition to the information sessions conducted by your regional emergency management team, the department makes available detailed information and a wide range of resources on the [Emergency and Critical Incident Management](#)

[Planning](#) page of the PAL and the [Emergency and Critical Incident Management Planning](#) intranet page.

Remember that emergency management is closely connected with other aspects of managing your school, including security, OHS, building and grounds maintenance, and health and wellbeing.

Ensure you consider the implications for your planning across these areas, and consult with relevant staff at the school and department level to ensure a thorough and holistic plan. This is especially important for critical incidents, which should involve your wellbeing staff and the department's Student Support Services.

Further Information

Understanding legislative and regulatory requirements

Defining what is an emergency?

Australian Standard 3745-2010 *Planning for emergencies in facilities* describes an emergency as an event that arises internally, or from external sources, which may adversely affect the occupants or visitors in a facility, and which requires an immediate response.

An emergency is defined by the *Emergency Management Act 2013* as:

*'emergency means an emergency due to the **actual or imminent** occurrence of an event which in any way endangers or threatens to endanger the safety or health of any person in Victoria or which destroys or damages, or threatens to destroy or damage, any property in Victoria or endangers or threatens to endanger the environment or an element of the environment in Victoria including, without limiting the generality of the foregoing—*

- (a) an earthquake, flood, wind-storm or other natural event; and*
- (b) a fire; and*
- (c) an explosion; and*
- (d) a road accident or any other accident; and*
- (e) a plague or an epidemic or contamination; and*
- (f) a warlike act or act of terrorism, whether directed at Victoria or a part of Victoria or at any other State or Territory of the Commonwealth; and*
- (g) a hi-jack, siege or riot; and*
- (h) a disruption to an essential service'*

Key Legislative and Regulatory Requirements

Occupational Health and Safety Act - Duty of Care

Principals and teachers in schools have a duty of care to take reasonable steps to prevent injury to children and students under their care and is articulated in the Department's [Duty of Care policy](#). This duty can be seen to extend to taking reasonable steps to identify, assess and manage risks, and reasonable steps to plan, prepare, respond and recover in an emergency.

Section 21 (1) of the *Occupational Health and Safety Act 2004* (OH&S Act) states:

'An employer must, so far as is reasonably practicable, provide and maintain for employees of the employer a working environment that is safe without risks to health.'

Section 20 (2) of the *OH&S Act* requires the person who has this duty to take into account such factors as:

- the likelihood of the hazard or risk eventuating
- the degree of harm that would result if the hazard or risk eventuated
- what the person knows, or ought to know, about the hazard or risk and any ways of eliminating or reducing the hazard or risk.

This obligation includes emergencies and the term 'employee' also covers contractors, visitors and volunteers.

Education and Training Reform Act

The minimum registration requirements for schools are specified in the [Education and Training Reform Act 2006](#). Schedule 4 clause 12 of the [Education and Training Reform Regulations 2017](#) states:

'A registered school must ensure that—

(a) the care, safety and welfare of all students attending the school is in accordance with any applicable State or Commonwealth laws; and

that all staff employed at the school are advised of their obligations under those laws.

Victorian Registration and Qualifications Authority's (VRQA)

In addition, the VRQA [Minimum Registration Requirements](#) lists a range of evidentiary material in respect of student welfare, including the school's EMP, which must be reviewed annually and immediately after any significant incident. The EMP must address emergency and critical incidents which include:

- circumstances that pose a critical risk to the health, safety or wellbeing of one or more students or staff
- incidents requiring school closure, lockdown, or reduction of number of students or staff attending
- death or serious injury of a student or staff member at school or at another location authorised by the school, for example, with another provider such as an RTO.

In addition, schools are required to meet the VRQA [Guidelines on Bushfire Preparedness – Registered Schools and School Boarding Premises](#).

Early Childhood Services

For the purpose of this guide, the term early childhood services includes education and care services regulated under the *Education and Care Services National Law Act 2010* and children's services regulated under the *Children's Services Act 1996*.

Education and care services operating under the National Quality Framework (NQF) include kindergartens (pre-schools), long day care services, outside school hours care and family day care services.

Early childhood services operating under the *Children's Services Act 1996* include occasional care and school holiday care services.

The National and Victorian legislation and regulations require services to operate in a way that ensures that every reasonable precaution is taken to protect children being educated and cared for by the service from harm and any hazard likely to cause injury, including responding to potential bushfire risks.

Regulations 97 and 168 (2)(e) of the *Education and Care Services National Regulations 2012* require an approved provider of an education and care service to have an emergency and evacuation policy and procedure which includes the following information:

- risk assessment to identify the potential emergencies that are relevant to the school
- instructions for what must be done in the event of an emergency
- emergency and evacuation procedures and a floor plan

If your school is operating an early childhood services program, such as Out of School Hours Care or School Holiday, the service will need to complete the EMP template for this sector, which can be accessed [here](#) along with other early childhood services emergency management planning resources. You can upload the service's EMP to your school's online EMP in the Facility Profile tab.

Emergency Management Preparedness Audits

OHS Management System Audits

The OHS Management System Audit Program identifies corrective actions that need to be undertaken to create a safer environment within each school. Through the regional engagement model, OHS and Facilities Support Officers and the OHS Advisory Service work collaboratively with school leaders to help them address their priority corrective actions. The Department will continue to embed this

model by leveraging area-based multi-disciplinary teams that work collaboratively to better support principals and school leaders.

Essential Safety Measure Audits

With the support of the department, principals, as asset managers, are responsible for ensuring that the Essential Safety Measures (ESM) Activities are performed for all ESM on their school site/s.

This includes annual ESM audits, which include emergency management planning and other items where maintenance is vital for life safety and health of occupants. The Building Regulations 2018 require schools to take reasonable steps to ensure these ESMs will fulfil their purpose.

Inspection Reports identify compliant and non-compliant items at your school facility under the stewardship of the Victorian School Building Authority (VSBA).

Victorian Registration and Qualification Authority (VRQA)

The Department is appointed by the VRQA to conduct reviews and report back on the compliance of government schools against the VRQA minimum standards. Reviews take place on a five-year cycle, although a review may be conducted at any time.

Evidence of a school's compliance with the minimum standards includes the school's emergency management plan, which must be updated as required, and reviewed at least annually and immediately after any significant incident (this plan must be site-specific and include local threats, hazards and corresponding response procedures).