
2025 Jones Hill State School Emergency Response Plan



A current hardcopy of this plan should be kept on file and be accessible in the event of a disaster or emergency.

ERPs contain highly sensitive and personal information and are not for public release.

ERPs must not be published externally on school websites or social media platforms.

Emergency response plan key contact

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Campus/es included:	Jones Hill State School
Document status:	Draft
Document security classification:	Staff/Student-In-Confidence

Details

School or campus/es	Jones Hill State School
Physical address	21 McIntosh Creek Road, Jones Hill Q 4570
Region	North Coast

Storage location of plans

BEMIR is the Department of Education's (the Department) nominated online storage depository for this School Disaster and Emergency ERP. Hard copies of this document should be stored in the (main Administration building), held by the Principal and by other essential staff, who form part of the School Coordination Centre. This ERP may contain highly sensitive and personal information and should be stored accordingly.

All plans should follow the naming convention below:

Year - ERP- School

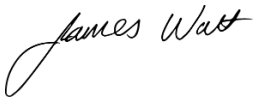
Document review and version control

This School Emergency Response Plan (ERP) is a controlled document approved by the Principal and supported by the relevant Regional Director (or delegate).

This ERP has been prepared in consultation with North Coast Region and should be reviewed annually to ensure it remains current with legislation and that strategic developments and directions are incorporated.

Prior to the annual Bushfire/Severe weather season, the ERP should be reviewed as follows:

- Annually (once every 12 months), preferably prior to the Bushfire season, 1st of September.
- Once approved by the Regional Director (or delegate) upload to BEMIR

Version	Date	Approved by	Signature
1.0	05/03/2025	James Watt, Principal	
1.0		Leasa Smith, School Supervisor	

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Part 1: Introduction

Purpose

The purpose of this ERP is to provide details of how Jones Hill State School will prepare for and respond to a disaster or emergency situations. This includes weather, geological, biological or human events that pose risks to life, property or the environment.

Scope

This ERP applies to all staff, students, visitors, contractors and volunteers at Jones Hill State School.

The ERP and [Fire Evacuation Plan \(FEP\)](#) should be developed, reviewed and stored together to ensure consistency. All people with responsibilities should be briefed on the contents of both plans annually.

Response strategy outline

When a school facility is, or is about to be, impacted by a disaster or emergency, this plan can be enacted at the direction of the Principal, who assumes the role of School Response Controller (SRC).

The Department of Education (the Department) has adopted an '*all hazards approach*' to the planning of response strategies to disasters or emergencies and subsequently there are generally three response strategies that can be implemented prior to, during or after a disaster or emergency event.

The general response strategies, which can be implemented singularly or jointly, are:

1. Evacuation of the facility;
2. Lockdown of the facility;
3. Temporary Closure of the facility.

It is also noted that disasters or emergencies may also be categorised as:

- '*slow burn*' events which enables decision makers to act prior to the impact of the event;
or
- *sudden or spontaneous* events for which there are no warnings or indications that allow pre-emptive actions and the event has to be responded to during or post impact.

Disasters or emergencies may occur under such circumstances that the SRC can enact the plan and make pre-emptive decisions to take action and best prepare the students, staff or school for the event. This is the preferred scenario for the Department when a disaster or emergency is identified as having a potential impact on a school.

Part 2: The plan

Mission

- Maintain the safety and wellbeing of students, staff, volunteers, contractors and visitors within the facility;
- Coordinate the local response to a disaster or emergency; minimise the damage to the school and facilities; and
- Facilitate the return of the school to normal operations as soon as possible, where safe and practicable.

The Department strives towards resilient schools that are able to prevent, prepare, respond and recover effectively from disaster and emergency situations. The response should ensure that people are the first priority in any disaster or emergency situation.

Execution

Upon identifying an emerging or existing risk to the School the SRC should take the steps below, noting that actions to remove students, staff or visitors from any imminent danger should be prioritised and taken immediately:

1. Form the School Response Team (SRT)
2. Set up the School Coordination Centre (SCC) (if required);
3. Gather information on the incident;
4. Assess safety of students and staff (ongoing);
5. Advise Emergency Services if required;
6. Identify the risk and expected impact on the School;
7. Consider the courses of action;
8. Consult with stakeholders where practicable;
9. Decide on the course of action;
10. Implement the course of action;
11. Commence the Communication Strategy;
12. Brief the Regional Controller (RC) as soon as practicable; and
13. Monitor and review the response.

After the event has impacted the School the following should occur:

1. assess the safety of students, staff, visitors and contractors
2. assess the status of the school (noting QBuild protocols and if any visible damage or potential hazards, e.g asbestos, site access, tree damage), then engage Qbuild for site inspection
3. review the status of any directions from emergency services
4. if required, consider Temporary Closure under CE Directive 1/2019
5. Prior to reopening the school, consider the Suitability Assessment, ensuring that it is safe to do so.

Administration and logistics

The SCC is to be located at the school office. This facility has the requisite support for occupation, communications capability and other resources for the response structure, including control points for emergency warning systems and CCTV. The alternative location is at Gympie South State School. Hard copies of this ERP should be stored in the (main Administration building), held by the principal and by other essential staff, who form part of the SRT.

Command and coordination

The Principal (the proxy, in their absence) will assume the role of the SRC and chair the SRT.

The SRC is responsible for making decisions about the temporary closure and re-opening of schools in accordance with the CE Directive 1/2019.

When formed, the SCC is to establish and maintain communications with the Regional Coordination Centre, as practicable. In the absence of communications, the SRC must operate independently until communications are able to be established.

The SRC is to maintain contact with the Local Disaster Management Group (LDMG) or the Department representative to the LDMG.

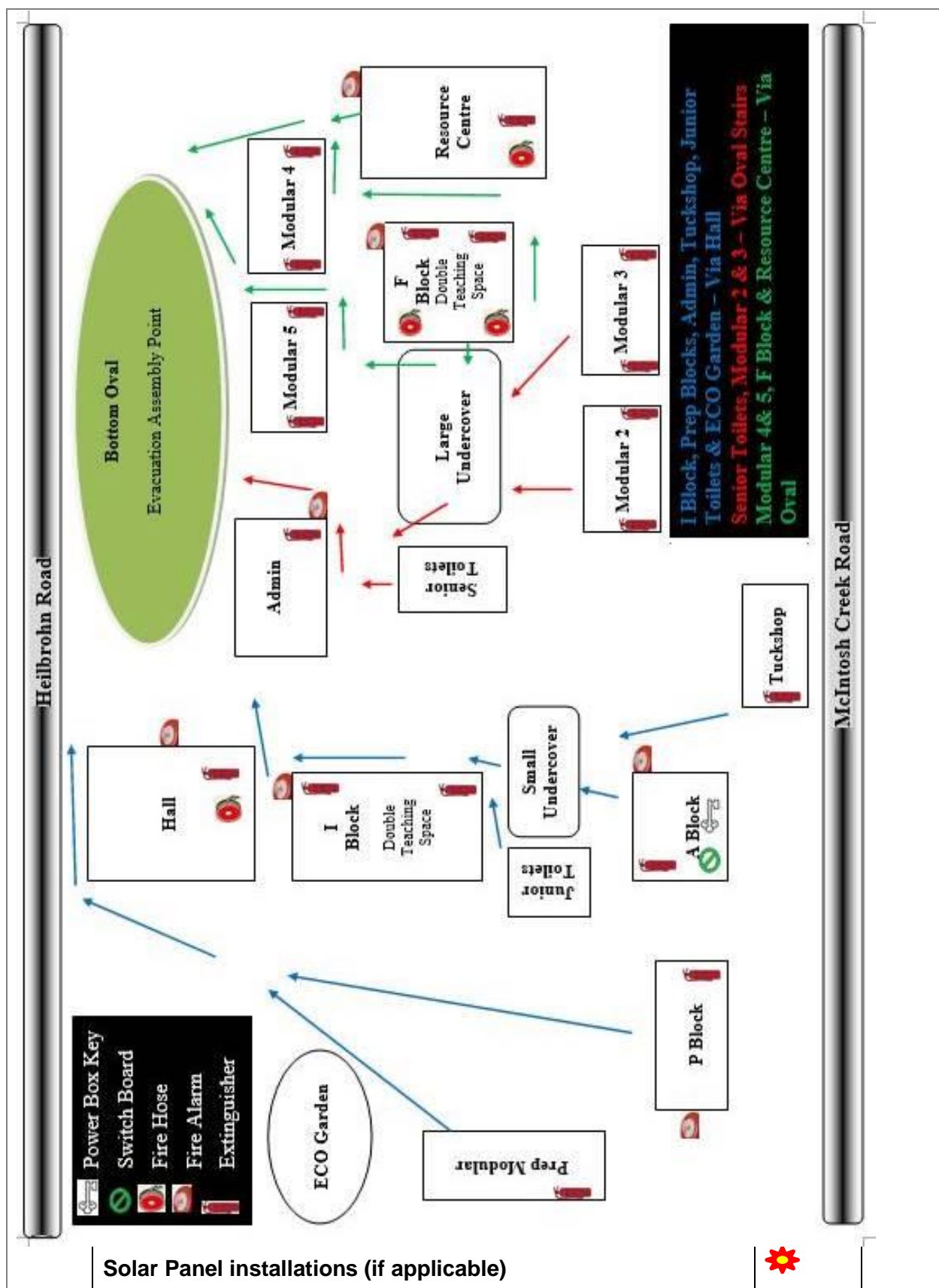
The School Coordination Centre may be set up to ensure tasks are appropriately delegated and fatigue is managed. The School Coordination Centre is staffed by the SRT and the roles are as follows:

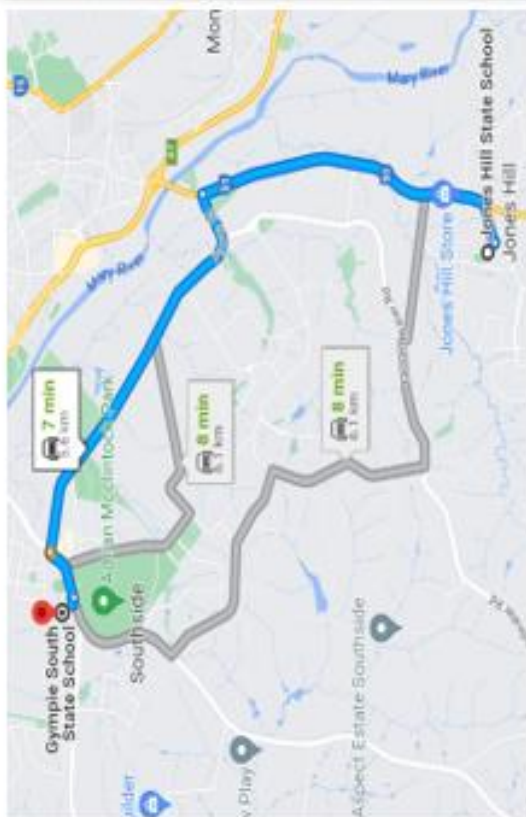
School response team		
Role	Assigned staff	Contact details
School Controller	Primary contact – James Watt	0408 898 979
	Secondary contact – Stacey Seed	0407 677 400
Operations Officer	Primary contact – James Watt	0408 898 979
	Secondary contact – Stacey Seed	0407 677 400
Logistics Officer	Primary contact – Stacey Seed	0407 677 400
	Secondary contact – Phillip Rentz	0417 999 226
Finance Officer	Primary contact – Tammy Pengelly	0422 596 986
	Secondary contact – Suesane Walker	0404 748 773
Safety and Wellbeing Officer	Primary contact – Tammy Pengelly	0422 596 986
	Secondary contact- Jennifer Hurren	0417 072 308
Communications Officer	Primary contact – James Watt	0408 898 979
	Secondary contact – Stacey Seed	0407 677 400
Advisory Group		

Some schools, due to their size, will not have the staff to fill the suggested positions and available staff will have to undertake multiple roles. A list of key contacts is included in the supporting documentation.

Part 3: Supporting information and documents

School overview/campus map





Distance to off-site assembly point:	5.6km	Approximate time to reach off-site assembly:	15mins
LEGEND		Emergency services access point	
On site assembly point		Route to on-site assembly point	
Off-site assembly point		Route to off-site assembly point	

Building information summary

Telephones (landlines)			
Location	Number	Location	Number
Administration	5489 0555		

Emergency system control points			
	Location	Monitoring Company	Location of operation Instructions
Fire Panel	Administration	Wormald	Under A Block
PA/warning			
Access control			
Electronic Security Alarm			
CCTV			
Other			

Utilities			
	Location	Service Provider	Location of Shut-off Instructions
Gas / Propane	N/A		
Water Main Isolation Valve	Mains Water supply tap located on School boundary McIntosh Creek Road	Gympie Regional Council	C Block (Office)
Tank/ Bore Water only (if applicable)			
Electrical Main Switchboard	Mains Power Box located under A Block (Specialist's Room)		Under A Block (Specialist's Room)
Solar	Administration	Wormald	Under A Block (Specialist's Room)

Fire sprinkler/suppression system	
Location of Control Valve	N/A
Location of Shut-off Instructions	N/A

Boiler room	
Location	N/A
Access	N/A

Emergency power system (generator backup)	
Type	N/A
Location	N/A
Provides Power To	N/A
Location of Shut-off Instructions	N/A

Building and site hazards	
Hazard Description	Location
Fuel and Chemicals	Mower shed and cleaners store
Asbestos containing materials	Please refer to BEMIR register
BBQ Gas cylinders	P&C Storage shed/Hall

Additional considerations	
If available the following may assist in assessing possible impact on the school and provide information to LDMG and DDMG upon request	
Height above sea level (if known)	248 feet
Distance from the coast line (if applicable)	41 km
Potential impact of tidal surge or tsunami (if applicable)	Nil impact
Potential impact from riverine or flash flooding (if applicable)	Low risk

3.1 School event information

During a disaster or an emergency, it is important that all students and staff are accounted for. This includes any that are on school excursions, camps or other events as well as trials within the region or state.

School excursions, camps, or other events

Information can be obtained from OneSchool excursion planner.

Offsite professional development

Please refer to your onsite staff management system, in reference for staff attendance for professional development.

Sport trials

Information about School Sport, Regional, District, and State Trials, occurring at a specific time in the region can be obtained from your regional school sport officer.

Part 4: Emergency response protocol

Evacuation response

Evacuation response	
Priority	<ul style="list-style-type: none"> Safety of students, staff, parents, contractors, members of the community and/or site visitors.
Reporting the emergency	<ul style="list-style-type: none"> Contact Emergency Services immediately on Triple Zero (000). Notify the School Supervisor or Delegate.
Evacuation	Signal <ul style="list-style-type: none"> Intermittent bell ringing Back up is wind up air siren
	Procedure <p><u>Evacuation during class time:</u></p> <p>On hearing the alarm, the children are to stand up in their places and under the direction of the teacher they are to move towards the oval via the routes marked on the plan of the school.</p> <ul style="list-style-type: none"> As the teacher you are to be the last person out of the room. Take your class roll sheet with you. When you are sure that no one is left in the room, CLOSE THE DOOR behind you. Be aware that all adjoining rooms e.g. spare rooms, storerooms have been evacuated. <p>If your class is being taken by a relief teacher, specialist teacher etc. then they will take over the responsibility of evacuating the children. If the regular class teacher is at the school then they can link up with their class when the school is assembled on the oval. It is essential that specialist teacher, relief teacher etc. know the evacuation route for all classes in the school.</p> <p>All other staff/visitors are to follow the evacuation map displayed in the room to the assembly point. Close the door if you are the last person to leave.</p> <p><u>Evacuation during non-class time</u></p> <ul style="list-style-type: none"> The children are to make their way to the meeting point on the oval being careful to follow staff directions as they do so. They must ensure that they stay as far away from buildings as possible and listen for advice from staff along the way. Staff should check for all students in their area at the time of the alarm. Continue with steps to account for students and staff as set out above. Admin staff will bring rolls in case teachers don't have them. <p>All other staff/visitors are to follow the evacuation map displayed in the room to the assembly point. Close the door if you are the last person to leave.</p>

	Special considerations <ul style="list-style-type: none"> Refer to Section 18 for providing support to those people requiring assistance
	Special responsibilities <ul style="list-style-type: none"> Office staff including Jennifer Hurren, Susan Wells, Tammy Pengelly will collect medications, Epi-pens and first aid kits as they evacuate from the office if safe to do so.
Evacuation assembly	Assembly area/s <ul style="list-style-type: none"> Bottom oval.
	Assembly procedure <ol style="list-style-type: none"> Class lists/rolls are checked. Report all students/persons unaccounted for to the Principal (or delegate).
Evacuation clearance	<ul style="list-style-type: none"> No person is to return to any area of the school until advised by the Principal.
General principles	<p>Evacuation procedures will be displayed on Emergency Evacuation maps in all rooms.</p> <ol style="list-style-type: none"> FIRST PRIORITY is to the safety of pupils and persons in the school. ALL staff, parents and visitors are automatically involved. CONTRACTORS should sign the Visitors book at the office. ALL VOLUNTEERS in school should sign in the 'Volunteers' book in the classroom or in Tuckshop. TUCKSHOP manager and volunteers must follow the Evacuation Procedures including bringing the sign on book. PARENT HELPERS/TUTORS must follow Evacuation Procedures. NO person should be placed in a position of risk. EVACUATION drill will be conducted at least twice a year. Annual revision of the use of Fire Extinguishers will be conducted. PRINCIPAL OR DELEGATE is responsible for ensuring the electricity is turned off and that Emergency Services are contacted and given every assistance.
Communications	<ul style="list-style-type: none"> If the evacuation goes for an extended time then the Response Controller activates the Communications Plan to inform the parents and stakeholders via the established formats.
Pre-arrangements	<ul style="list-style-type: none"> Site Emergency Evacuation Maps must be clearly displayed in all rooms. Visitor sign-in registers maintained in the office or Tuckshop. Emergency class lists kept by exit door. Relief staff provided with Evacuation summary.

Lockdown response

Lockdown response	
Priority	<ul style="list-style-type: none"> This procedure minimises access to the school environment and secures all persons in rooms.
Reporting the emergency	<ul style="list-style-type: none"> Contact Emergency Services immediately on Triple Zero (000). Notify the School Supervisor.
Lockdown	Signal
	Procedure <ol style="list-style-type: none"> Administration doors are locked by office personnel. Classroom doors are locked by teachers. Access to any and all persons denied. All outside activities and lessons stop immediately and students are taken to the nearest classroom. If a class or group are not on the school site the teacher should keep the students off-site until an all clear signal is given to return. Staff not in their own classroom will remain in the building and/or room they are currently in until told it is safe to move. Students are to remain calm and silent inside classrooms out of line of sight i.e. under desks or against walls. Doors and windows are locked, lights are turned off. Toilet block checked by executive staff or principal (if safe to do so) to ensure all students are safely in their rooms. Staff and students remain in their rooms until told that the school is safe. Once school is safe all students return to own classroom. Class lists/rolls are check. Names of missing students should be provided to executive/front office as soon as possible. Staff and students remain in their rooms until told that the school is safe.
	Special considerations
	Special responsibilities <ul style="list-style-type: none"> Please refer to Section 18 for providing support to those people requiring assistance.
Lockdown cancellation	<ol style="list-style-type: none"> Staff and students remain in their rooms until advised by the Principal that the Lockdown procedure is cancelled. All clear is given by announcement over the intercom.
General principles	<ul style="list-style-type: none"> These help to prevent persons from entering the school site. Normal school routine should re-commence as soon as possible after the event. Staff to be vigilant in reporting the entry of unauthorised person or persons onto the school grounds.

Communications	<ul style="list-style-type: none"> • These help to prevent persons from entering the school site. • Normal school routine should re-commence as soon as possible after the event. • Staff to be vigilant in reporting the entry of unauthorised person or persons onto the school grounds.
Pre-arrangements	<ul style="list-style-type: none"> • Facilities can be locked internally. • Visitor sign-in registers maintained in the office or Tuckshop. • Class lists easily accessible in classroom, library and office. • Relief staff provided with Lockdown summary. • Staff and students will be made aware of this signal and its meaning and importance at regular times throughout the year.
Additional considerations	<ul style="list-style-type: none"> • Are children en-route or returning to school through Bus Operators? • Ensure Bus/Transport Operators contact details are on file. • Contact Bus/Transport Operators to advise and re-route students and staff. • If possible record: <ul style="list-style-type: none"> ○ Student head count by year group. ○ Staff head count. ○ Bus routes, times and service contacts. • Have reciprocal arrangements with neighbouring schools for placements whilst in Lockdown or utilise Town Halls etc. • Identify alternative localised sites considered suitable as 'Shelter in Place' until Lockdown lifted. • Consider medical/medication requirements for identified students and staff. • Have you considered: <ul style="list-style-type: none"> ○ Communications with onsite ECECs, kindy's, Outside School Hours Care (OSHC) and vacation care program providers, informing them of closure, evacuation or lockdown details and requirements. • Considerations for dealing with the safety of students and staff participating in non-routine activities e.g. off-site professional development, school camps, school excursions, off-site sports carnivals etc.

Temporary closure response

Temporary closure response	
Priority	<ul style="list-style-type: none"> Safety of students, staff, parents, contractors, members of the community and/or site visitors. Staff and students must remain off-site until advised by the SRC that the school or campus is safe and available to be re-occupied and re-opened.
Decision	<ul style="list-style-type: none"> In accordance with CE Directive 1/2019 (ANNEX 1). Utilise the <i>Checklist Temporary Closure of a School/Facility</i> (ANNEX 2). Consultation undertaken prior to decision to temporarily close a State School with Regional Director or delegate.
Reporting the closure	<ol style="list-style-type: none"> 1. Notify the School Supervisor or delegate. 2. Notify the local Radio Station. 3. Notify staff – phone tree. 4. Notify school community – school website, school SMS messaging. 5. Notify other stakeholders.
Temporary Closure	Prepare <ul style="list-style-type: none"> Engage the site's Response Team. Prepare for Temporary Closure Plan with stakeholders. Undertake required communications.
	Respond <ul style="list-style-type: none"> Monitor the event and stay informed. Maintain communications with the LDMG and RCC. Wait till safe to deploy to site for inspection. Inspect facilities/campus to identify damage. Report damage to QBuild and RCC. Assess staff and student status and support required. Engage Business Continuity Plan as required. Undertake Closure decision checklist to close or not. Close school if required
	Recover <ul style="list-style-type: none"> Liaise with QBuild and RCC re repair schedule. Manage and support staff welfare issues. Monitor business continuity activities.
	Special considerations
Re-opening	<ol style="list-style-type: none"> 1. Utilise ANNEX 3: Undertake Suitability Assessment for decision to re-open or not. 2. Notify the School Supervisor or delegate – if unavailable advise DESS. 3. Notify Radio Station. 4. Advise P&C. 5. Notify school community – school website, school SMS messaging
General principles	<ul style="list-style-type: none"> 'Safety before schedule' Normal school routine should re-commence as soon as possible after the event and when safe to do so.
Communications	<ul style="list-style-type: none"> The SRC informs the parents and stakeholders via the Communications Strategy using the established formats.

Hazard specific emergencies – response procedures

Hazard specific emergencies response	
<p>Building fire</p> <p><i>Full details on the process and actions to be followed are available in the separate Fire Evacuation Plan (FEP)</i></p>	<ul style="list-style-type: none"> • Call Triple Zero (000) for emergency services and follow advice. • Activate the fire alarm. • Report the emergency immediately to the SRC who will convene your SRT if necessary. • Extinguish the fire (only if safe to do so). • If appropriate, follow the procedure for on-site evacuation. • Evacuate to the bottom oval closing all doors and windows. • Does your school have a solar PV (photovoltaic) system installed, if so the following needs to be considered: <ul style="list-style-type: none"> ○ Are they clearly identified on school maps? ○ Are staff and QFES aware of these locations and been trained/competent in isolating these systems? ○ Have staff been identified to action this responsibility? • Check that all students, staff, visitors and contractors are accounted for. • Contact parents as required.
<p>Bushfire</p>	<ul style="list-style-type: none"> • Call Triple Zero (000) for emergency services and follow advice. • Report the emergency immediately to the SRC who will convene the SRT if necessary. • Determine appropriate response strategy (evacuate or lockdown) in consultation with emergency services, if possible. • Provide advice to emergency services regarding any hazards within the school, eg, gas cylinder location. • If evacuation is required and time permits before you leave: <ul style="list-style-type: none"> • Make sure you close all doors and windows • Turn off power and gas. • Check that all students, staff, visitors and contractors are accounted for. • Listen to TV or local radio on battery-powered sets for bushfire/weather warnings and advice. • Contact parents as required.
<p>Major external emissions / spills (includes gas leaks)</p>	<ul style="list-style-type: none"> • Call Triple Zero (000) for emergency services and follow advice. • Report the emergency immediately to the SRC who will convene the SRT if necessary. • Turn off gas supply. • If the gas leak is onsite, notify your gas provider. • If appropriate, follow the procedure for on-site evacuation. • Alternatively, this may need to be to an off-site location. • Check students, staff, contractors and visitors are accounted for. • Await 'all clear' advice from emergency services or further advice before resuming normal school activities. • Contact parents and guardians, as required.

<i>Intruder</i>	<ul style="list-style-type: none"> • Attempt to ascertain the legitimacy of the person of interest (POI) at safe distance with escape route available, and assess the risk and/or need for further action. • Call Triple Zero (000) for emergency services and seek and follow advice. • Report the emergency immediately to the SRC. • Do not do or say anything to the person to encourage irrational behaviour. • Initiate action to restrict entry to the building if possible and confine or isolate the threat from building occupants. • Determine whether evacuation or lock-down is required. Do this in consultation with the Police where possible. • Evacuation only should be considered if safe to do so. • Contact parents and guardians, as required.
<i>Internal emission or spill</i>	<ul style="list-style-type: none"> • Call Triple Zero (000) for emergency services and seek and follow advice. • Report the emergency immediately to the SRC who will convene your SRT if necessary. • Move staff and students away from the spill to a safe area and isolate the affected area. • Seek advice in regards to clean up requirements, and if safe to do so, the spill can be cleaned up by staff. Personal Protective Equipment should be worn as per the requirements of the Material Safety Data Sheet and Safety Work Procedure. • Contact parents and guardians, as required.
<i>Bomb or substance threat</i>	<ul style="list-style-type: none"> • Call Triple Zero (000) for emergency services and seek and follow advice. • Report the threat to the SRC. • Do not touch any suspicious objects found. • If a suspicious object is found or if the threat specifically identified a given area, then evacuation may be considered: <ul style="list-style-type: none"> ○ If appropriate under the circumstances, clear the area immediately within the vicinity of the object of students and staff. ○ Ensure students and staff are not directed past the object. ○ Ensure students and staff that have been evacuated are moved to a safe, designated location. • Contact parents and guardians, as required. <p><i>If a bomb/substance threat is received by telephone:</i></p> <ul style="list-style-type: none"> • Do not hang up. • If possible fill out the bomb threat checklist while you are on the phone to the caller. • Keep the person talking for as long as possible and obtain as much information as possible. • Have a co-worker call Triple Zero (000) for emergency services on a separate phone without alerting the caller and notify the SRC. <p><i>If a bomb/substance threat is received by mail:</i></p> <ul style="list-style-type: none"> • Place the letter in a clear bag or sleeve. • Avoid any further handling of the letter or envelope or object. • Call Triple Zero (000) for emergency services and seek and follow advice. • Notify the SRC.

	<p><i>If a bomb/substance threat is received electronically or through the school's website:</i></p> <ul style="list-style-type: none"> • Do not delete the message. • Call Triple Zero (000) for emergency services and seek and follow advice. • Notify the SRC.
<i>Severe weather event</i>	<p><i>Sudden event during operational hours</i></p> <ul style="list-style-type: none"> • Call Triple Zero (000) if emergency services are needed and follow advice. • Advise the SRC who will convene the SRT if necessary. • Before the storm, store or secure loose items external to the building, such as outdoor furniture and rubbish bins. • Disconnect electrical equipment – cover and/or move this equipment away from windows. • Secure windows (close curtains & blinds) and external doors. If necessary, tape windows and glass entrances. Utilise boards and sandbags if required. • Instigate a lockdown. • During the severe storm: <ul style="list-style-type: none"> ○ Remain in the building and keep away from windows. ○ Restrict the use of telephone landlines to emergency calls only, particularly during a thunderstorm. ○ Report any matter concerning the safety and wellbeing of students, staff and visitors to the SRC. • Listen to local radio or TV on battery-powered sets for weather warnings and advice. <p><i>Forecast imminent event (e.g. cyclone, floods)</i></p> <ul style="list-style-type: none"> • If weather warnings and advice indicate that the location will be impacted by a severe weather event, the SRC will follow the decision-making process to determine if the school will be temporarily closed. • If available the following information may assist in assessing possible impact on the school (within Building information summary): <ul style="list-style-type: none"> ○ Height above sea level. ○ Distance from the coast line. ○ Potential impact of tidal surge or tsunami. ○ Potential impact from riverine or flash flooding. • Consider standard of buildings and infrastructure and assess if buildings are cyclone rated. • The SRT will be convened. • If the school is to be temporarily closed, then all stakeholders will be advised including the Regional Director who will manage the School Closures advice. • The Temporary Closure procedure needs to be implemented. • After the event, if the school is situated in the impact zone, then QBuild will determine if the site is safe for the SRC to enter to undertake a Suitability Assessment to re-open.
<i>Earthquake</i>	<ul style="list-style-type: none"> • Consider standard of buildings and infrastructure and assess if buildings are earthquake rated, pre or post 1985 construction. • Call 000 for emergency services and seek and follow advice. • The School Response Controller will convene the SCC if necessary. • Evacuate to assembly area/s.

	<ul style="list-style-type: none"> • Check that students, staff, visitors and contractors are accounted for. • Await 'all clear' advice from emergency services or further advice before resuming normal school activities. • Contact parents and guardians, as required.
<i>Pandemic</i>	<ul style="list-style-type: none"> • Up-to-date information regarding a Pandemic will be provided at the time of an outbreak. The Department of Health and the Department work closely in the management of outbreaks and ensure timely and accurate advice is provided. Contact your Regional Office for further information, as required.
<i>Additional considerations</i>	<ul style="list-style-type: none"> • Are children travelling on public transport and unable to: <ul style="list-style-type: none"> ○ Gain access to school; ○ Return home; ○ Return to school during an excursion; or ○ Return from a school camp? • Ensure Bus/Transport Operators and Camp Co-ordinators contact details are on file. • Contact Bus/Transport Operators to advise and re-route students and staff. • If possible record: <ul style="list-style-type: none"> ○ Student head count by year group. ○ Staff head count. ○ Bus routes, times and service contacts. • Have reciprocal arrangements with neighbouring schools or Town Halls etc for placements whilst in transit. • Identify alternative localised sites considered suitable as 'Shelter in Place' until safe return travel arrangements/access is available. • Consider medical/medication requirements for identified students and staff. • Consider access to the site for any emergency situations, i.e. road access, helipad, fencing restrictions etc. • Does your school have back up power or access to back up power if required (generators etc), are staff trained in the use of this equipment? • Does your school have a solar PV (photovoltaic) system installed, if so the following needs to be considered in the event of damage to buildings or these systems: <ul style="list-style-type: none"> ○ Are they clearly identified on school maps? ○ Are staff and QFES aware of these locations and been trained/competent in isolating these systems? ○ Have staff been identified to action this responsibility? • Have you considered: <ul style="list-style-type: none"> ○ Communications with onsite ECECs, Kindys, Outside School Hours Care (OSHC) and vacation care program providers, informing them of closure, evacuation or lockdown details and requirements. ○ Considerations for dealing with the safety of students and staff participating in non-routine activities e.g. off-site professional development, school camps, school excursions, off-site sports carnivals etc. • Contact parents and guardians, as required.

Part 5: Contacts and communications

For information about the response team structure or roles, refer to the Quick reference guide – response team roles and responsibilities.

The response to a disaster or emergency event will be managed by the Officer-in-charge at the location.

Level	Team	Centre	Officer-in-charge	Designated officer/s
Region	Regional Response Team (RRT)	Regional Coordination Centre (RRC)	Regional Controller (RC)	Regional Director (and proxy)
School	School Response Team (SRT)	School Coordination Centre (SCC)	School Response Controller (SRC)	School Principal (and proxy)

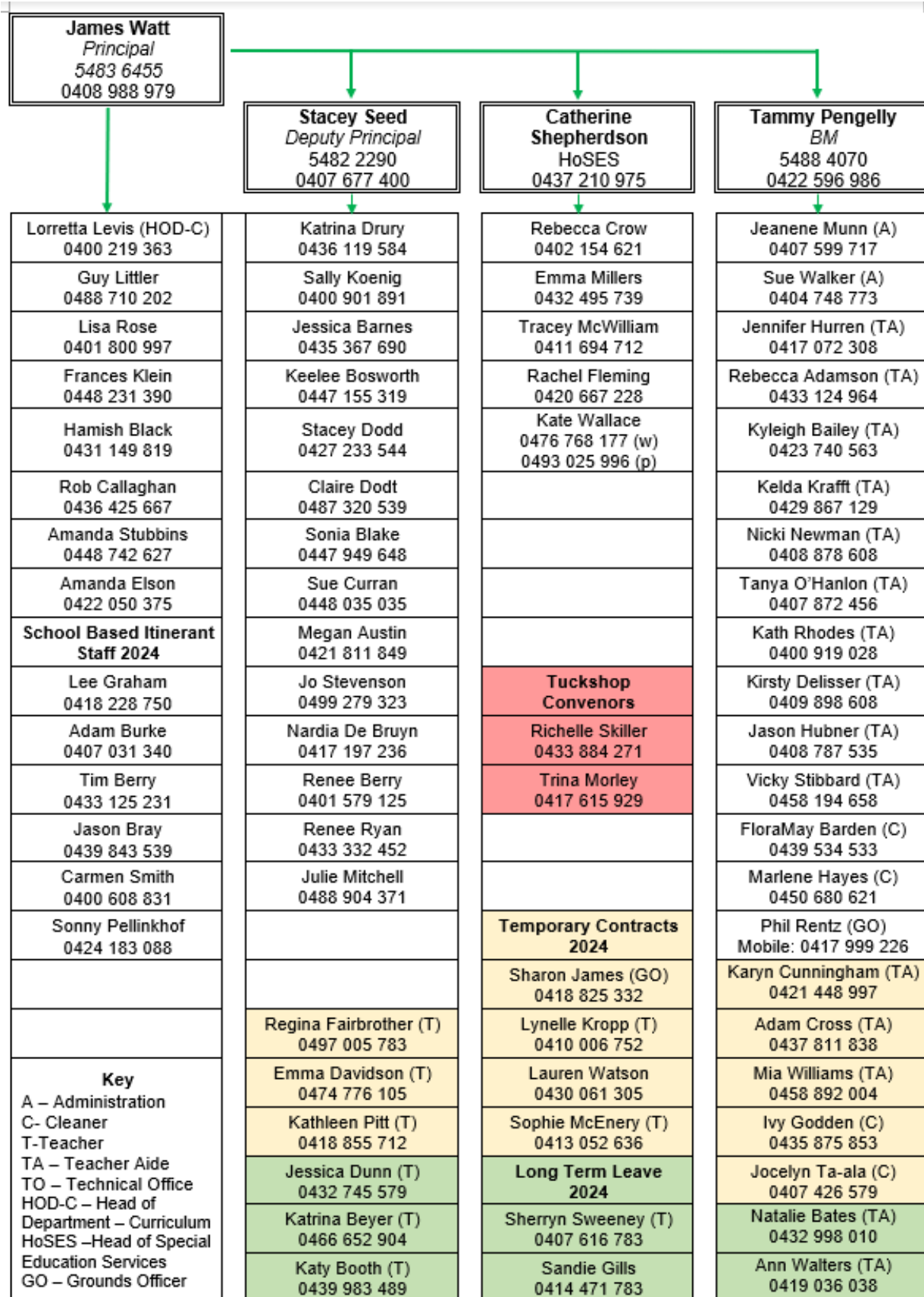
Regional response team

Role	Contact details	Phone Number
Regional Controller	Team A – Lyal Giles Team B – Lyal Giles	0475 971 019
Liaison	Team A – Rob Baker Team B – Rob Baker	0409 307 165
Deputy Controller	Team A – Janelle Reid Team B – Janelle Reid	0438 761 351
Planning	Team A – Patrick Harris Team B – Mark Rewald	5352 9950 0407 587 513
Operations	Team A – Kathleen McKain Team B – Carl Judge	0448 260 619 0491 213 282
Intelligence	Team A – Fiona Jeynes Team B – Janet Cochrane	0418 647 911 0428 759 613
Logistics (Including Finance, HR and Wellbeing)	Team A – Andrew Rye Team B – TBA	0476 382 457
Public Information	Team A – Amy Walton Team B – Tania Redmond	0474 702 807 0488 703 816

School communication details

Phone tree

In a disaster or emergency event, the following phone tree will be activated.



External emergency numbers

(Applicable for the location)

Display a copy of this list next to your administration phone/s.

Group	Contact/details	Phone number
Police	Life-threatening or time critical emergency	000 112 is a secondary emergency number that can be dialled from mobile phones in Australia
	Non-life threatening incident (Policelink) https://www.police.qld.gov.au/policelink-reporting	131 444
	Gympie Police Station	5480 1111
Ambulance		000
LDMG (if applicable)	Murray Heron, EM Coordinator	0428 731 174
DDMG (if applicable)	Executive Officer - Snr Sgt Mike Phillips	0447 203 389
Qld Fire and Emergency Services (QFES)		000
State Emergency Service (SES)		132 500
Hospital/s	Gympie Hospital	5489 8444
Electricity	Energex	131 253
Water corporation	Gympie Regional Council	1300 307 800
Gas supplier		N/A
QBuild	Wide Bay Burnett Regional Office	1300 138 822
Child safety services	https://www.cyjma.qld.gov.au/contact-us/department-contacts	1800 811 810 (QLD only)
Bus operations/ TMR/ Translink		4122 6115
Poisons information centre	Royal Children's Hospital	13 11 26

Department contacts (when RRC not enacted)

Key contact	Contact/details	Phone number
School Supervisor	Leasa Smith	0459 839 817
Principal Advisor Education Services	Lisa Jarvis	0472 906 280
Infrastructure Manager	David Henricksen	0418 184 944
Regional Health & Safety Consultant	Julie Muza	0407 148 709
DoE Emergency & School Security Unit (E&SS)	ged-emergency@id.nqcomms.net	0447 217 000 0467 809 404 0467 809 917 0436 928 065

Local community contacts

	Contact/details	Phone number
Transport operator	Polleys Coaches – Warren Polley	5480 4500
After-hours care operator	OSHC Koala Kids – Vicki Stibbard	0458 194 658
Tuckshop convenor	Richelle Skiller Trina Morley	0433 884 271 0417 615 929

Part 6: Students/staff requiring assistance to evacuate

Name	Class/ room	Condition	Response/ assistance required	Person responsible	Family/carer contact & mobile
Saxon Dickfos	PM	Intellectual Disability ASD	<ul style="list-style-type: none"> • Keep close • Reassure, calm explain what is happening 	Julie Mitchell	Ebonee Dickfos 0400 776 519 Kaden Dickfos 0439 459 537
Wyatt Loneragan	PM	Difficulty following instructions	<ul style="list-style-type: none"> • Keep close • Short Instructions 	Julie Mitchell	Jessica Loneragan 0413 199 221 Anthony Loneragan 0455 299 473
Ahmad Imran	PM	Limited English	<ul style="list-style-type: none"> • Keep close • 	Julie Mitchell	Alia Krausar 0455 178 294 Muhammad Anwar 0473 183 206
Saashi Kaur	PM	Anaphylaxis	<ul style="list-style-type: none"> • Ensure EpiPen is with student 	Julie Mitchell	Diler Singh 0489 039 501 Harpreet Kaur 0452 593 530
Azaria Ward	PR	Severe Hearing Loss	<ul style="list-style-type: none"> • Roger Touchscreen • Ensure student is attentive when giving instructions, short basic instructions • Keep Close 	Renee Ryan	Miffawny Ward 0447 727 106 Michael Ward 0435 879 657
Calvin Gardner	PR	Difficulty following instructions. Communication Difficulties	<ul style="list-style-type: none"> • Keep close • Short Instructions 	Renee Ryan	Kusuma Gardner 0447 550 253 Ross Gardner 0476 778 201
Ava Bradley	1F	ASD	<ul style="list-style-type: none"> • Keep close • Short Instructions 	Regina Fairbrother	Andrea Bradley 0434 744 124 David Bradley 0408 805 231
Ivy Capes	1D	Global Developmental Delay	<ul style="list-style-type: none"> • Keep close • Short Instructions 	Nardia DeBruyn	Celina Adams 0404 764 920
Arlo Adams	1B	Sensory Difficulties Anxiety	<ul style="list-style-type: none"> • Keep close • Reassure, calm explain what is happening 	Renee Berry	Prue McIlvenna 0401 188 257 Ben Adams 0434 115 162

Oscar Faulkner	1B	Difficulty following instructions ADHD	<ul style="list-style-type: none"> • Keep close • Short Instructions 	Renee Berry	Nicole Faulkner 0427 926 414 Janette Barnes 0448 397 790
Logan Everitt	1F	ADHD	<ul style="list-style-type: none"> • Short Instructions 	Regina Fairbrother	Belinda Everitt 0407 647 583 David Everitt 0420 783 717
Declan Fleming	1D	Difficulty following instructions	<ul style="list-style-type: none"> • Short Instructions 	Nardia DeBruyn	Rachel Fleming 0420 667 228
Oliver Johnston	1F	Glue Ear	<ul style="list-style-type: none"> • Short, clear Instructions • Keep Close 	Regina Fairbrother	April Maher 0474 447 182 Jason Gilchrist 0473 619 076
Liana Millers	2A	ASD Communication disorder	<ul style="list-style-type: none"> • Keep close • Short Instructions • Reassure, calm, explain what is happening 	Megan Austin	Emma Millers 0432 495 739 Kayden Millers 0490 466 526
Eliana Pekar	2C	ASD, Anxiety, Language difficulties	<ul style="list-style-type: none"> • Reassure, Explain • Keep Close 	Sue Curran	Emma Bailey 0439 383 509 Jake Pekar 0431 180 252
Alex Clifton	2C	ASD ADHD	<ul style="list-style-type: none"> • Keep close • Short Instructions • Reassure, calm, explain what is happening 	Sue Curran	Terese Clifton 0438 158 832
Archer Lyon	2A	ASD PDA ADHD Anxiety	<ul style="list-style-type: none"> • Physically escort, keep close to staff • Reassure and explain 	Megan Austin	Kristy Lowe 0427 025 171 Troy Lyon 0423 255 862
Clarice Fooks	2A	Anaphylaxis	<ul style="list-style-type: none"> • Ensure EpiPen is with student 	Megan Austin	Andrew Fooks 0437 303 643 Sally Fooks 0437 809 050
Cooper Brownlee	3D	ADHD	<ul style="list-style-type: none"> • Keep close • Short Instructions 	Stacey Dodd	Kelsey Brownlee 0400 480 320

Henry Dever	3B	ASD ADHD ODD Pathological Demand Avoidance	<ul style="list-style-type: none"> • Keep close • Short Instructions • Reassure, calm explain what is happening 	Emma Davidson Sonia Blake	Amanda Dever 0459 998 168
Abby Mellish	2A	Cerebral Palsy	<ul style="list-style-type: none"> • Keep Close • Physically escort with stairs, uneven ground, steps, slopes etc 	Megan Austin	Leesa Mellish 0419 421 786 Ryan Mellish 0428 922 689
Harrison Nolan	3D	ADHD Coordination Disorder Difficulty following instructions	<ul style="list-style-type: none"> • Keep close • Short Instructions • Monitor physical demands 	Stacey Dodd	Kristi Nolan 0438 914 548 Daniel Nolan 0412 992 519
Lukas Webber	3D	Difficulty following instructions Anxious Behaviours	<ul style="list-style-type: none"> • Keep close • Short Instructions • Reassure, calm, explain what is happening 	Stacey Dodd	Sarah Eling 0412 040 503
Hamish Keddle	3C	Physical difficulties Language difficulties ADHD Difficulty with focus and following instructions	<ul style="list-style-type: none"> • Keep close • Short Instructions • Reassure, calm, explain what is happening 	Claire Dodd	Morgan Keddle 0419 689 769 Tim Keddle 0472 535 507
Chayse Johnson-Kilpatrick	3B	ADHD Oppositional Behaviour	<ul style="list-style-type: none"> • Keep close • Short Instructions • Reassure, calm explain what is happening 	Emma Davidson Sonia Blake	Rhiannon Kilpatrick 0400 030 047 Chris Johnson 0437 034 028
Hunter Lewis	5E	ASD ADHD	<ul style="list-style-type: none"> • Keep close • Reassure, calm explain what is happening 	Amanda Elson	Taylor Lewis 0435 445 596
Flynn Ashley	5E	Anxiety ASD ADHD	<ul style="list-style-type: none"> • Keep close • Reassure, calm explain what is happening 	Amanda Elson	Lucy Ashley 0435 779 261
Pypa Williams	6K	DHH	<ul style="list-style-type: none"> • Buddy System • Ensure student is attentive when giving instructions, short basic instructions • 	Francis Klein	Jenny Williams 0432 245 274 John Williams 0473 136 782

Roman Harrison	6K	ASD ADHD	<ul style="list-style-type: none"> • Keep close • Reassure, calm explain what is happening 	Frances Klein	Summah Harrison-Smith 0422 699 295
Samuel Clarke	6K	ASD ADHD	<ul style="list-style-type: none"> • Keep close • Reassure, calm explain what is happening 	Frances Klein	Wendy Holt 0490 257 249 Terese Clifton (Child Safety) 0427 406 142

Name	Condition	Support Needed	Person Responsible	Emergency Contact
Rebecca Crow	Achilles Tear Calcaneal Bursitis Aggravation	<ul style="list-style-type: none"> • Clear path walk • Support if on rough ground 	Catherine Shepherdson	Stephen Crow 0408 490 799
Lorretta Levis	Meniscal Tear/Sciatica	<ul style="list-style-type: none"> • Clear path walk • Support if on rough ground 	Catherine Shepherdson	Malcolm Levis 0400 219 363

Part 7: Specialist trained staff

(E.g. First Aid, Fire Warden)

Staff member	Training	Date qualified to
Jennifer Hurren	Senior First Aid	24/01/2026
Rebecca Adamson	Senior First Aid	24/01/2026
Hamish Black	Senior First Aid	24/01/2026
Claire Dodt	Senior First Aid	24/01/2026
Amanda Elson	Senior First Aid	24/01/2026
Regina Fairbrother	Senior First Aid	24/01/2026
Jason Hubner	Senior First Aid	24/01/2026
Kelda Krafft	Senior First Aid	24/01/2026
Guy Littler	Senior First Aid	24/01/2026
Julie Mitchell	Senior First Aid	24/01/2026
Jeanene Munn	Senior First Aid	24/01/2026
Renee Ryan	Senior First Aid	24/01/2026
Vicky Stibbard	Senior First Aid	24/01/2026
Sue Walker	Senior First Aid	24/01/2026
Stacey Seed	Senior First Aid	24/01/2026
Kyleigh Bailey	Senior First Aid	24/01/2026
Jessica Barnes	Senior First Aid	24/01/2026
Renee Berry	Senior First Aid	24/01/2026
Sonia Blake	Senior First Aid	24/01/2026
Kirsty Delisser	Senior First Aid	24/01/2026
Lee Graham	Senior First Aid	24/01/2026
Sally Koenig	Senior First Aid	24/01/2026
Tracey McWilliam	Senior First Aid	24/01/2026
Tanya O'Hanlon	Senior First Aid	24/01/2026
Tamera Pengelly	Senior First Aid	24/01/2026
Phillip Rentz	Senior First Aid	24/01/2026
Kath Rhodes	Senior First Aid	24/01/2026
James Watt	Senior First Aid	24/01/2026

Part 8: Fire and evacuation plan (FEP)

In addition to this ERP, separate Fire and evacuation plans (FEPs) are required for an evacuation due to a fire or hazardous materials incident only. FEPs are a restricted document that must be made available to persons with a legitimate interest. FEPs are completed in a separate template and attached to the ERP for convenience. Further information is available in the following links, [Fire and evacuation plan \(FEP\)](#) template and separate [Fire safety advice](#) page.

Evacuation, lockdown, temporary closure and hazard specific emergency responses are included within this ERP.

The FEP template contains information required to comply with fire safety regulations. To reflect the processes in place, it may be necessary to remove information within the FEP that does not pertain to the building. For example, the method of operation of a manual call point alarm can be deleted if this appliance is not fitted in the building.

Including your completed hard copy FEP with your ERP will ensure you have both important documents available in the one source for reference.

Fire Safety Advisor (FSA) –

- Aaron Grevell
- Aaron.GREVELL@qed.qld.gov.au
- 07 4122 0851

ANNEX 1: CHIEF EXECUTIVE'S DIRECTIVE NO. 01/2019

- | | |
|--------------------------|---|
| 1. Title | Temporary closure and re-opening of state schools in disaster or emergency situations |
| 2. Purpose | To provide direction to Principals on the management of schools in disaster or emergency situations. |
| 3. Legislative authority | This Directive is made pursuant to s. 9 of the <i>Education (General Provisions) Regulation 2017</i> (Qld) (EGPR). |
| 4. Application | This Directive applies to Principals in line with their managerial responsibilities under s. 4(2) of the EGPR and to Regional Directors (RDs) in respect of their support of and managerial responsibility for schools in their Region. |
| 5. Effective date | This Directive repeals Chief Executive's Direction No.1 of 2015. This Directive takes effect from 15 April 2019. |

Authority

6. Under this Directive, the Chief Executive gives authority to:
 - a. Principals to temporarily close their school or campus in a disaster or emergency situation and to re-open their school or campus; and
 - b. the RD, where the Principal has not already acted, to temporarily close a school, campus or schools in a disaster or emergency situation.
7. Other agencies may use their legislative powers to direct the temporary closure of a school, campus or schools. This includes the District Disaster Coordinator's (DDC) authority under the *Public Safety Preservation Act 1986* (Qld) (PSPA).

Decision to temporarily close a school or campus

8. The person responsible for deciding to temporarily close a school or campus in a disaster or emergency situation is the Principal.
9. In making the decision to temporarily close a school or campus, the Principal of the school must:
 - a. consider available disaster or emergency information relevant to their locale;
 - b. consider advice of their RD/Regional Response Controller where available;
 - c. consult with other Principals where practicable;
 - d. consider the Standard Emergency Warning Signal (SEWS) where an alert is issued for the area;
 - e. consider advice from the Local Disaster Management Group (LDMG) and/or District Disaster Management Group (DDMG) where available; and
 - f. consider other local stakeholder (e.g. Parents & Citizens' Associations) input where applicable.
10. In making the decision to direct a Principal to temporarily close a school, campus or schools in a geographical area, the RD must:
 - a. consider available disaster or emergency information relevant to the locale;
 - b. consult with Principals where practicable;
 - c. consider advice from the LDMG and/or DDMG where available;
 - d. consider the SEWS where an alert is issued for the area;
 - e. consult with the Department of Education's (DoE) Executive Response Controller; and
 - f. consult with the non-state sector in the region where practicable.

11. Where students are unable to access safe transport, the Principal must make arrangements to ensure the safety of students at the school or campus, or an alternative site.
12. The Principal may release school staff not necessary for the supervision of students.

Communicating the decision to temporarily close a school or campus

13. The Principal of the school must make reasonable attempts to communicate the decision to temporarily close a school or campus to:
 - a. the RD;
 - b. the school community including the Parents and Citizens' Executive;
 - c. all service providers using the site or campus where applicable; and
 - d. the DoE Emergency and School Security Unit (E&SS) if the RD is unavailable.
14. The RD may advise the media of the closure in order to facilitate communication with the community of the temporary closure.
15. The RD must arrange for the closure information to be notified through the school closures website.
16. Where the temporary closure of a school or campus arises during the school day, the Principal must make reasonable attempts to contact parents to make arrangements for the transportation of students to a place of safety.
17. Where the decision to temporarily close the school or campus is made outside of normal school hours, the Principal must make reasonable attempts to notify students, parents, staff, other service providers and the school community of the temporary closure.

Decision to re-open the school or campus

18. The person responsible for deciding to re-open a school or campus following the end of a disaster or emergency situation is the Principal.
19. In making the decision to re-open a school or campus, the Principal must satisfy themselves that it is safe to re-open the school taking into account:
 - a. accessibility to and from the site;
 - b. condition of the site and infrastructure;
 - c. availability and impact of essential services;
 - d. available emergency information; and
 - e. advice of their RD where practicable.

Communicating the decision to re-open a school or campus

20. The Principal must make reasonable attempts to communicate the decision to re-open a school or campus to:
 - a. RD;
 - b. school community including the Parents and Citizens' Executive;
 - c. all Service providers using the site or campus where applicable; and
 - d. E&SS if the RD is unavailable.
21. The RD may advise the media of the re-opening in order to facilitate communication with the community of the re-opening.
22. The RD must arrange for the re-opening information to be notified through the school closures website.

Definitions

For the purpose of this directive the following definitions apply:

DoE Executive Response Controller

A person appointed by the Director-General who is responsible for the co-ordination of emergency operations in DoE. This is generally the Deputy Director-General, Corporate Services Branch.

District Disaster Coordinator (DDC)

The Commissioner, Queensland Police Service (QPS), appoints a chair to the DDC role and deputy Chair for each disaster district. The DDC coordinates the District Disaster Management Group (DDMG).

District Disaster Management Group (DDMG)

The DDMG is responsible for the planning, organisation, coordination and implementation of all measures to mitigate/prevent, prepare for, respond to and recover from disasters.

Disaster or emergency situation

Includes, but is not limited to, flood, fire, bushfire, cyclone, tornado, tsunami, earthquake, chemical, medical, biological, or health related matters, structural damage or other circumstances that render gathering or staying at the premises of the instructional institution temporarily unsafe.

Emergency and School Security Unit (E&SS)

E&SS coordinates the delivery of the DoE's legislative responsibilities for the purpose of facilitating disaster management preparedness and response.

Local Disaster Management Group (LDMG)

The LDMG is responsible for the local planning, organisation, coordination and implementation of all measures to mitigate/prevent, prepare for, respond to and recover from disasters.

Principal

The person ordinarily in day-to-day charge of the State school or the person in charge in the absence of the Principal (see s.9 of the EGPR).

Regional Director (RD)

The person with responsibility for the management of the DoE region.

Regional Response Controller

Person appointed to coordinate the regional preparation, response and recovery effort. Typically the RD located in the vicinity of the disaster or emergency situation or their delegate.

State school

For the purposes of this Directive, means a State Instructional Institution established under s.13 or 14 of the *Education (General Provisions) Act 2006* (Qld), namely State primary, secondary or special education schools, environmental education centre and outdoor education centre. A school may have an additional site(s) referred to as a campus.

Standard Emergency Warning Signal (SEWS) alerts

Broadcast if the following four factors are present:

- a. Potential for loss of life and/or a major threat to a significant number of properties or the environment. Usually the threat/impact would be the lead item in local news bulletins;
- b. A significant number of people need to be warned;
- c. Impact is expected within 12 hours – or is occurring at the time; and
- d. One or more phenomena are classified as "destructive".

Further information

The CE Directive, effective from 15 April 2019, can be located at [Directives](#). The Department's *Policies and Procedures Register* available at: <http://ppr.det.qld.gov.au/Pages/default.aspx>.

ANNEX 2: Checklist: temporary closure of a school/facility

Checklist: temporary closure of a school/facility

This checklist supports the process of deciding when to temporarily close a school/facility under provisions outlined under applicable disaster management plans of the department or subsequent to an order made by authorities under the Public Safety Preservation Act 1986.

Hint text included in this template should be removed as you completing if populating electronically, if populating manually, the hint text can be written over. Hint text provides guidance if mitigation actions are required to support reopening

In some instances, guidance notes have been included where specific conditions dictate the conditions for temporary closure, including information and advice used in the decision-making process.

Name of school/facility	Jones Hill State School
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Consideration	Yes	No	Notes/mitigation
Declarations: <i>confirm status of any declarations made under disaster management arrangements, or the Public Safety Preservation Act 1986.</i>			
Is there a declaration in place to restrict opening?	<input type="checkbox"/>	<input type="checkbox"/>	If yes the declaration may override departmental discretion.
Access and safety: <i>understanding risk factors within the immediate local environment as well as safe travel and site access/egress are essential to ensure safety of staff and students.</i>			
Is there reasonable likelihood that the developing conditions could cause significant access issues or total isolation?	<input type="checkbox"/>	<input type="checkbox"/>	<i>e.g. access to location requires passage over <waterway name> which is known to cut the primary access road during weather events such the emerging conditions.</i>
Are there any other significant immediate risk factors that add weight to safety concerns	<input type="checkbox"/>	<input type="checkbox"/>	<i>e.g. adjacency to a creek or river which is likely to flood flooding to the school or bushland in near proximity or abutting school boundaries that may increase fire risk (including air quality) relative to current conditions.</i>

Local warnings: <i>consider the local intelligence about the potential scope and scale of the emerging event.</i>			
Has the Local Disaster Management Group provided specific advice in relation to the emerging risk?	<input type="checkbox"/>	<input type="checkbox"/>	<i>Provide a summary of specific key points relevant to the decision/</i>
Has the District Disaster Management Group provided specific advice in relation to the emerging risk?	<input type="checkbox"/>	<input type="checkbox"/>	<i>Provide a summary of specific key points relevant to the decision/</i>
Has the Standard Emergency Warning Signal (SEWS) been activated for the local area surrounding the school/community?	<input type="checkbox"/>	<input type="checkbox"/>	<i>Provide a summary of specific key points relevant to the decision/</i>
Utilities: <i>consider if there is an increasing likelihood that utilities could be disrupted or are already impacted to below an acceptable minimum standard.</i>			
Is supply of water for amenities such as toilets vulnerable?	<input type="checkbox"/>	<input type="checkbox"/>	Continued occupancy can only occur if suitable standards for sanitation and handwashing are met. <i>e.g. due to unavailability of toilet facilities, portable facilities have been sourced.</i>
Is supply of water for drinking vulnerable or disrupted?	<input type="checkbox"/>	<input type="checkbox"/>	<i>e.g. supply arrangements for bottled water have been established.</i>
Is electricity supply vulnerable or disrupted?	<input type="checkbox"/>	<input type="checkbox"/>	If power lines are down around the facility, contact: Energex 13 19 62 or Ergon 13 16 70. Facility must remain closed.
If electricity supply is disrupted, is there an option for the use of an external generator?	<input type="checkbox"/>	<input type="checkbox"/>	Reopening can only occur if generation supports effective operation of safety systems (e.g. fire suppression and alarms) or septic systems if in use.

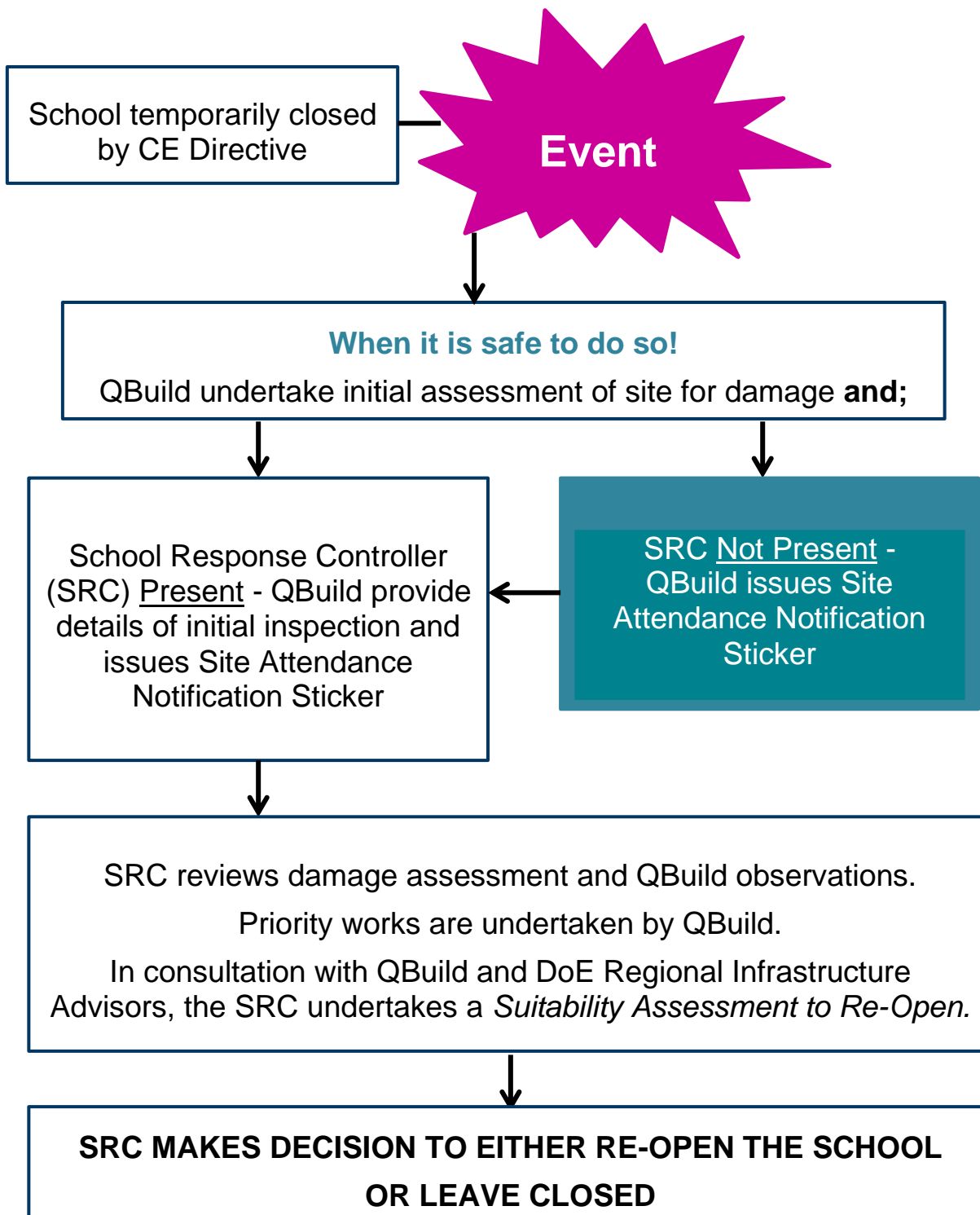
Are fixed line telephony and data services vulnerable or disrupted?	<input type="checkbox"/>	<input type="checkbox"/>	
Are mobile telephony and data services vulnerable or disrupted?	<input type="checkbox"/>	<input type="checkbox"/>	
Staffing: <i>consideration needs to be given to staff not being available to return to work due to isolation or personal impact caused by the event/incident.</i>			
Are there enough staff available to provide a reasonable level of safe supervision?	<input type="checkbox"/>	<input type="checkbox"/>	e.g. reasonable staff concerns about isolation or a specific threat to the area immediately surrounding their home due to emerging conditions.
Consultation: <i>have you discussed your decision with any of the following to assess any concerns or contributing information?</i>			
Regional Director or delegate (usually School Supervisor) as per Temporary Closure and Re-opening of State Schools in Disaster or Emergency Situations - CHIEF EXECUTIVE'S DIRECTIVE NO. 01/2019	<input type="checkbox"/>	<input type="checkbox"/>	
Key support providers	<input type="checkbox"/>	<input type="checkbox"/>	e.g. can school transport providers accommodate a change in scheduled pick-up time if ending the school day early? Does it impact out of school hours care arrangements?
Other considerations: <i>are there any other considerations that need to be included in the decision about a particular school/facility?</i>			

Decision: based on the observations and notes recorded in the checklist endorse the recommendation.

Based on the assessment above I recommend that:	The School/facility close temporally from <i><insert closure time and date ></i> and reopen pending any remediations and or mitigations required support a safe reopening. Reopening will be subject to an evaluation process and further recommendation.
Communication	Subsequent to approval, the closure will be communicated via: <div> <input type="checkbox"/> School Closures website <input type="checkbox"/> School web page <input type="checkbox"/> Web page <input type="checkbox"/> Email/SMS to parents/caregivers <input type="checkbox"/> Other: <provide detail> </div>
Recommended by	Name: Position: Date: Signed:
Approved by	Name: Position: Date: Signed:

ANNEX 3: Suitability assessment to re-open the school/facility

After an event which has caused the school to temporarily be closed the following process needs to occur in the course of deciding to re-open the school. Principals need to undertake an assessment to determine the impact of the event on essential infrastructure and resources.



SUITABILITY ASSESSMENT

Item	Considerations		Observation/mitigation
STAFFING			
Has the event impacted on staff availability to support an acceptable staff/student supervision ratio?	Yes	If there is limited capacity to supervise students safely then remain closed. Consider contacting the Regional Response Team to request staff wellbeing support.	
	No		
ACCESS			
Is there a Police or District Disaster Management Group direction to close the school?	Yes	If the direction has not been revoked then the school or campus must remain closed.	
	No		
Does storm debris prevent safe movement around the school?	Yes	Is there a large amount of debris in school or campus grounds that prevents safe movement or supervision around the site? Can affected areas be barricaded and traffic diverted to allow safe movement around the school or campus?	
	No		
Are access roads to the school cut by debris, downed power lines or flood waters?	Yes	Liaise with the Local Disaster Management Group (LDMG) to determine when the roads will be safe to travel. Ensure access roads are not at risk of being cut off due to rising flood waters that will inhibit staff and students to leave the site safely. Contact the LDMG or the Police.	
	No	If the site can be accessed safely then consider re-opening if there are sufficient resources to provide for the safe supervision of students.	
BUILDINGS			
Have buildings been damaged?	Yes	If all buildings are damaged then then school or campus remains temporarily closed. If not all buildings are damaged then consider the following: <ul style="list-style-type: none">Can access to damaged buildings be restricted to allow safe unimpeded access to other areas of the school or campus?	

Item	Considerations		Observation/mitigation
		<ul style="list-style-type: none">Are there sufficient teaching spaces available to deliver services (even in a limited capacity)?Have QBuild inspected the buildings and provided certification that the buildings are safe to reoccupy?	
	No		
HAZARDS			
Has asbestos-containing material (ACM) been exposed/damaged in the school grounds? Or are there other hazards that prevent human occupation eg mud, mould?	Yes	DoE Policy is that no persons can be in the vicinity of damaged ACM or on site when ACM removal is undertaken. If ACM requires specialist removal then the school or campus needs to stay closed. Contact Qbuild.	
	No		
WATER			
Has water supply to school been disrupted?	Yes	If Yes, can bottled water be sourced quickly for staff/student use? Parents can be asked to provide water for students but some bottled water will be required for emergencies. If Yes, is water available for amenities such as toilets? Contact the Infrastructure Manager.	
	No		
TOILETS			
Have septic tanks, sewer treatment equipment or sewage pumps been affected?	Yes	Have all the grounds been affected by sewage overflow or just an area? Can this area be barricaded off to restrict access without impacting on teaching space?	
	No		
Are the toilet buildings functioning and safe to be used?	Yes	Are they structurally safe and accessible?	
	No	Are other facilities available nearby or can Porta-loos be sourced.	
COMMUNICATIONS			
Have external telecommunications been affected?	Yes	If landlines have been affected then is there mobile phone capacity? Are mobile phones readily accessible? Are satellite phones required? Does an adjoining site have phones?	
	No		

Item	Considerations		Observation/mitigation
ELECTRICITY			
Has the electricity supply been affected?	Yes	Are there power lines down within the school? Contact power supplier immediately. School must remain closed. Does the school have an external generator supply point installed? Can the supervision of students be undertaken without power to the classrooms? Is power required to operate the septic tanks?	
	No		
OTHER ISSUES			

DECISION RECORD

Record the decision to keep the school *Temporarily Closed* or to *Re-open* the school.

<div style="display: flex; justify-content: space-between;"> <div>Signature:</div> <div>Date:</div> <div>Time:</div> </div>
<div style="display: flex; justify-content: space-between;"> <div>Name:</div> <div>Position:</div> </div>