



Department of  
Education

**Shaping the future**

# Yuna Primary School Incident management plan

Version date: May 2024.

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Date of review	Reviewing officer	Date submitted	Next scheduled review

<b>School name:</b> (include name of co-located school if applicable)	YUNA PRIMARY SCHOOL
<b>School address:</b>	5 Bawden Lane, YUNA WA 6532
<b>Plan prepared by:</b> (principal's name)	Roseanne Ullrich
<b>Date prepared:</b>	23/5/24

## 1. School details

Number of students:	<b>9</b>
Number of students with special needs:	<b>1</b>
Number of staff:	<b>9</b>
Number of students requiring extra support if evacuating:	1
Number of school sides bordered by bush:	1
Names of major roads bordering school:	Nil
School's site specific alert For example: <ul style="list-style-type: none"><li>• siren/Pause x 3</li><li>• continuous handbell</li><li>• continuous siren or short whistle blasts</li></ul>	<b>Continuous Handbell</b>

## 2. Emergency contacts

Group		Phone number
WA Police Force	Life-threatening or time-critical emergency	000
	Incident requiring police response, not life-threatening	131 444
	Local police station Northampton Geraldton	08 99347600 08 99234555
Ambulance		000
Department of Fire and Emergency Services		000
State Emergency Service		132 500
Hospital(s) Northampton Geraldton		08 99340200 08 99562222
Poisons Information Centre		131 126
Gas (regional schools need to check for local number)		131 352
Electricity (regional schools need to check for local number)		131 351
Water Corporation (regional schools need to check for local number)		131 375
Health Direct		1800 022 222
Local government – Chapman Valley Shire Council		08 99205011
Pollution Watch Hotline		1300 784 780

## 3. Other Department contacts

Department staff contact	Phone number
Deputy Director General, Schools	9264 5602
Department's Media unit if contacted by journalists	9264 5821
Security Monitoring Centre	9264 4632 9264 4771
Manager Environmental Services	9264 5186
Digital Content for social media issues (available during business hours 9am to 5pm).	9264 5203

## 4. School specific contacts

Organisation	Details	Phone number or website
Local police	Geraldton Northampton	<b>08 9923 4555</b> <b>08 9934 7600</b>
Local ambulance or hospital	Ambulance  Geraldton Regional Hospital	<b>000</b>  <b>9956 2222</b>
Local fire brigade	Andrew Vlahov	<b>08 9920 5144</b>  <b>0427 205 144</b>  <b>UHF: 5</b>
Bus contractors (ready for pre-emptive closure or offsite evacuation)	School Bus Logistics (Steve and Rachel)  Carl Stewart (Yuna South East)  Judy Mills (Yuna North West)	<b>08 9921 3332</b>  <b>Bus: 0498 824 964</b> <b>P: 0429 014 746</b>  <b>Bus: 0498 830 127</b> <b>P: 0437 695 747</b>
Electricity provider (in case of a power outage)	Horizon Power  Synergy	<b>131 351</b>  <b>13 13 54</b>
State emergency service		<b>132 500</b>
Poisons information		<b>131 126</b>
Director of Education	Lisa Criddle	<b>9956 1600</b> <b>0475 950 184</b>
Education Regional Office	Midwest Regional Education Office	<b>9956 1600</b>

Role	Name	Phone numbers		
		Day time	Mobile	Out of hours
Principal or site manager	Roseanne Ullrich	99854100	0436 941 566	0407 440 912
Deputy principal	#1	NIL		
	#2	NIL		
Manager corporate services	Lyn Napier	99854100		0400 269 928
Year leaders / coordinators				
Lead school psychologist	Kucha Botha	99561600	0467 753 575	
School psychologist	Phil Vachou	99681826	0459 891 883	
School nurse				
School chaplain	Eric Behiels		0427 642 493	
Work health and safety representative/s				
P&C president	Jeremy Brooks		0429 958 386	
Phone number (assigned number that all calls can be directed too)				

## 5. School response team details

Team	Name and mobile number	Back-up officer name and mobile number
Principal/ site manager	Roseanne Ullrich	
Deputy/ associate principal		
Manager corporate services	Lyn Napier	
Support staff	Gemma Healy-Maver Melissa Teakle Sam Thompson	
Communications		
First aid	Gemma Healy-Maver Melissa Teakle Sam Thompson	

## 6. Evacuation details

### Important locations

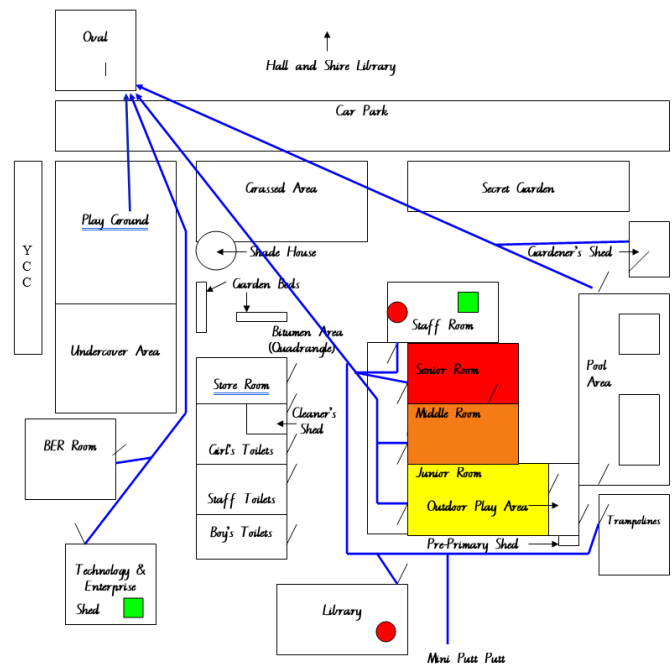
Areas or items	Location	Notes
Emergency control post	Shire Hall	
Emergency control post (alternative)		
Evacuation assembly areas	Shire Oval (adjacent to school)	
Evacuation on-site designated safer locations	Shire Oval	
Evacuation off-site designated safer locations	Shire Oval (adjacent to school)	
Evacuation kit (include a hard copy of the site's Incident management plan/s)	Front Office	
First aid kit	Staffroom Storeroom hanging on wall.	
Security keys (this could create a security risk depending on how this document is distributed)	Cleaner, Principal and Gardener.	
Power board	Front of School on outside brickwork.	
Water mains – shutoff	Valve on tank beside Gardeners shed on South side of boundary behind pool fence.	
Gas main – shutoff		
List of people on site	Principal Teacher Gardener P/T Cleaner 2 x EA's MCS Library Officer Alt / Thurs	
Incident management plan (including standalone bushfire plan and standalone cyclone plan if applicable): <ul style="list-style-type: none"> <li>• Hard copy location</li> <li>• Online copy location for offsite access</li> </ul>	Front Office Display Board.  Schools Online	

Other		
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## 7. Maps

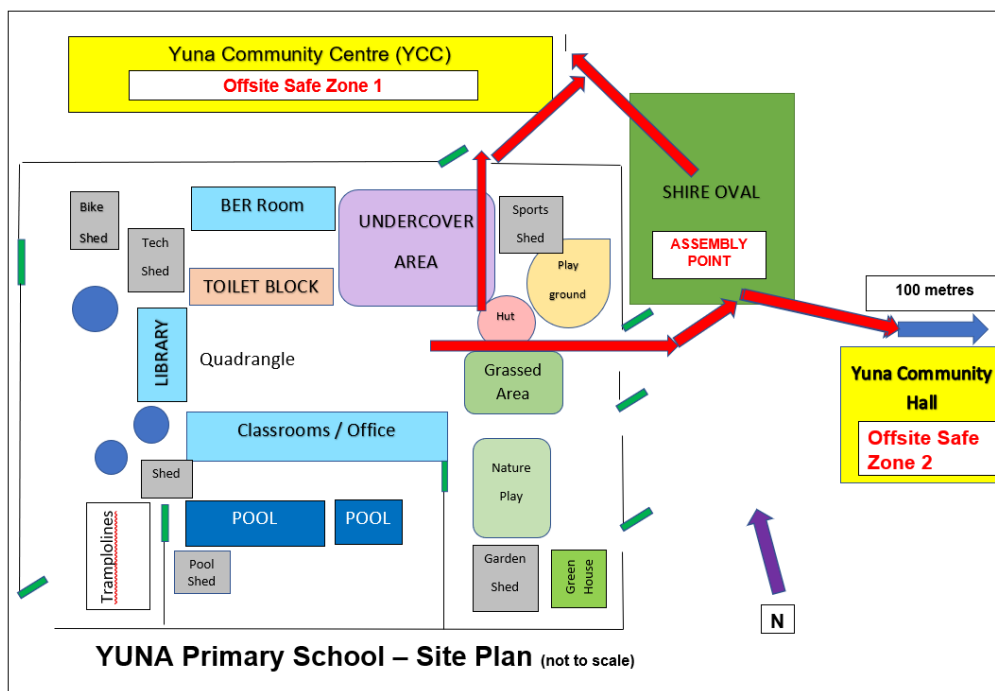
### School site map and assembly points

Insert school site map with clearly marked assembly points.



### School off-site map

Insert an aerial view of your school showing off-site locations in opposite directions.



## 8. Evacuation kit

School evacuation kit	Date checked
Duties of school response team	May 20, 2024.
School mobile telephone and charger SAT Phone	May 20, 2024. Principal's Office
Hand-held radio (if applicable)	NIL
Portable, battery operated radio	NIL
Megaphone	
Whistle	
Pens/pencils	
Torch and spare batteries	May 20,2024. Principal's Office.
Camera	
School key	
Water	
Sunscreen	In First Aid Kit.
First aid kit	
Student health care medication (for example, EpiPen)	20 May, 2024. In staff room.
Electronic or hard copies (or both) of the school: <ul style="list-style-type: none"> <li>● Incident management plan</li> <li>● running sheet (refer to appendix)</li> <li>● student health care plans</li> <li>● student class lists</li> <li>● student release forms</li> <li>● student home and emergency telephone numbers</li> <li>● attendance register for that day</li> <li>● sign-in list.</li> </ul>	20 May, 2024.

## 9. Off-site evacuation

Actions (to activate, and during an off-site evacuation)	Completed
Use 000 to contact WA Police Force and other appropriate emergency service agencies	
Activate your school response team to carry out their responsibilities	
Follow advice from the incident controller or emergency services on which of the school's off-site evacuation location(s) is the safest to use.	
Inform school staff.	
Collect evacuation kit.	
Staff to check rooms to ensure no-one remains inside.	
Move all students, staff and visitors to assembly area before evacuating off-site.	
Check that all staff, students and visitors are accounted for before evacuating off-site.	
All students must remain under supervision of staff and not allowed to leave area.	
Persons that cannot be accounted for to be reported to emergency services. Check last known location and carryout another roll check.	
Procedures in place to assist students with additional needs	
Contact parents via SMS alerts to inform them of relocation	
Divert parents and returning groups from the school grounds	
Secure external doors and entrances	
Record some details of actions undertaken and times.	
Actions (after an off-site evacuation)	
Confirm with incident controller or emergency service personnel that it is safe to return to normal operations	
Determine whether to activate the school parent reunification process.	
Confirm that any students, staff or visitors with medical or other needs are supported.	
Liaise with your education regional office regarding various communication methods to provide information to parents and students. The regional office will liaise with the Communications directorate (including social media and media support) for advice.	
Advise the education regional office and central services staff that the incident is over and the outcomes.	

## 10. Evacuation to a perceived place of safety

Actions (to activate, and during an evacuation to a perceived place of safety)	Completed
Providing it is safe to move students, identify the safest route moving as far away as practicable from the threat.	
Leave personal possessions behind except your mobile phone. Silence all mobile phones. Turn off vibrate mode. Where possible, call 000 and inform them of the following: Location, such as site, building name, room number, road/street name Description of the offender If any weapons have been seen and what type The direction of the offender/s Any injuries, if so what type and how many Motive, if known.	
If it is safe to do so, stay on the phone to the police and provide updates.	
Avoid congregating in open areas or at assembly points unless directed to do so.	
Continually reassess the situation and your options based on the best available information.	

## 11. Relocation to a safer building location

Actions (to activate, and during an on-site movement to a safer location)	Completed
Use 000 to contact WA Police Force and other appropriate emergency service agencies	
Inform school staff	
Activate movement to safer building location on advice from incident controller or emergency services using the predetermined activation signal	
Activate the school response team, if necessary	
Procedures in place to assist students with additional needs	
Notify education regional office and other agencies	
Collect evacuation kit if applicable	
Guide visitors to safety	
Divert parents and returning groups from the school grounds	
Confirm a telephone line is kept free	
Silence all mobile phones	
Keep public address system free	
If possible, stop the usual school siren from sounding period changes or break times	
Secure external doors and entrances	
Keep main entrance as the only school entry point. This entrance must be constantly monitored and no unauthorised people have access	
Have an assigned staff member wait at the main entry to the school to guide emergency services personnel, if safe to do so	
Account for all students, staff and visitors as possible.	
Record some details of actions undertaken and times (use running sheet from appendix)	
Await deactivation advice from incident controller or emergency services personnel	
Actions (after an on-site movement to a safer location)	Completed
Confirm with incident controller or emergency service personnel that it is safe to return to normal operations	
Determine whether to activate the school parent re-unification process.	
Confirm that any students, staff or visitors with medical or other needs are supported.	
Liaise with your education regional office regarding various communication to provide information to parents and students. The regional office will liaise with the Communications directorate (including social media and media support) for advice.	
Advise the education regional office and central services staff that the incident is over and the outcomes.	

## 12. Lockdown

Actions (to activate, and during, a lockdown)	Completed
<b>Assess the threat</b>	
Contact 000 – advise WA Police Force and other appropriate emergency service agencies of the type of emergency.	
Activate lockdown using the predetermined activation signal.	
Establish the school response team, if necessary.	
Ascertain if all students, staff and visitors are accounted for (as far as possible)	
Divert returning staff and students, parents and community members away from the school site.	
Keep a telephone line free.	
Keep public address system free.	
Silence all mobile phones.	
If possible, stop the usual school siren.	
Secure external doors and entrances.	
Keep main entrance as the only school entry point. This entrance must be constantly monitored and no unauthorised people have access.	
Have a delegated staff member wait at the main entry to the school to guide emergency services personnel, if safe to do so.	
Inform school staff, education regional office, nearby schools and other agencies when initiating a lockdown.	
Record some details of actions undertaken and times.	

Actions (to de-activate, and immediately following, a lockdown)	Completed
Confirm with emergency service personnel that it is safe to de-activate lockdown.	
De-activate lockdown using the predetermined de-activation signal.	
Determine whether to activate the school parent re-unification process.	
Advise staff, students and visitors of any specific information they need to know.	
Confirm that any students, staff or visitors with medical or other needs are supported.	
Provide appropriate information on the lockdown to staff and students.	
Liaise with your education regional office regarding various communication methods to provide information to parents and students. The regional office will liaise with the Communications directorate (including social media and media support) for advice.	
Advise the education regional office and central services staff that the lockdown is over and the outcomes.	

Seek support from the education regional office, as required.	
Conduct debrief.	

### 13. Bomb threat resource sheet

**By telephone:** The person receiving the call is to note/record as many details and ask as many questions as possible. Record this on this form as soon as is practicable.

**From another source:** This form is still to be used. The source of notification is asked to provide as much detail as possible.

Telephone bomb threats <sup>1</sup> response checklist	
Note the caller's number if displayed on your phone:	
Important questions to ask	
What is your name?	
Where are you?	
What is your address?	
Where did you put it?	
When is the bomb going to explode?	
What does it look like?	
Exact wording of threat	
General questions to ask	
How will the bomb explode OR how will the substance be released?	
Did you put it there?	
Why did you put it there?	
Bomb threat questions	
What type of bomb is it?	
What is the bomb?	
What will make the bomb explode?	

## Telephone bomb threats<sup>1</sup> response checklist

Note the caller's number if displayed on your phone:

### Notes for after the call

Caller's voice was:	<input type="checkbox"/> male	<input type="checkbox"/> female	<input type="checkbox"/> child		
Approximate age:	<input type="checkbox"/> 0-11	<input type="checkbox"/> 12-18	<input type="checkbox"/> 19-30	<input type="checkbox"/> 31-70	<input type="checkbox"/> 70+
Accent:					
Speech:	<input type="checkbox"/> normal	<input type="checkbox"/> fast	<input type="checkbox"/> slow	<input type="checkbox"/> other:	
Dictation:	<input type="checkbox"/> clear	<input type="checkbox"/> muffled	<input type="checkbox"/> other:		
Manner:	<input type="checkbox"/> calm	<input type="checkbox"/> emotional	<input type="checkbox"/> abusive	<input type="checkbox"/> other:	
Did you recognise this caller?	<input type="checkbox"/> yes		<input type="checkbox"/> no		
If so, who do you think it was?					
Was the caller familiar with the area?					
<b>Threat language:</b>	<input type="checkbox"/> well-spoken	<input type="checkbox"/> incoherent	<input type="checkbox"/> abusive	<input type="checkbox"/> irrational	
<b>Background noises:</b>	<input type="checkbox"/> message read by caller	<input type="checkbox"/> music	<input type="checkbox"/> machinery	<input type="checkbox"/> voices	
	<input type="checkbox"/> harbour	<input type="checkbox"/> taped	<input type="checkbox"/> typing	<input type="checkbox"/> house noise	
	<input type="checkbox"/> street noise	<input type="checkbox"/> aircraft	<input type="checkbox"/> other:		
<b>Duration of call (time):</b>					
<b>Origin of call:</b>	<input type="checkbox"/> bomber	<input type="checkbox"/> police	<input type="checkbox"/> DFES	<input type="checkbox"/> other	
<b>Who received the call</b>					
Name (print):					
Phone number:					
Duration of call:					
Date call received:					
Time call received:					
Signature:					

<sup>1</sup> This has been adapted from the Australian Bomb Data Centre 'Phone bomb-threat checklist'

### Actions to be taken on receipt of a bomb threat sent via email or social media

1. Do not reply to, forward or delete the message.
2. If sent via email, note the address.
3. If sent via social media, note the application used and the username or ID
4. Preserve all web log files to help the police investigation (as a guide, 7 days prior to the threat message and 48 hours after).

## 14. Recovery support checklist

Support those affected (as determined by the assessment of the situation)				
Actions	Coordinated by	Start	Completed	Comments
<input type="checkbox"/> Offer immediate comfort and support to those most affected - psychological first aid				
<input type="checkbox"/> Make direct contact with affected staff or families (in the case of a death, WA Police Force contact the family).				
<input type="checkbox"/> Liaise with your education regional office and other agencies before releasing information. Prepare a statement for informing students and determine method of delivery. The regional office will liaise with the Communications directorate (including social media and media support). Refer to Manage site threats in schools in Ikon for letter templates.				
<input type="checkbox"/> Prepare a written statement related to incoming enquiries and for students to take home to their parents.				
<input type="checkbox"/> Brief all staff of known facts (refer to 14. Recovery debrief checklist below). Direct all enquiries to the on-site incident commander. Liaise with education regional office and/or Department's Media unit (9264 5821) before speaking with media.				
<input type="checkbox"/> Inform students using a prepared statement and offer comfort and support. Consider siblings and close friends.				
<input type="checkbox"/> Set up a recovery room.				
<input type="checkbox"/> Direct staff and students who may require additional support to a recovery area and/or to student services staff (for example, school psychologist, school nurse, chaplain, year coordinators). Make arrangements for students/ siblings /parents to be reunited.				
<input type="checkbox"/> Consider staff and students absent or off-site, relief staff, ex-students and ex-staff that need to be informed.				
<input type="checkbox"/> Identify and notify others who need early advice (such as school board chair, P&C, key community agencies, other schools affected, other regions).				
<input type="checkbox"/> Consider the Employee Assistance Program for staff in need.				

## 15. Recovery debrief checklist

Debrief				
Actions	Coordinated by	Start	Completed	Comments
<input type="checkbox"/> Debrief all staff as necessary. Review with the school response team. Debrief should not be used as a means of directing blame. Focus on: <ul style="list-style-type: none"> <li>• a debrief with staff, student and parents as soon as possible</li> <li>• a return to the normal routine as soon as possible</li> <li>• providing support for the school leaders responding to the incident and for those who have been supporting others. This may involve support from central services staff, education regional office, Statewide Services Centre, Employee Assistance Program. Inform families and community of impact on the school and school routine, including if there is none.</li> <li>• organising relief or additional staff to meet teaching, support, administration and front office needs.</li> </ul>				
<input type="checkbox"/> Assess damage and action as required: <ul style="list-style-type: none"> <li>• check any equipment or stock used and arrange for replacement or replenishment</li> <li>• arrange isolation of physical damage to the school, if required</li> <li>• relocate to alternative accommodation if necessary</li> <li>• contact the Department of Finance to commence repairs</li> <li>• attend to security if necessary. Phone Security and Emergency Management on (08) 9264 4825</li> <li>• manage administrative details including insurance.</li> </ul>				
<input type="checkbox"/> Liaise with local agencies for possible after hours and weekend support.				
<input type="checkbox"/> Complete Online Incident Notification (OIN).				

## 16. Short-term recovery checklist

Further considerations in the following days to support recovery				
Actions	Coordinated by	Start	Completed	Comments
<input type="checkbox"/> Identify and offer more specialised personal support to vulnerable or most affected staff and students.				
<input type="checkbox"/> Provide recovery support and advice for students/ staff/ parents about indicators that a person may not be coping and the normal cycle of recovery.				
<input type="checkbox"/> Follow up contact with family or families involved to express sympathy, arrange retrieval of personal items of student or staff member as appropriate and discuss school role in ongoing support.				
<input type="checkbox"/> Liaise with your education regional office and other agencies before releasing information. Prepare a statement for informing students and determine method of delivery. The regional office will liaise with the Communications directorate (including social media and media support). Refer to Manage site threats in schools in Ikon for letter templates. Monitor social media where possible.				
<input type="checkbox"/> Considerations for suspected suicide postvention.				
<input type="checkbox"/> Cultural considerations.				
<input type="checkbox"/> Considerations for death notice.				
<input type="checkbox"/> Considerations for memorial service.				
<input type="checkbox"/> Consideration for funeral attendance.				
<input type="checkbox"/> Continued support for students and staff.				
<input type="checkbox"/> Notify staff who currently are not at school.				
<input type="checkbox"/> Notify families who currently are not at school.				
<input type="checkbox"/> Alert teachers to be sensitive to curriculum content.				
<input type="checkbox"/> Maintain documentation.				
<input type="checkbox"/> Ongoing liaison with other affected or vulnerable schools.				
<input type="checkbox"/> Consideration of ex-students and ex-staff.				
<input type="checkbox"/> Process for meeting visitors, for example community people most affected.				

## Further considerations in the following days to support recovery

Actions	Coordinated by	Start	Completed	Comments
<input type="checkbox"/> Interagency liaison.				
<input type="checkbox"/> Liaise with school psychology personnel.				
<input type="checkbox"/> Advise school officers as to what information is to be provided to parents and others.				
<input type="checkbox"/> Review student, staff and school community responses and monitor needs.				
<input type="checkbox"/> Acknowledge people who have supported the school				
<input type="checkbox"/> Review school records and mailing lists and amend as appropriate				
<input type="checkbox"/> Complete operational debrief				
<input type="checkbox"/> Consider coronial inquest or court dates (arrange support for staff involved)				
<input type="checkbox"/> Review and modify the school's Incident management plan as appropriate.				
<input type="checkbox"/> Monitor anniversary dates				
<input type="checkbox"/> Update incident report via the Online Incident Notification System if appropriate.				

## 17. Medium and long-term recovery checklist

Further considerations to support medium-term recovery				
Actions	Coordinated by	Start	Completed	Comments
<input type="checkbox"/> Provide support for the school leaders responding to the incident and for those who have been supporting others. This may involve support from central services staff, education regional office, Statewide Services Centre and the Employee Assistance Program.				
<input type="checkbox"/> Review communication processes (if appropriate).				
<input type="checkbox"/> Monitor and support reactions from students and staff within the school community.				
<input type="checkbox"/> Cultural and religious considerations of death and what the funeral may entail.				
<input type="checkbox"/> Attendance at the funeral and operational aspects (for example, teacher relief).				
<input type="checkbox"/> Request additional service providers to assist with recovery (if necessary)				
<input type="checkbox"/> Review the school's Incident management plan.				
<input type="checkbox"/> Complete operational debrief				
<input type="checkbox"/> Consider coronial inquest or court dates (arrange support for staff involved if necessary).				

## Further considerations to support long-term recovery

Actions	Coordinated by	Start	Completed	Comments
<input type="checkbox"/> Provide support for the school leaders responding to the incident and for those who have been supporting others. This may involve support from central services staff, education regional office, Statewide Services Centre and the Employee Assistance Program				
<input type="checkbox"/> Monitor significant dates or anniversaries.				
<input type="checkbox"/> Monitor and support teachers, students and families of the school community.				
<input type="checkbox"/> Review and revise the school's response and the effectiveness of the Incident management plan.				
<input type="checkbox"/> Liaise with inter-agency and intra-agency networks (if appropriate).				
<input type="checkbox"/> Request additional service providers to assist with recovery (if necessary).				
<input type="checkbox"/> Consider coronial inquest or court dates (arrange support for staff involved if necessary).				