



Department of  
Education

**Shaping the future**

# Moorine Rock Primary School Incident Management Plan

2021 – 2022

Version Date: 08/02/2022

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| Date of Review | Reviewing Officer | Date Submitted | Next scheduled Review |
|----------------|-------------------|----------------|-----------------------|
|                |                   |                |                       |
|                |                   |                |                       |
|                |                   |                |                       |

**Instructions to complete this plan:**

- enter information into all sections highlighted in grey.
- when complete, ensure the Incident Management Plan is accessible when off-site, ie. save to an online platform such as OneDrive or Connect.

|  |                                 |
|--|---------------------------------|
| <b>School name:</b><br>(include name of co-located school if applicable) | Moorine Rock Primary School     |
| <b>School address:</b>   | 30 McInnes St Moorine Rock 6425 |
| <b>Plan prepared by:</b><br>(principal's name)                           | Lauren Suttie                   |
| <b>Date prepared:</b>  | 08/02/2022                      |

## 1. School Details

|   |   |
|---|---|
| <b>Number of students:</b>  | <b>15</b>   |
| <b>Number of students with special needs:</b>   |   |
| <b>Number of staff:</b>   | <b>5</b>  |
| <b>Number of students requiring extra support if evacuating</b>   | <b>0</b>  |
| <b>Number of school sides bordered by bush</b>  | <b>4</b>  |
| <b>Names of major roads bordering school</b>  | Great Eastern Highway<br>McInnes St   |
| <b>School's site specific alert</b><br>Eg.<br><ul style="list-style-type: none"> <li>• <b>Siren/Pause x 3</b></li> <li>• <b>Continuous handbell</b></li> <li>• <b>Continuous siren or short whistle blasts</b></li> </ul> | Lockdown: phone classrooms, staff to lock classrooms and move students away from windows. Call office when locked down.<br><br>Evacuation: three sirens |

## 2. Emergency Contacts

| Group   |   | Phone Number |
|---|---|--------------|
| WA Police Force   | Life-threatening or time-critical emergency             | 000          |
|   | Non-life threatening incident requiring Police response | 131 444      |
|   | Local Police Station                                    |              |
| Ambulance   |   | 000          |
| Department of Fire and Emergency Services                           |   | 000          |
| State Emergency Service   |   | 132 500      |
| Hospital(s)   |   | 9081 2222    |
| 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  |   |              |
| Pollution Watch Hotline   |   | 1300 784 780 |

| Central Services Contact   | Phone Number |
|--|--------------|
| Deputy Director General, Schools   | 9264 5602    |
| Department's media unit (diverts to a mobile phone outside of normal business hours) | 9264 5821    |
| Security Monitoring Centre   | 9264 4632    |
|  | 9264 4771    |
| Manager Environmental Services   | 9264 5186    |
| Corporate Communications and Marketing   | 9264 4855    |

### 3. School Specific Contacts

| Organisation   | Details  | Phone No / Website   |
|--|--|--|
| Local Police   | Southern Cross Police  | 90812100 or 131 444  |
| Local Ambulance/hospital   | Southern Cross Hospital  | 9081 2222  |
| Local Fire brigade   | Volunteer Fire and Rescue Service<br>Southern Cross                    | 9049 1350  |
| Bus contractors<br>(ready for Pre-emptive Closure or offsite evacuation) | Linda Warren (Mount Hampton Bus Route)<br><br>Ron Goodhill (Dulyalbin) | Linda [REDACTED] or [REDACTED]<br><br>Ron [REDACTED] or [REDACTED] |
| Electricity provider<br>(in the case of a power outage)                  | Synergy  | 13 13 54   |
| State emergency service  | State Emergency Service located in Merredin                            | 9041 2266  |
| Poisons information  | WA Poisons Information Centre  | 13 11 26   |
| Director of Education  | Doug Cook  | [REDACTED]   |
| Education Regional Office  | Wheatbelt Regional Office Northam                                      | 9622 0200  |

| Role                          | Name                | Phone Numbers |            |              |
|-------------------------------|---------------------|---------------|------------|--------------|
|                               |                     | Day time      | Mobile     | Out of Hours |
| Principal or Site Manager     | Principal           | 90489800      |            |              |
| Manager of Corporate Services | Josie Kent          | 90489800      | [REDACTED] |              |
| Year Leaders / Coordinators   | Andrew Ellis        | 90489800      | [REDACTED] |              |
|                               | Sally Burton        | 90489800      | [REDACTED] |              |
| Lead School Psychologist      | Felicity Watt       | 96220208      | [REDACTED] |              |
| School Psychologist           | Chloe Wilcocks      |               | [REDACTED] |              |
| School Nurse                  | Jessica Della Bosca |               | [REDACTED] |              |
| School Chaplain               | David Quinn         | 08 9376 5000  |            |              |
| OSH Representative/s          | Josie Kent          |               | [REDACTED] |              |
| P&C President                 | Leah                |               | [REDACTED] |              |
|                               | Lawrence            |               | [REDACTED] |              |

#### 4. School Response Team Details

| TEAM                                  | Name / Mobile number       | Back-up Officer Name / Mobile number |
|---------------------------------------|----------------------------|--------------------------------------|
| <b>Principal/<br/>Site Manager</b>    | Principal – 08 9048 9800   | Josie Kent - [REDACTED]              |
| <b>Manager Corporate<br/>Services</b> | Josie Kent - [REDACTED]    | Principal -08 9048 9800              |
| <b>Support Staff</b>                  | Leanne Capelli- [REDACTED] |                                      |
| <b>Communications</b>                 |                            |                                      |
| <b>First Aid</b>                      | Josie Kent - [REDACTED]    |                                      |

## 5. Evacuation Details

### Important Locations

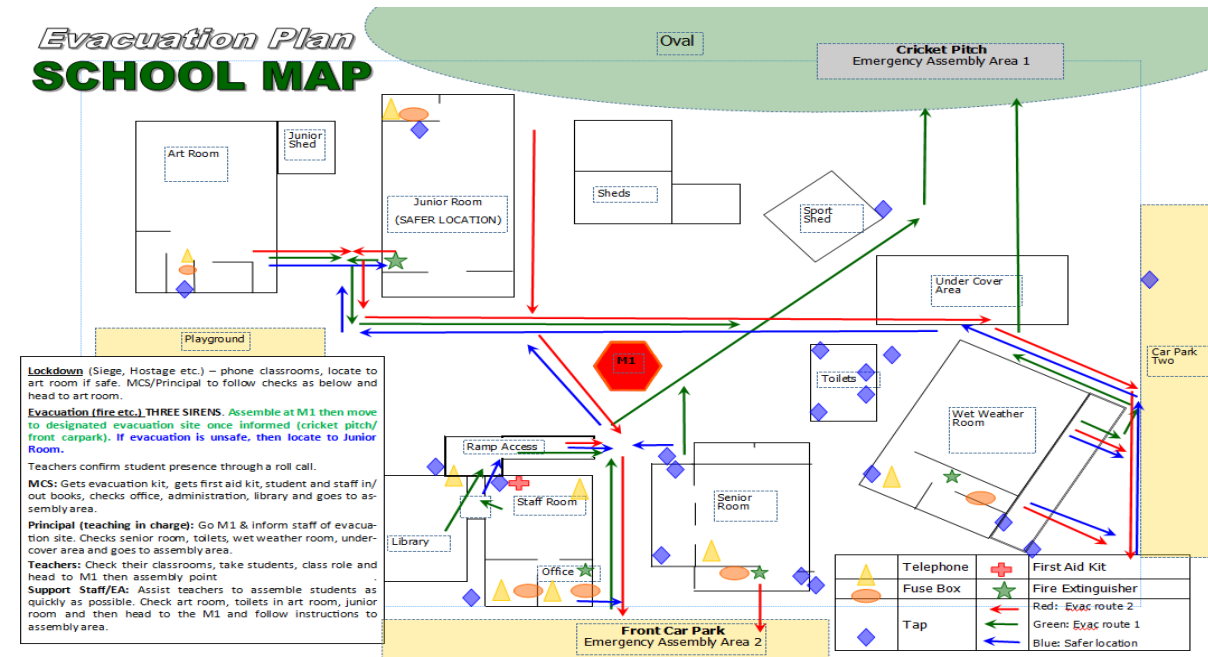
| AREAS / ITEMS  | LOCATION                                       | NOTES                                   |
|--|--|---|
| Emergency Control Post   | Front office                                   | In the event of lockdown or school fire |
| Emergency Control Post (Alternative)   | Junior Room                                    | In the event of bushfire                |
| Evacuation Assembly Areas  | Cricket pitch on oval<br>Staff car park        |   |
| Evacuation On-site Designated Safer Locations  | Junior Room                                    |   |
| Evacuation Off-site Designated Safer Locations   | Southern Cross Town<br>Westonia Community Hall |   |
| Evacuation Kit<br>(Include a hard copy of the site's incident management plan/s)   | Front office                                   |   |
| First Aid kit  | Front office                                   |   |
| Security keys<br>(Note: this could create a security risk depending on how widely this document is distributed)  |  |   |
| Power board  | Various around the school                      | See school map                          |
| Water mains – shutoff  | Staff car park –                               | see school map                          |
| List of people on site   | Sign in book – front office                    |   |
| Incident Management Plan<br>(including Standalone Bushfire Plan and Standalone Cyclone Plan if applicable):<br><ul style="list-style-type: none"> <li>• Hard copy location</li> <li>• Online copy location for offsite access</li> </ul> | Front office and principal office              |   |
| Other  |  |   |



## 6. Maps

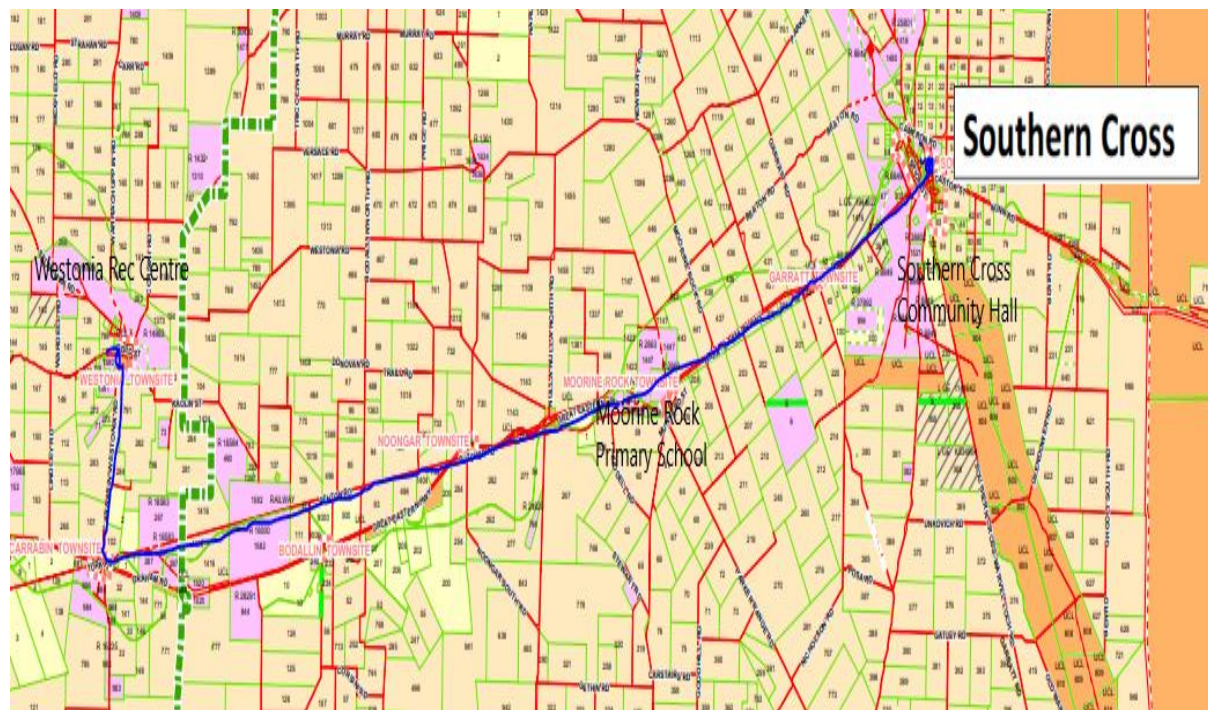
### School Site Map and Assembly Points

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.



## 7. Evacuation Kit

| School evacuation kit  | Date checked   |
|--|--|
| Duties of School Response Team   | 07/02/2022   |
| School mobile telephone and charger  | 07/02/2022   |
| Hand held radio (if applicable)  | NA   |
| Portable, battery operated radio   | NA   |
| Megaphone  | NA   |
| Whistle  | NA   |
| Pens/pencils   | 07/02/2022   |
| Torch and spare batteries  | 07/02/2022   |
| Camera   | 07/02/2022   |
| School key   | 07/02/2022   |
| Water  | 07/02/2022   |
| Sunscreen  | 07/02/2022   |
| First aid kit  | 07/02/2022   |
| Student health care medication (e.g. EpiPen)   | 07/02/2022   |
| Electronic and/or hard copies of the school: <ul style="list-style-type: none"> <li>• Incident Management Plan;</li> <li>• Running sheet (see 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; and</li> <li>• sign-in list.</li> </ul> | All in evacuation kit checked<br>07/02/2022<br><br>Electronic copies of attendance |

## 8. 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 (use running sheet from Appendix)  |           |
| 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 re-unification process.  |           |
| Confirm that any students, staff or visitors with medical or other needs are supported.  |           |
| Liaise with Department's Media Unit (9264 5821) regarding various communication methods (e.g., letters, social media, school newsletter) to provide information to parents and students. |           |
| Advise the education regional office and Central Services that the incident is over and the outcomes.  |           |

## 9. 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.<br>Silence all mobile phones. Turn off vibrate mode.<br>Where possible, call 000 and inform them of the following: <ul style="list-style-type: none"> <li>• Location i.e. site, building name, room number, road/street name;</li> <li>• Description of the offender;</li> <li>• If any weapons have been seen, if so what?</li> <li>• The direction of the offender/s;</li> <li>• Any injuries, if so what and how many; and</li> <li>• Motive if known.</li> </ul> |           |
| 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.   |           |

## 10. Relocation to a Safer Building Location

| <b>Actions (to activate, and during an on-site movement to a safer location)</b>   | <b>Completed</b> |
|--|------------------|
| 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 de-activation advice from incident controller or emergency services personnel  |                  |
| <b>Actions (after an on-site movement to a safer location)</b>   | <b>Completed</b> |
| 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 Department's Media Unit (9264 5821) regarding various communication methods (e.g., letters, social media, school newsletter) to provide information to parents and students. |                  |
| Advise the education regional office and Central Services that the incident is over and the outcomes.  |                  |

## 11. Lockdown

| <b>Actions (to activate, and during, a lockdown)</b>  | <b>Completed</b> |
|---|------------------|
| <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 Incident Control Team, if necessary.  |                  |
| Ascertain (as possible) if all students, staff and visitors are accounted for.  |                  |
| 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 (user from Appendix 1).   |                  |

| <b>Actions (to de-activate, and immediately following, a lockdown)</b>   | <b>Completed</b> |
|--|------------------|
| 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 Department's Media Unit (9264 5821) regarding various communication methods (e.g., letters, social media, school newsletter) to provide information to parents and students. |                  |
| Advise the education regional office and Central Services that the lockdown is over and the outcomes.  |                  |
| Seek support from the education regional office, as required.  |                  |
| Conduct debrief.   |                  |

## 12. 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.

| <b>TELEPHONE BOMB THREATS<sup>1</sup> (Response Checklist)</b>   |  |
|--|--|
| <p><b>Note the caller's number if displayed on your phone</b><br/>                     .....</p>   |  |
| <b>1. Important Questions to ask</b>   |  |
| What is your name? .....<br>Where are you?.....<br>What is your address?.....<br>.....<br>Where did you put it? .....<br>.....<br>When is the bomb going to explode? .....<br>.....<br>What does it look like? .....<br>.....  |  |
| <b>Exact wording of threat</b>   |  |
| <b>Threat:</b> .....<br>.....<br>.....<br>.....  |  |
| <b>General Questions to ask</b>  |  |
| How will the bomb explode <b>OR</b> How will the substance be released? .....<br>.....<br>Did you put it there? .....<br>.....<br>Why did you put it there? .....<br>.....   |  |
| <b>Bomb Threat Questions</b>   |  |
| What type of bomb is it? .....<br>.....<br>.....<br>What is the bomb? .....<br>.....<br>.....<br>What will make the bomb explode? .....<br>.....<br>.....  |  |
| <b>Notes for after the call</b>  |  |
| <b>Caller's voice was:</b> <input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Child<br><b>Approx. Age:</b> <input type="checkbox"/> 0-11 <input type="checkbox"/> 12-18 <input type="checkbox"/> 19-30 <input type="checkbox"/> 31-70 <input type="checkbox"/> 70+ |  |

**TELEPHONE BOMB THREATS<sup>1</sup> (Response Checklist)**

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

.....

**Accent:**

- .....  
 Normal     Fast     Slow     Other.....  
 Clear     Muffled     Other.....

**Speech:**

- Calm     Emotional     Abusive     Other.....

**Dictation:**

**Manner:**

**Did you recognise this caller?**     Yes     No

**If so, who do you think it was?**

.....

**Was the caller familiar with the area?**

.....

**Threat**

- Well-spoken     Incoherent     Abusive     Irrational

**language:**

- Message read by caller     Taped     Other.....

**Background**

- Music     Voices     Typing     Street noise     Aircraft

**Noises:**

- Machinery     Harbour     House noise     Other .....

**Duration of**

Time:.....

**Call:**

**Origin of**

- Bomber     Police     DFES     Other

**Call:**

**Who received the call**

Name (print): .....

Telephone number: .....

Duration of Call: .....

Date call received:.....

Time call received: .....

Signature: .....

*This has been adapted from the Australian Bomb Data Centre Phone Bomb -Threat Checklist*



**ACTIONS TO BE TAKEN ON A 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 what application has been used and what is the username/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).

**13. Recovery Support Checklist**

| SUPPORT THOSE AFFECTED<br>(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.<br>(In the case of a death, WA Police Force contact the family.)  |                |       |           |          |
| <input type="checkbox"/> Liaise with education regional office and/or Department's media unit (9264 5821) and other agencies before releasing information.<br>Prepare a statement for informing students and determine method of delivery.            |                |       |           |          |
| <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. (see Appendix 3).<br>Direct all enquiries to the on-site incident commander.<br>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.  |                |       |           |          |

**SUPPORT THOSE AFFECTED**  
(as determined by the assessment of the situation)

| ACTIONS   | COORDINATED BY | START | COMPLETED | COMMENTS |
|---|----------------|-------|-----------|----------|
| <input type="checkbox"/> Direct staff and students who may require additional support to a recovery area and/or to student services staff (e.g., school psychologist, school nurse, chaplain, year coordinators).<br>Make arrangements for students/siblings/parents to be re-united. |                |       |           |          |
| <input type="checkbox"/> Consider staff and students absent or off-site, relief staff, ex-students and ex-staff that need to be informed.   |                |       |           |          |
| " Identify and notify others who need early advice (e.g. 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.  |                |       |           |          |

## 14. Recovery Debrief Checklist

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

## 15. 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 and/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/families involved to express sympathy, arrange retrieval of personal items of student/staff member as appropriate and discuss school role in ongoing support. |                |       |           |          |
| <input type="checkbox"/> Update information to staff, parents, and students, as appropriate. Enlist the help of the Department's media unit (9264 5821). 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 (e.g. community people most affected).   |                |       |           |          |
| <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.   |                |       |           |          |

**FURTHER CONSIDERATIONS IN THE FOLLOWING DAYS TO SUPPORT RECOVERY**

| ACTIONS  | COORDINATED BY | START | COMPLETED | COMMENTS |
|--|----------------|-------|-----------|----------|
| “ Acknowledge people who have supported the school   |                |       |           |          |
| <input type="checkbox"/> Review school records/mailling lists and amend as appropriate                         |                |       |           |          |
| <input type="checkbox"/> Complete operational debrief (see Appendix 7)   |                |       |           |          |
| <input type="checkbox"/> Consideration of Coronial Inquest/court date(s) (arrange support for staff involved)  |                |       |           |          |
| <input type="checkbox"/> Review & modify the school’s Incident Management Plan as appropriate.                 |                |       |           |          |
| <input type="checkbox"/> Monitor anniversary dates   |                |       |           |          |
| <input type="checkbox"/> Update incident report via <i>Online Incident Notification System</i> if appropriate. |                |       |           |          |

## 16. 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, education regional office, Statewide Services Centre and/or the Employee Assistance Program. |                |       |           |          |
| <input type="checkbox"/> Liaise with the Department's Media Unit (9264 5821) regarding monitoring media reports/images related to incident if appropriate.  |                |       |           |          |
| <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 (e.g., 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"/> Consideration of Coronial Inquest/court date(s) (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, education regional office, Statewide Services Centre and/or the Employee Assistance Program |                |       |           |          |
| <input type="checkbox"/> Monitor significant dates/ 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"/> Consideration of Coronial Inquest/court date(s) (arrange support for staff involved if necessary).  |                |       |           |          |