E&SS
Emergency and School Security

THE DoE DISASTER AND EMERGENCY MANAGEMENT ARRANGEMENTS

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INTRODUCTION

The Queensland Department of Education (DoE) is responsible for delivering educational services to approximately 515,000 Queensland students through about 1,249 state schools. This is supported by over 81,000 employees throughout Queensland.

The Department is a pillar within all communities and for significant periods has responsibility for our most valuable and vulnerable resource – our children. That responsibility includes their safety and security along with the safety and security of staff and other stakeholders engaged within educational precincts.

This document, the DoE Disaster and Emergency Management Arrangements, follows the direction set by the Disaster Management Strategic Policy Framework (QLD Govt) and it applies to those disasters and emergencies (natural hazards and threats from human-caused events) that occur, or are likely to occur, within or impact on:

- State schools including state primary, secondary, special education schools, Schools of Distance Education, State environmental education centres and outdoor education centres; and
- Department of Education workplaces and (Regional and Central Office accommodation) sites.

It covers the underlying principles and governance, sets out the Department’s approach to understanding risks and mitigation, and explains the response process utilised to prepare for, respond to, and recover from disasters and emergencies.

From time to time the impact of disasters and emergencies, which impact on one or more of our schools, requires the Department to prepare and respond with an additional level of capability.

The Department has developed these arrangements to meet the challenges of disasters which span the planning, preparation, response and recovery phases of disaster management. The document is not prepared in isolation but has connectivity and support to other Department wide strategies such as Building Emergency Procedures, Business Continuity Planning and Security Risk Management.

Definitions

To understand the connectivity of the Department’s arrangements to the overarching state disaster arrangements, it is essential that the Department aligns to the state definitions, terminologies, acronyms and broad structures. This will be evident throughout this document.

A Disaster

The Disaster Management Act 2003 provides the following:

A disaster is defined as a serious disruption in a community, caused by the impact of an event that requires a significant coordinated response by the State and other entities to help the community recover from the disruption.
A serious disruption means—

(a) loss of human life, or illness or injury to humans; or
(b) widespread or severe property loss or damage; or
(c) widespread or severe damage to the environment.

An event is -

(a) a cyclone, earthquake, flood, storm, storm tide, tornado, tsunami, volcanic eruption or other natural happening;
(b) an explosion or fire, a chemical, fuel or oil spill, or a gas leak;
(c) an infestation, plague or epidemic;
(d) a failure of, or disruption to, an essential service or infrastructure;
(e) an attack against the State; and
(f) another event similar to an event mentioned in paragraphs (a) to (e).

An event may be natural or caused by human acts or omissions.

An Emergency Situation

The Public Safety Preservation Act 1986 (PSPA) defines an emergency situation as:

(a) any explosion or fire; or
(b) any oil or chemical spill; or
(c) any escape of gas, radioactive material or flammable or combustible liquids; or
(d) any accident involving an aircraft, or a train, vessel or vehicle; or
(e) any incident involving a bomb or other explosive device or a firearm or other weapon; or
(f) any impact of a naturally occurring event such as a flood or a landslide; or
(g) any other accident;

that causes or may cause a danger of death, injury or distress to any person, a loss of or damage to any property or pollution of the environment, includes a situation arising from any report in respect of any of the matters referred to in paragraphs (a) to (f) which if proved to be correct would cause or may cause a danger of death, injury or distress to any person, a loss of or damage to any property or pollution of the environment.

In the Department’s context it is noted that the approach to disaster and emergency management covers the wide ambit of weather, accidents, health incidents or human actions which may cause a risk or harm to the community. Whilst weather events tend to be a ‘centre of gravity’ for the Department, the broader nature of disasters and emergencies should not be forgotten when preparing for responses, longer term training, exercising and testing.

And where an operational response has elements of responsibility, safety, risk and coordination, there will be three cornerstones which will enhance the chances of success for the Department. They are:

- Leadership (at all levels);
- Relationships (internal and external); and
- Being ready (trained and prepared).

For any organisation to achieve success there needs to number of contributing factors to be aligned and these include:
• Understanding roles and responsibilities;
• Knowledge of the rules, policies and procedures;
• Sound tactics and decision making;
• Good Communications;
• Sound HR strategies;
• Good command; and
• The acceptance of responsibility.

This aim of this document is to bind together the legislation, structures, strategy and actions to form the approach of the Department to manage responses to disasters and emergencies.

See Appendix 14 for relevant section of the Disaster Management Act 2003 and the Public Safety Preservation Act.
PART 1 – THE APPROACH

“Seeing the solution”

1.1 The DoE Vision

The Department is required to deliver educational services to the children of Queensland. Ancillary to that core role is the safety of staff and children when there is a requirement to respond to a range of disasters and emergencies which may include crimes, weather events or other disasters.

The Department will provide services and support during a disaster or emergency based on:

- Adopting a structured command and control approach;
- Underpinned by principles and process;
- Supported with legislation, policy and guidance; and
- Using adaptive leadership.

The combination of these elements enables the application of resources supported by sound decision-making to achieve:

- Operational effectiveness across the Department;
- Acceptance and management of inherent risk;
- Desired organisational outcomes; and
- Stakeholder confidence.

The use of terminologies about ‘command and control’ are a reality for large organisations that rely on a hierarchy, legislation, teams and responsibilities. To achieve the desired outcomes a set of accepted principles are required for a platform of performance. The principles to be adopted will be outlined in this section.

Within the context of the Department’s functions as outlined in the DoE Strategic Plan 2020-2024, there is a range of legislation, key policies and procedures which direct and support DoE activities in planning, preparing for, responding to and recovering from disasters and emergencies. The key documents for reference and consideration are:

- The Education Act 2006;
- The DoE Strategic Plan 2020-24;
- The DoE Procedure Disaster and Emergency Management;
- The DoE Disaster and Emergency Management Arrangements;
- The Disaster Management Act 2003;
- The QLD Disaster Management Strategic Policy Framework (QDMSPF);
- Fire and Emergency Services Act 1990;

From these there is a range of cascading plans and reference guides.

And finally, acknowledgement of the importance of maintaining stakeholder confidence is essential to developing relationships and having them trust the Department and its motives, particularly during a disaster or emergency. This currency can then be capitalised in other aspects of the business of education.
1.2 The DoE Objectives

In the context of preparing for, and responding to disasters and emergencies the objectives of the Department are to:

- protect and keep the school community safe from harm;
- minimize the impact of disasters and emergencies on the school community;
- support the local community during such periods; and
- to resume the delivery of educational services when safe to do so.

1.3 What is the Approach?

The Department’s approach to disaster and emergency management is based on having a system which includes principles, processes, people, communications and infrastructure which are managed and enacted as required, particularly in the response phase.

The system is based on a structured framework which enables information to be communicated, decisions to be made and actions to be taken to meet the DoE objectives.

Consistent with the QLD Disaster Management Strategic Policy Framework (QDMSPF), the Department undertakes activities for disaster management across the four recognised phases of disaster management - prevention, preparedness, response and recovery. The Department has a developed structure which directly links with the state disaster management structure and contributes at all levels.

The Department adapts an enhanced operating structure within the Regions and Schools and whilst there is a change of titles, their responsibilities remain consistent. The most change is experienced at the executive level where an Executive Response Team (ERT) is formed and operates in the Executive Coordination Centre (ECC) led by the Executive Response Controller (ERC). This becomes the central and peak decision making body within the Department answering to the Director-General during a disaster or emergency event.

1.4 The DoE Disaster and Emergency Management Framework

The Department has adopted a framework which outlines the system applied to manage disasters or emergencies. The system includes people, processes and structures to deliver outcomes.

The framework has three levels which are the:

- The Procedure;
- The Disaster and Emergency Management Arrangements; and
- The Structure which includes the tiers, the entities, the leaders and the core response plans.

The ‘procedure’ talks about identifying responsibilities, the ‘arrangements’ outline the why and how the Department does business and the ‘structure’ sets the how and why into the layers of the Department whilst decentralising leadership and authority consistent with the normal operating systems of the Department.

Following is a schematic of the framework:
1.5 Principles of Disaster and Emergency Management

Underpinning the Department’s approach to disaster and emergency management are a set of general principles:

- Being prepared for action;
- All hazards approach;
- Tiered command and control structures;
- Tested Emergency Response Plans;
- Understood roles and responsibilities;
- Using a Common Operating Picture;
- Managing risk and uncertainty; and
- Action learning.

The adherence of these principles during the management of responses has an underlying effect of supporting staff to lead and take action.

1.5.1 Being prepared for action

To ensure the Department is prepared for the impact and response to a disaster or emergency, an annual program of policy and documentation review, planning, risk management, awareness training and exercising will be undertaken. Reviews will include the updating of all Emergency Response Plans (ERP) annually including enhancements from lessons learnt in training or response operations. The E&SS will coordinate with the Regions to ensure the currency of planning, opportunities for improvement and training activities. Awareness training will be provided across the levels of the Department. A basis for operational readiness is mutual trust or shared confidence among controllers, staff, stakeholders and the community which is essential to achieve desired outcomes. Effective leaders must build cohesive teams in an environment of mutual trust within the
Department’s business-as-usual activities at the Regional and School level which will translate to work as operational and tactical level teams during disaster and emergency responses.

This provides the Department with a significant advantage in that the teams used are not new and the staff are professionally connected. But the broader team which is connected from other agencies during disasters and emergencies does not always benefit from such familiarity and work must be done in the preparation phase to build relationships, get an understanding of each other’s roles, responsibilities and authorities.

Equally trust must flow throughout the levels of the Department to have the best chance of achieving objectives. Training and exercises which provide shared experiences are a multiplier for developing trust, where the two-way communication and interaction between the levels of control within the Department build familiarity, trust and effectiveness.

The objective is to unite the diverse capabilities, even within the Department, necessary to achieve success in operations where collaborative and cooperative efforts are required.

1.5.2 All-hazards approach

An all-hazards concept promotes the standardisation of plans, responses and actions which, whilst implemented in different scenarios, have a common set of processes and procedures irrespective of the hazard. This is to optimise the efficiency of resource application and decision-making across government agencies and to reduce the confusion of having different plans for different events.

The all-hazards approach assumes that the functions and activities applicable to one hazard are most likely applicable to a range of hazards and consequently, an emergency response plan captures the functions and activities applicable to all-hazards.

The related all-agencies approach recognises that no single agency can prepare for and deal with the disruption to community life and infrastructure that can result from a disaster or emergency. Agencies have a responsibility for ensuring an understanding of the Queensland Disaster Management Arrangements (QDMA) and to contribute to the arrangements. It is necessary for a lead or primary agency to coordinate the activities of the large number of organisations and agencies that are involved.

1.5.3 Tiered command structure

The Department’s response framework identifies three internal levels of command and control, being the strategic (Executive), operational (Regional) and tactical (School) levels. An additional level, the State level, also exists and this is the interface into the Queensland Disaster Management Committee (QDMC). This structure is consistent with the State arrangements, particularly the emergency services response structures and allows for alignment with other agencies as well as providing delegated decision making authority at each level for operational efficiency.

1.5.4 Tested Emergency Response Plans (ERPs)

Across the Department there will be a coordinated range of ERPs which will be tested annually through discussion exercises or functional exercises. The core plans cascading from the State Disaster Management Plan, will be the Executive Emergency Response Plan, the Regional Emergency Response Plan and the School Emergency Response Plan.
1.5.5  Understood roles and responsibilities

For any team to function the members must understand their role and their responsibilities. They must understand their reporting lines within the overall Departmental structure. This will ensure they understand what they are trying to accomplish individually and as a team and it will enhance their sense of purpose.

The Department’s documentation will include an overview of the roles and responsibilities of all staff required to support disaster or emergency response operations. Each Emergency Response Plan will detail the roles and responsibilities required for that level.

1.5.6  Using a Common Operating Picture

A critical challenge is creating a shared understanding of the operational environment. The Common Operational Picture (COP) is a single display of relevant operational information which is shared across one or more organisations. It facilitates collaborative planning and assists all levels of government and agencies to achieve shared situational awareness. It becomes more important as the next level of command is introduced. An objective of the common operational picture is to overcome coordination and information management problems during disaster and emergency responses.

Situational awareness is the individual’s understanding of what is occurring and it is specific to the issue or problem you are dealing with, including the status of the event, the position of staff, status of schools, equipment/vehicle resources, environmental information, threats, risks and offenders.

Each level is responsible for ensuring that the appropriate information is injected into the Local Disaster Coordination Centre (LDCC), the District Disaster Coordination Centre (DDCC) and the State Disaster Coordination Centre (SDCC), to support the COP. The COP should be a primary reference point and point of truth to organisations. A product of the COP is the Situation Report (SITREP) which is managed from the SDCC and this will consist of relevant information collated from all agencies.

In disasters where the SDCC is operational, the COP is their responsibility and the Department contributes information to assist. The Department may also manage their own COP within the ECC to provide situational awareness for the staff of the Department who have roles and responsibilities during such an event.

Efforts in developing both the common operating picture and situational awareness will enhance decision making and outcomes.

1.5.7  Managing risk and uncertainty

Risk management is a systematic process to identify risks and analyse the likelihood and consequences of identified risks from disasters and emergencies. Treatment strategies must be included in ERPs and BCPs to minimise the impact. The Department has a range of risk management guides such as the School Risk Rating spreadsheet to assist staff and this is particularly relevant to the formulation of the Regional Emergency Response Plan and the School Emergency Response Plan.

In layman’s terms, risk has been described as the intersection of assets, threats, and vulnerabilities. So accurately assessing threats and identifying vulnerabilities is critical to understanding the risk to your assets.

**Asset** – People (staff, students, visitors), property, reputations, equipment, data and information. These are the things we are responsible for protecting.
**Threat** – Anything that can exploit a vulnerability, intentionally or accidentally, and obtain, damage, disrupt or destroy an asset. A threat is what we’re trying to protect against.

**Vulnerability** – A weakness or gap in a security program that allows access to an asset which can be exploited by that threat.

**Risk** – The potential for loss, damage, disruption or destruction of an asset as a result of a threat exploiting a vulnerability.

When conducting a risk assessment, the formula used to determine risk is:

\[ A + T + V = R \]

\[ \text{Asset} + \text{Threat} + \text{Vulnerability} = \text{Risk}. \]

So threats may exist, but if there are no vulnerabilities then there is little or no risk to the organisation. The understanding of risk management and its application to decision making and the recording of decisions is essential for all staff involved in the arrangements. Unfortunately in the disaster and emergency context most decisions and actions will have a residual element of risk that has to be accepted.

The *State-wide Natural Hazard Risk Assessment (2017)* and the School Risk Profile are available as source documents for consideration when preparing the ERPs.

Controllers should carefully determine risks, analyse and minimize as many hazards as possible, and then only take prudent risk when necessary. The amount of risk which is acceptable is referred to as the ‘risk appetite’. Knowing and articulating the agency’s risk appetite will support consistent and timely decision making and service delivery improvement.

All decisions must be made on the primary consideration for the safety of all students and staff.

### 1.5.8 Action learning

An action learning approach is about reflecting on previous results and adjusting structures, processes and plans. It is a valuable means of supporting the development of the organisation and the leaders within. The learning can occur in structured training activities or through operational reviews following disasters or emergencies. The process encourages more creative ways of thinking and reacting by reflecting on what is working now and as well as what actions can be improved.

The Department is committed to action learning by ensuring reviews of disaster and emergency responses occur and the results are incorporated into updated ERPs and training.

### 1.6 Decision Making and Decision Logs

Decisions made, particularly during the course of a response phase, could be the subject of significant scrutiny in any post-event review or inquiry. To that end the process of decision making and the manner in which the decisions are communicated and recorded is important, if not critical.

A decision making process, whilst simple, is essential to use both operationally and to demonstrate later how various decisions were made. It provides a ‘look back’ at the information that was known at the time of the decision, the process and it confirms the time stamp of the decision.
Whilst there is a range of literature regarding decision making, there is acceptance that there are two main methods of decision making including:

1. Rational Decision Making; and

The Rational Decision Making models suggest a linear process which may include:

- Defining the situation/decision to be made;
- Identify the important criteria for the process and the result;
- Consider all possible solutions;
- Calculate the consequences of these solutions versus the likelihood of satisfying the criteria; and
- Choose the best option.

The Recognition Primed Decision Making suggests where, as people become very experienced in certain fields, they move to a model where experienced persons are able to identify cues and indicators that let them recognise patterns. Based on these patterns the person chooses a single course of action that they consider will achieve the outcome.

It was found that the recognition primed decision maker would run the action script through a mental simulation based on experience and if the decision maker considers the action script will achieve the outcome, they go ahead. As people become more expert in their chosen field, as they have more and more experience, their ability to recognise patterns is enhanced. As disaster management is not a regular or core business for most schools, it is more likely that a rationale decision making approach will probably be used. Two models for consideration are below.
Irrespective of the model chosen the user may later be required to explain the process they applied to making a critical decision during a response phase. A process enhances the credibility of the decision by showing the range of considerations made before the decision. Such decisions must then be recorded.

Key decisions that will be made prior to and after a severe weather event will be based around the CE Directive 1/2019 regarding the Temporary Closure of Schools. The decision to close a school may be very clear and easy to articulate or it may be difficult due to the level of uncertainty of an approaching event and expected impact. Irrespective decisions need to be documented and stored, preferably electronically.

A Key Decision Log (KDL) uses a format for recording decisions and the rationale (reasons) to justify those decisions that will, or may, materially affect the course of a response and may later bear judicial and community scrutiny. See Key Decision Log template located in Appendix 6. The entries should be a contemporaneous recording of the decision. Included on the right hand side of the page is a ‘Considerations Matrix’ to prompt the thought process with considerations and factors which may be present in a decision.
The criteria for a key decision should include, but are not limited to:

- Overall operational strategy;
- Advice received from stakeholders;
- Response to an impact;
- Planned acts under special legislation;
- Evacuations and Lockdowns;
- Pre-deployment for a weather event;
- Actions which will affect business continuity outcomes;
- Major resource changes, allocations or withdrawals; and
- Health and safety risks.

When recording the decision, to ensure the integrity of the record it is recommended that:

- any delayed entries include reasons for the delay;
- note persons who have contributed, or provided advice, to the decision are noted; and
- include any source documents utilised.

1.7 Considerations – Advice and Directions

It is important to understand the role of the police and other emergency services or legislative bodies who respond to a call for service from a school and the key legislation that may be enacted in a disaster or emergency scenario.

When the emergency services respond to a call for service they only take command of their incident response and the Team Leader or Supervisor commands their staff to achieve their objectives. They don’t assume any command of the School, the Principal or the Staff. They provide advice as to what needs to be done by, or within the school, or they give directions for certain things to happen. They may also take direct action to resolve an incident such as by the police arresting offenders, moving trespassers on, searching for IEDs (bombs) or by generally investigating complaints.

It is important to understand the difference between providing advice and being given directions. Advice usually comes from an officer assessing an incident and using experience to provide information about what he/she recommends should be done. Directions are given when officers assessing the gravity of the situation decide to enact legislation and utilise the accompanying powers. From this they may give directions as to what is to occur and use powers to physically impose activities to achieve a solution. In short advice may be accepted or rejected but directions must be complied with.

If in doubt the Principal must ask if they are getting advice or a direction.

Directions can only be given under legislation and the two key pieces of legislation relevant to disasters and emergencies are:

- The Public Safety Preservation Act; and
- The Disaster Management Act 2003.

An extract of the most relevant sections of these Acts is contained in Appendix 14.

The full versions are available from the following links:

1.7.1 Considerations for Decision Making

Advice

In schooling environments and under most circumstances police cannot direct things to occur but can only advise what should, or needs, to be done, or request certain things to happen. The Principal remains in command of his/her staff and may instruct them to action the advice or support the request. Normally the relationship with the police is very collegial, but an occasion may occur when a Principal does not concur with the advice received by the Police or other emergency service or is not prepared to comply with such advice due to a range of reasons, such as the assessed impact on the safety of the staff or students.

If it is advice, then, it is there to accept or reject. But if a Principal is not agreeable to or concerned with the advice, then they have various courses of action available:

1. Discuss it and outline your concerns and the impact of that advice on the School, looking for better advice or another way forward; or
2. Accept it on this occasion and then make it the topic of later discussions or debriefs. This would be on those occasions when they do not feel strongly enough about the issue or advice to reject it; or
3. Reject it and seek further consideration from a higher rank within the Police eg the Officer in Charge of the local station or the District Inspector. They are always only a phone call away; or
4. Reject it and do nothing, or take another course of action which the Principal considers safer or more practicable.

In either case it is advisable to document the issue using the Decision Log (Appendix 6), indicating the advice received and the reasons for not taking the advice. This is so as to have a record should the issue later be the subject of follow-up discussions.

Directions

However should the Police or another emergency service or agency deem that the matter is so serious, they may use legislation to manage the incident. The Police may declare an Emergency Situation under the PSPA at which time they have significant powers to do things such as cause an evacuation, enter premises, the removing people from locations (by force if necessary), or to take control of resources and assets, etc. All actions would be in the interests of the safety of students, staff and the community. Even if this occurs the Police will nearly always require school support to manage the environment about them.

If it is a direction using any legislation, then the direction should be complied with.

It should be noted that the invoking of such legislation e.g., PSPA, would not be because of a conflict with a Principal, but only because of the seriousness of the event/incident occurring and the requirement of more powers. And it would happen even when the school is fully supportive of police advice and actions. Incidentally, such powers are not bounded by any school fence line, but by the declared area of the emergency situation.

In summary, the Principal remains in command of the school, staff and students and the police control their incident response. The Police do this by providing advice to Principals or by taking direct actions. They only take overall control of the site when they invoke legislation, usually the PSPA, and when this occurs the Police still require significant support from the Principal and the school to achieve their objectives.
1.8 The four phases and activities of the State Disaster Management Framework

There are four recognised phases within the State Disaster Management Arrangements. They are prevention, preparation, response and recovery. These phases are used as guides for the Department's overall management of its arrangements for consistency.

1.8.1 Prevention

The Prevention Phase involves conducting an assessment to identify potential hazards and develop procedures and policies designed to mitigate or prevent damage. Prevention activities include:

- identifying and assessing hazards and associated risks presented by the natural or built environment;
- reviewing and improving work practices;
- addressing Workplace Health & Safety (WH&S) issues;
- reviewing relevant policies;
- reviewing and improving security including signage, fences and sign in for visitors;
- undertaking any school modification; and
- planning and preparing ERPs.

E&SS is responsible for developing state-wide emergency management policy for the Department, providing emergency advice and assistance to state schools and DoE workplaces, including operational response services until they move into the Executive Response Team. It also provides advice to assist state schools and DoE workplaces review response and recovery procedures for their ERP.

Every government workplace and state schools in Queensland is required to have a documented ERP as part of its normal operational activities. The purpose of the ERP is to:

- provide details of roles and responsibilities, tasks and contacts for response activities;
- minimise the impact of these events on students, staff, volunteers and visitors; and
- facilitate the return of the state schools or DoE workplace to normal operations as soon as safely possible.

1.8.2 Preparedness

The Preparedness Phase involves the taking of preparatory measures including final development or testing of plans and procedures to ensure that, if an event occurs, state schools and DoE workplaces can make decisions and assign resources to cope with the effects of the event. Preparedness activities include:

- implementation of controls to mitigate risks identified;
- communicating the ERPs to all stakeholders;
- undertaking Business Continuity Planning (BCP) that considers disruption due to a disaster or emergency;
- practice the establishment of response teams and centres;
- conducting table-top or functional exercises; and
- conducting evacuation, lockdown and other scenario exercises regularly, ensuring outcomes are recorded in MyHR WH&S.

**Event Preparedness Timeline**

With a focus on summer weather events, the above representation is effective. However when considering the broad nature of disasters or emergencies this becomes less useful as responses (and subsequent recoveries) need to be ready for year-round implementation and so the prevention and preparation phases are actually concurrent activities. This poses some additional challenges for the Department to be ready 24/7 and for 365 days per year.

1.8.3 **Response**

The Response Phase involves implementing the Department’s disaster management arrangements which are scalable to the intelligence and the enacting of the ERPs to respond to a disaster or emergency. Response activities include:

- ensuring the safety, health and wellbeing of staff, students and visitors;
- ensuring the provision of first aid/medical treatment if required;
- activating and implementing an ERP;
- activating the DoE response structure including the ERT, Regional Response Team (RRT) and SRT;
- liaising with Emergency Services and other response agencies;
- adjusting and maintaining the school’s functions to suit the situation;
- supporting the school community; and
- managing public information relevant to the Department.

1.8.4 **Recovery**

The Recovery Phase involves working with affected members of the school community and others to recover and return the schools and DoE workplaces to resume normal service delivery as soon as safely possible after a disaster or emergency.

Recovery can be defined as short (24 hours), medium (first week) and longer term. Short term recovery activities could include:

- monitoring staff reactions;
- arranging psychological first aid;
- managing HR issues;
- implementing the BCP;
• planning and coordinating the recovery;
• identifying any structural or other requirements;
• collecting and communication information; and
• reviewing emergency response plans.

The four phases are not exclusive and each phase can overlap or exist concurrently with another. An example is that the cycle of prevention activities can continue across all phases and the recovery phase, for a large event, may be stood up prior to the impact to permit the preparation of recovery resources.

1.9 Stakeholder Engagement

As with day to day operations within the Department, there is connectivity to a range of support agencies, stakeholders, interested parties and suppliers, so too it is for disaster response operations. The additional dimension is the engagement with these groups being under increasingly difficult circumstances where communication and decision making may be under extreme operational pressure. In such an environment successful outcomes will become reliant on:

• agreed protocols;
• the ability to communicate;
• resilient relationships; and
• trust.

These factors will have to be embedded before a disaster or emergency impacts and this will only be successful through engagement in the prevention and preparation phase.

Stakeholder engagement has to occur at every level within the Department to ensure operational responses have the highest chance of success. To this end a strategy for engagement at each level must be developed. In many cases relationships in day to day operations extend directly into the response operations. It is important for each level to review their stakeholders who may play roles in disaster and emergency responses and engage with them both through the structures within the State Disaster Management Arrangements and through specific engagement as identified.

There are few shortcuts to gaining the trust of others but our operational environment of dealing with our partner agencies both corporately and operationally within ‘business-as-usual’, during activities such as disaster management meetings and training activities will benefit all involved. This enables relationships to be built before they are tested at critical incidents. Developing such trust takes time, and it must be earned.
PART 2 – THE STRUCTURES

“Being prepared”

2.1 The Role of the Emergency and School Security Unit (E&SS)

The E&SS coordinates the delivery of the Department’s legislative responsibilities for the purpose of facilitating disaster management prevention and preparedness outcomes for state schools and DoE workplaces.

Their responsibilities support the Department to meet its obligations including:

- developing disaster and emergency management document including the Executive ERP, Quick Reference Guides, and templates for Emergency Response Plans;
- training response personnel for disaster events where required;
- conducting exercises to refine and test response arrangements;
- performing regular audits of response capacity within schools and workplaces;
- leading the preparation and management of the response to natural hazard events;
- monitoring local response and recovery operations when the disaster management arrangements are not enacted; and
- maintaining the ECC technology.

The E&SS will be notified of a natural hazard or threat from human-caused events through multiple information channels from relevant stakeholders which may include:

- School or DoE workplace staff;
- the Media;
- Regional staff;
- Members of the public; or
- SDCC Watch Desk.

On receipt of an incident report, the E&SS will immediately notify stakeholders and, if appropriate, recommend the activation of the ECC. Alternatively the E&SS may provide support to the Regional or School levels in their business as usual mode or within the local or regional disaster management mode without the activation of the ERT and ECC.

Prior to the activation of the ERT and ECC, the E&SS will be responsible for:

- Gathering Intelligence prior to (and throughout an event);
- Leading the prevention and preparation to natural hazard events;
- Supporting response and recovery operations of a lesser nature event;
- Providing adequately trained personnel and equipment for the response to disaster events where required;
- Supporting Regional Directors;
- Storing and maintaining emergency response equipment;
- Liaising with SDCC and the SDCG;
- Reporting during and after an event not requiring activation of the ERT; and
- Liaising with non-state schools, universities and ECEC.

In the response phase, the E&SS becomes part of the ERT supporting the ERC. In the recovery phase, the E&SS monitors recovery operations when the ERT has stood down.
2.2 The DoE Disaster Response Structure

The DoE structural arrangements are scalable to the developing scenario or the impact of an unforeseen event. It may commence at the local level with a school principal managing an incident. As the event or impact escalates it may cause the regional level to become involved to support the school or to brief the Department. Alternatively for a ‘rising tide’ event with a significant expected impact, the Department may be directed, through the Director-General (or their delegate), that the three tiered structure is stood up in part, or full, to manage the response.

As shown below the Department adopts a scalable three tiered structure based on the recognised strategic, operational and tactical levels which connects to the State Disaster Management Framework.

The three levels equate to the Department’s Executive, Regional and School level. This structure then connects to the State Disaster Management Framework.

The Minister and Director-General

Whilst the Minister has ultimate responsibility for departmental management and is legally and politically accountable to Parliament, he/she is not a part of the operational decision making framework. However the Minister has constitutional responsibility to act in the public interest and provide a focal point for the portfolio to ensure the media and public receive correct and non-contradictory information.

The Director-General (DG) is DoE’s representative on the State Disaster Management Committee (SDMC) and is accountable for the departmental response and operations. The Deputy Director-General, Corporate Services is the nominated proxy. The DG briefs the Minister on the situation including expected impact and recovery timeframes, ensuring that stakeholders are aware of issues and remedial action to be undertaken and that disaster recovery teams have the necessary resources and support to perform their duties. A senior officer represents DoE at the State Disaster Coordination Group (SDCG) and may have support staff assisting. This may be the ERC or it may be another delegated senior member. Staff from the DoE Strategic Communication and Engagement (SCE) will support the whole-of-Government public information effort at the SDCC.

2.3 The Executive Level (Strategic)

The command and control of the Department’s resources during a disaster or emergency ultimately rests with the Director-General. To deliver the required response across the Department during critical periods it is necessary to have a three tiered structure ready to be activated to meet the operational needs.

2.3.1 Executive Response Controller

The strategic level or the executive level response consists of the nominated lead being the Executive Response Controller who will be supported by an Executive Response Team which will work from, and manage the response, at the Executive Coordination Centre.

The ERC is responsible to the Director-General. The Deputy Director-General, ISB, is the nominated ERC and is responsible for activating and directing the level of response across the Department.
The ERC will not be on site, but usually located within Central Office at Education House in Brisbane. The ERC, or their delegate, will represent the Department on the State Disaster Coordination Group (SDCG) at Kedron and may also have support staff assisting. Alternatively the ERC may nominate a delegate to represent that role at the SDCG.

The key responsibilities of the ERC include:

- Leading the Executive Response Team;
- Setting the strategy;
- Guiding and advising the Regional Response Controller(s);
- Managing DoE information and establishing the DoE ‘point of truth’;
- Monitoring the response (adequate and effective);
- Seeking external support as required; and
- Connecting to the SDCG at the SDCC.

2.3.2 Executive Response Team

The command and control of DoE resources during a disaster or emergency ultimately rests with the Director-General. To deliver the required response across the Department during critical periods it is necessary to have a three-tiered structure ready to be activated to meet the operational needs.

The executive level response consists of the nominated lead being the ERC who will lead the ERT which will be supported by the ESG and work from the ECC.

The ERT and ESG may operate in a scalable posture depending on the size or context of the disaster or emergency and this will be determined by the ERC who may direct a shift in status.

The ERT delivers the strategic direction, guidance, support and resources to the Regional Response Controllers (RRC) and is the peak disaster and emergency management decision-making body in the Department in accordance with the Executive Emergency Response Plan.

The role of the ERT is to:

- Provide support, guidance and problem-solving capacity to the ERC and RRC;
- Monitor the role and performance of the RRTs;
- Provide support to the DG at the QDMC, the SDCG or at the State Crisis and Communications Centre; and
- Address issues raised through mainstream lines of communication and resolving or redirecting such into the disaster or emergency management stream within the ERT; and
- Be accountable to the Director-General, DoE.
Following is a schematic of the ERT:

The management task of the ERT is to bring together an integrated, organised and resourced DoE network that can take appropriate and timely action to prevent, mitigate or respond to the effects of the disaster or emergency.

The ERT will consist of the most senior members of the Department and is activated by the ERC which is usually the Deputy Director-General, Corporate Services. It may also include some liaison officers from other agencies as required and invited by the ERC.

The ERC will ensure arrangements are in place to enable a close working relationship with relevant DoE functional areas and any external supporting agencies. The mechanism for coordination activities with other agencies will be via the ESG. This synergy of agency resources will facilitate effective co-ordination and provide the DoE operational ‘point of truth’.

A quorum of seven members is required for ERT meetings.
2.3.2.1 The Executive Response Controller

The ERC is the Department’s responsible officer to lead and oversee the response and is accountable to the Director-General. The ERC will direct, control, coordinate and/or communicate to DoE regions and supporting agencies. The ERC will form the ERT and activate the ECC as required.

The ERC is nominally the Deputy Director-General, Corporate Services.

The role of the ERC includes:

- Leading and coordinating the Department’s disaster or emergency response and recovery;
- Forming the ERT, ESG and activating the ECC;
- Managing and coordinating resources to support the regional responses;
- Representing DoE at the SDCG, if required;
- Providing strategic direction and support to RRCs;
- Monitoring the Regional ERPs; and
- Being accountable to the Director-General, DoE.

During a disaster situation the ERC will ensure close liaison is established with the SDCC to coordinate and support the whole-of-Government response. Whilst the State Disaster Coordinator at the SDCC will be the overall command and control authority for the whole-of-Government response, the ERC remains responsible for the strategic control of DoE resources to support the state-wide response to disasters or emergencies.

2.3.2.2 Regional Directors

Regional Directors usually assume the role of the RRC under the Regional Emergency Response Plan. Subsequently the RRC (RD) of an affected region(s) becomes part of the ERT. Other Regional Directors may also be invited into the ERT depending on the location, size or scale of the disaster or emergency and the potential for spreading to or impacting on adjacent or other regions.

The RRC will teleconference into ERT meetings.

2.3.2.3 The Executive Support Group

The ESG supports the leadership, management, planning and coordination functions of the ERT using a team structure to deliver the required organisational outcomes. Central to this is the development of the COP to support situational awareness for decision making within the Department.

The ESG includes the following functional cells:

- Operations Cell;
- Intelligence Cell;
- SCE Cell;
- Logistics and Finance Cell; and
- HR and Wellbeing Cell.

The Assistant Director-General, Infrastructure Services Branch (ADG ISB), who sits on the ERT, also assumes the role of the Operations Coordinator and leads the ESG.

Appendix 1 outlines the role and responsibilities of the functions within the ESG.
2.3.2.4 The Executive Coordination Centre

The ECC is a purpose built facility, activated as required as a place from which the ERC can monitor, guide and support regional and school controllers managing major DoE responses to disasters or emergencies.

The ECC is located on the 4th Floor of 30 Mary Street, Brisbane. It has the technology to support information gathering, data storage and display, along with managing response operations to support the Regions.

The function of the ECC is to house the ESG to support the ERT. It is where the DoE functional area leaders and any other relevant agency (e.g. Building and Asset Services (BAS)) can co-locate representatives who can provide advice on their current capability and contribute to the DoE operational planning and response.

The ECC is equipped with information and communication technology that enhances the situational awareness of the ERC and the ERT to better inform decision making at the strategic, operational and tactical levels.

This co-location of any key support agencies within DoE enables the ERC to effectively coordinate the response to the emergency, but it does so supporting the role and functions of the SDCC at Kedron when activated.

Where circumstances prevent operation or access to the nominated ECC location, alternative arrangements will be made by the ERC, which may include working from home arrangements.

2.3.2.5 Terrorist Incidents – additional consideration

The arrangements that are implemented for a terrorist incident vary from the disaster management arrangements. During a terrorist incident the Queensland Police Service (QPS) will assume operational command and operate from the Police Operations Centre in Police Headquarters.

The Australia New Zealand Counter-Terrorism Committee (ANZCTC) Handbook states that ‘The Police Operations Centre (POC) provides the strategic operational command for a response to an incident or act. It also provides liaison and coordination between other State or Territory command and coordination centres.

Should the incident impact on DoE then the ERC will establish communications with the POC. Similarly the ERC can embed a DoE representative in the POC of sufficient authority to speak on behalf of the ERC or the Director-General and support the coordination of information flows, communications and other aspects of the response and investigation as required.

2.3.2.6 Ancillary Roles

During the course of disasters or emergencies (including acts of terrorism) the Queensland Government may enact other entities to provide strategic advice and guidance to response agencies and the community. These include:

- The **Queensland Security Cabinet Committee (QSCC)** which provides strategic leadership in relation to counter-terrorism preparedness arrangements and the management of a terrorism incident in Queensland; or

- **The Queensland Disaster Management Committee** provides strategic leadership for disaster preparedness, response and recovery in Queensland.
The Queensland State Crisis and Communication Centre (SC3) which operates virtually at a strategic, whole-of-Government policy level and has contacts in each department in case the situation requires that department’s input.

These structures may require DoE participation usually through the Director-General or other key senior members of the Department depending on the context of the threat or event.

A senior officer must also represent the Department at the SDCG and may have support staff assisting in the SDCC. This may be the ERC or it may be another delegated member. Staff from DoE Media will support the whole-of-Government public information effort at the SDCC.

In events where the health of the community is at risk, the State Health Emergency Coordination Centre (SHECC) is convened by the Department of Health and this may require participation by the DoE staff from the Organisational Health Unit. They also represent DoE on the whole-of-Government State Human and Social Recovery Group (SHSR) and are the liaison point into the ERT.

2.3.2.7 Activating the ECC

The decision to activate the ECC will be made by the Director-General, DoE or the ADG ISB who will assume the role of the ERC after consideration of:

- The severity of the event, including the number of DoE sites likely to be impacted;
- The potential impact on school or regional operations;
- The potential impact on the safety of students or staff;
- The potential impact on DoE facilities or assets; and
- Other relevant advice.

The ERC may also activate additional staff to assist with the management of the ECC and may invite other officers/sections to sit on the Advisory Group depending on the context of the event.

Further information on the Executive Level is at TRIM Ref: 16/469289.

2.4 The Regional Level (Operational)

The Regional or operational level comprises regional resources and the Regional Director assumes the role of the RRC. The RRC is responsible for the control of the regional response and reports to the ERC. The RRC commands and coordinates the RRT and the Regional Emergency Response Plan. The RRC will most likely be located closer to the incident, and in the case of some incidents (floods/cyclones) may be within the event.

The key responsibilities of the RRC are to:

- Lead the Regional Response Team;
- Manage the regional response;
- Support the School Response Controllers; and
- Connect to the DDCG(s) and DDCC(s).

2.4.1 Regional Response Team

The RRT team is the regional level decision making body and is responsible for providing support to the tactical or school level. The RRTs are the key operational team to coordinate the
The DoE Disaster and Emergency Management Arrangements

regional response which may cover a large geographic area and may have a significant span of control. The RRT coordinates local resources and information, identifies tasks where extra resources are needed and passes information and requests to the ECC.

The recommended structure of the RRT is as below. It has a more expansive structure than the ERT, but this is due mainly to the span of control of the RRT. But it is also scalable depending on the direction of the RRC and needs of the regional response.

The structure may also include a Regional Advisory Group.

2.4.2 Regional Coordination Centre

A Regional Control Centre (RCC) will be established at a suitable location within the Region and will provide the technical capability for the RCC to communicate with the ECC and from, and to, regional schools and DoE workplaces.

2.5 The School Level (Tactical)

The tactical level is set within the schools. The controller will be known as the School Response Controller (SRC) and will be the Principal (or their delegate). The SRC directly controls the schools resources at the incident. Central to this is the authority of the Principal under the CE Directive 1/2019 Temporary Closure of Schools to temporarily close and re-open their schools.

2.5.1 School Response Controller (SRC)

The primary responsibility of the SRC is to implement direct actions that will achieve the objectives of the School Emergency Response Plan. In some instances, this may require additional tactical planning and the setting of new or additional objectives depending on the disaster or emergency.

The key role of the SRC is to:

- Lead the School Response Team;
- Be on site whilst the school is functioning;
- Temporarily close and re-open the school in line with the CE Directive;
- Implement tactical actions and coordinate resources;
- Communicate with stakeholders;
- Provide for the safety and wellbeing of students and staff; and
- Connect with the Emergency Services or LDMG.

The SRC reports to the RRC.

2.5.2 School Response Team (SRT)

The SRT team is the school level decision making body and is responsible for providing support to the staff, students and school community. The SRTs are the key operational team to coordinate the school response, manage information, identify tasks and where extra resources
are needed and necessary, pass information and requests to the RCC. The structure of the SRT is consistent with the basic structure of the RRT as outlined on the previous page.

But it is also scalable depending on the direction of the RRC and needs of the school response. In small schools these functions may be compressed to one or two staff members.

2.5.3 School Coordination Centre (SCC)

The SCC is usually a location within the school where the SRC and the SRT can operate. It may be a location/room which has the resources (space and technology) to support the required functionality.

The SCC should also have an alternate location from which to operate and this will be identified in the BCP.

2.6 LDMG and DDMG Roles

The QLD Disaster Management Act 2003 forms the legislative basis for disaster management activities across all levels of government, and represents best practise in promotion of a comprehensive approach to disaster management.

Nominated DoE members will represent the Department on Local Disaster Management Groups (LDMG) and the District Disaster Management Groups (DDMG). In accordance with the DoE response structure and the State structures, it would follow that a representative of the RRC attends the DDMG, and a local Principal or their representative attends the LDMG. However in some areas it is impracticable for all principals to be required to sit on an LDMG. This would be due to the number of principals in the local council area, e.g. in South East Queensland or due to their remoteness from the LDMG. Subsequently arrangements across the State will vary. This may involve the RRC assigning members of the regional staffing model to be attached to an LDMG and report to both the SRC and the RRC.

It is required that each DoE region nominates active representation on each LDMG and DDMG in their respective locations and that this occurs before the commencement of the annual disaster season. All nominations for each region must be up to date and the region must send a copy of these memberships to the E&SS before the commencement of the disaster season each year or when positions are changed.

Formally nominated positions on LDMGs and DDMGs need to be of a sufficient level that, during operational responses, they can commit the resources of the Department in accordance with the Department’s jurisdictional responsibilities and with the full authority and responsibility of the RRC or the ERC.

2.6.1 The District Disaster Management Group (DDMG)

A DDMG is chaired by the District Disaster Coordinator who is usually the Superintendent (or Inspector) of Police assigned to the encompassing Police Region and while membership can vary, it includes representatives of those State agencies responsible for the hazard specific arrangements and functions of disaster management and a representative for each local government in the district.

In undertaking their normal DDMG responsibilities, members should ensure they:

- attend DDMG activities with a full knowledge of the Department’s resources and services and the expectations of this Department;
• are available and appropriately briefed to actively participate in DDMG activities to ensure that plans, projects and operations use the full potential of their agency or function, while recognising any resource or capacity limitations;
• are appropriately positioned within their agency to be able to commit agency resources to DDMG normal business activities;
• have completed relevant disaster management training;
• have a proxy who is appropriately trained to take on their responsibilities should they be unavailable or to provide additional support during extended operations;
• maintain a current contact register for DDMG members;
• maintain copies of the District Disaster Management Plan and supporting documentation, as appropriate;
• ensure resources are available to participate in disaster operations; i.e. access to a laptop, information management templates, operational checklists, telephones and human resource provisions;
• participate in disaster management exercises and training opportunities; and
• contribute to the DDMG annual operational plan as requested.

In order to be effective during operations, DDMG member administration and activation processes should include:

• immediately informing the Department of the DDMG’s activation and reinforcing their role as the designated single point of contact between the DDCC and their agency;
• maintaining a close liaison with all members of the DDMG including participating in briefings/meetings of the DDMG and operating from the DDCC as required;
• when possible, assessing the likelihood of extended operations and the possible need to implement member relief arrangements; and
• ensuring appropriate agency specific disaster cost management arrangements are established quickly and utilised effectively, including the collation of financial documentation to ensure costs are captured for reimbursement, where eligible.

2.6.2 The Local Disaster Management Group (LDMG)

The Mayor, or another councillor of the local government, is appointed the Chair of the LDMG, and the Chief Executive Officer (CEO), or another employee of the local government, is appointed as the Local Disaster Coordinator (LDC).

Generally an LDMG is comprised of the following members:

• The Chair (the Mayor or Councillor);
• Deputy Chair, LDC (delegated local government staff member, often the CEO);
• representatives of various functional areas of local government;
• local representatives of the police and emergency services;
• Regional representatives from Emergency Management Queensland (membership role not coordination of response);
• key local industries; and
• community representatives, (i.e. school principals or a Regional DoE representative).

The DoE LDMG representative should ensure they:

• attend LDMG activities with a full knowledge of their agency resources and services and the expectations of their agency;
are available and appropriately briefed to actively participate in LDMG activities to ensure that plans, projects and operations use the full potential of their agency or function, while recognising any limitations;

- are appropriately positioned within their agency to be able to commit agency resources to LDMG normal business activities;
- attend and complete appropriate disaster management training to ensure an adequate level of understanding of the Queensland Disaster Management Arrangements and Framework and the Department’s arrangements; and
- have an appointed proxy who has the necessary expertise or experience, and is appropriately trained to take on their responsibilities should they be unavailable, or to provide additional support during extended operations.

Members should maintain a state of readiness for activations by:

- maintaining current contact registers for LDMG members;
- maintaining copies of the Local Disaster Management Plan (LDMP) and supporting documentation, as appropriate;
- ensuring resources are available to participate in disaster operations; i.e. access to a laptop, information management templates, operational checklists, phones and human resource provisions;
- being appropriately positioned within the Department to be able to commit agency resources to LDMG operational activities;
- participating in disaster management exercises and training opportunities;
- immediately informing their agency of the activation of the LDMG and reinforce their role as the designated single point of contact between the LDCC and the Department;
- maintaining a close liaison with all members of the LDMG including participating in briefings/meetings of the LDMG and operating from the LDCC, if appropriate; and
- ensuring appropriate agency-specific disaster cost management arrangements are established quickly and utilised effectively, including the collation of financial documentation to ensure costs are captured for reimbursement, where eligible.

The relationships between the Department and the DDMGs and LDMGs during disaster or emergency responses will be optimised by the Department ensuring that engagement in the broad ambit of these groups is managed and maintained. The foundation of such relationships should occur in the cycle of meetings, training activities and exercises that occur on an annual basis.
PART 3 – THE RESPONSE

“People first, things second”

3.1 Contemporary threats to schools

Schools may be subject to a range of threats which due to their vulnerability may pose significant risk to the students and staff.

The threats may emanate from extreme weather events, explosions or fires, epidemics, infrastructure failures or disruptions, gas or chemical spills, accidents, cyber-attacks, criminal acts or terrorism.

In recent times there has been an emergence of:

- threats from persons using the internet as a vehicle for delivering threats;
- threats from persons using the internet to penetrate, obtain or destroy schools information systems and/or their records (and the Department’s);
- threats emanating from persons who may be located in other countries;
- threats from a person who may implement an indiscriminate armed attack on the schools’ population; or
- threats from a group of persons who may undertake a ‘terrorist’ style attack on a school.

These and other threats or incidents require Principals and staff to have an understanding of some legislation that police may have to enact to manage such an incident. It also magnifies the importance of relationships with police and having some understanding of how they may respond and operate within a school.

3.1.1 Tactical responses available in disasters or emergencies

DoE 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, or during, a disaster or emergency.

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

- Evacuation of the facility;
- Lockdown of the facility;
- Temporary Closure of the Facility (See CE Directive 1/2019); or
- A combination of responses.

Of note these responses can be concurrent to other agencies responding to support the school such as ambulance, fire or health services.

Which one?

Section 1.6 refers to decision making and outlines the purist approach to decision making. Principals (Managers and Leaders) are at times confronted with circumstances that require the ability to make decisions under demanding and stressful circumstances. Such decisions inevitably have to be made when threats are being applied against vulnerabilities which results in a dramatic rise in the level of risk being exerted on the school or workplace and where the consequences of poor decisions are significant.
Whilst general responses to certain threats are well known, others by the nature of the threat, the vulnerabilities of schools and the risk to staff and students make them for difficult to deal with.

3.2 Activating the Response Framework

The activation of resources in response to a disaster or emergency is scalable and depended on the complexity of the event. Disaster response activation considerations include:

- location of the incident and its potential impacts;
- geographic extent and physical size of the disaster event;
- capacity of local, state or national response agencies to undertake the incident response, e.g., equipment and skills;
- degree of multi-agency involvement;
- legal, compliance or safety issues which may need to be addressed;
- accessibility of the incident site, e.g., transporting personnel to and from the incident sites;
- logistic support requirements to support the incident response and available supporting infrastructure; and
- stakeholder impacts and engagement, e.g., cultural, economic, environmental, public or political and Traditional Owner interests.

The Department has adopted a graduated set of levels to guide the Executive, Regional and School Response Controllers in implementing the required response. The broad levels of response activation are outlined below.

Each level can self-initiate but the Director-General or ERC can direct the implementation of any, or all, Department response levels.
Guide to the levels of response activation

<table>
<thead>
<tr>
<th>Designation</th>
<th>Description</th>
<th>Response Implications</th>
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| **Business As Usual (BAU) disruption** | School Response  
- Small and geographically contained incident – single school or DoE workplace  
- May require partial disruptions within School  
- Adequate local response capabilities and resources  
- Minimal stakeholder implications | • Managed under School or workplace procedures  
• Led by Principal or Officer in Charge |
| **Level 1**                      | Local Response with LDMG support  
- Larger incident which requires stakeholder resources  
- May require some E&SS level support  
- May require regional level overview logistics support  
- Minimal stakeholder implications  
- No significant issues beyond managing local asset recovery | • Managed under the School Emergency Response Plan  
• Led by Principal as SRC assisted by LDCC and monitored by RRC  
• Monitoring by E&SS and reported to ADG ISB |
| **Level 2**                      | Regional response with DDMG and E&SS support  
- Complex incident requiring regional resources or coordination (personnel and equipment) to manage the response  
- Requires logistic support through activation of District level disaster resources  
- Service delivery impacts are contained and manageable  
- Potential 'ancillary' issues to manage | • Managed under Regional ERP  
• Led by RRC  
• E&SS support  
• Monitoring by E&SS and reporting to ADG ISB |
| **Level 3**                      | State response with ERT and State level DM support  
- Large, complex incident with significant service delivery, community and stakeholder (collateral) impacts  
- Requires multi-agency logistic support through activation of Queensland’s disaster management arrangements  
- Potential community impacts require whole-of-Government coordination and management through SDMG  
- May include declaration of a disaster  
- Nomination of SDC | • Managed under Executive ERP and arrangements  
• Full activation of Queensland State Disaster Management arrangements  
• Substantial technical support from ERT  
• Sustained strategic oversight and involvement by ERT  
• SDC event coordination |

Early activation and appropriate resourcing of the teams is critical to expedite response operations. All positions in the ERT, RRT and the SRT should be specifically allocated (even though some positions may remain dormant). For minor incidents, or at a location with minimal staff, an individual may be assigned multiple positions.

3.3 Transitioning from BAU to Disaster Management Arrangements

The transition into the DoE disaster management arrangements needs to be practiced and understood. The shift has minimal implications as the structures have been aligned as much as practicable with business as usual operations. However there are some subtle changes with titles and roles that need to be clarified and understood. The following
diagram displays how this transition occurs and, in particular, how the role of E&SS is absorbed into the ERT.

Of note is that the Deputy Director-General level does not transition to a disaster management level. The reason for this is that one or more of the DDGs may be required to support the Director-General on the SDMC or to support the ERC. Of significance is that their responsibilities continue to include the ongoing management of business as usual which will continue across the majority of the Department which is not affected by the disaster or emergency.

Fig 3. Transitioning from BAU to DM arrangements.

3.4 Connecting to the State Disaster Management Arrangements

The Disaster Management Act 2003 (Qld) and the Queensland Disaster Management Arrangements are the capstone documents which establish the state-wide framework across government setting the obligations and arrangements to secure and protect Queensland during disasters and emergencies. DoE contributes to these arrangements
at all levels and there are a range of key stakeholders – all must understand their alignment to the state arrangements.

The following is a simplified diagram which identifies the linkages of the Department’s entities to the State framework.

**Figure 4: Aligning the DET and State Disaster Management Structures**

This illustrates the connectivity of the various departmental layers into the State Disaster Management framework. For example, the SRC coordinates with the LDC at the LDCC and reports up to the DoE RRC at the RCC as required.

Within the Department, this framework is supported by the specific strategies, plans and guidance for each role, team and centre. The diagram is also indicative of the flow of information pathways.

### 3.4.1 State Level Framework Activation
There is a set of descriptors for the transition into activation mode which is used within the State Disaster Management Arrangements for LDMGs, DDMGs and the SDCG. These descriptors are used predominantly by the various levels in those arrangements and do not necessarily relate to this agency. But for information the following is the terminology used:

<table>
<thead>
<tr>
<th>Alert</th>
<th>Lean forward</th>
<th>Stand up</th>
<th>Stand down</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be aware of the situation; maintain a 'watching brief'.</td>
<td>Prepare for activation; future activation is possible.</td>
<td>Activate resources; actively contribute to incident response.</td>
<td>Deactivate resources; resume normal operations.</td>
</tr>
</tbody>
</table>

These descriptors may be applied by the ERC or the RRCs.

### 3.5 Specific Coordination Arrangements

The effectiveness of the Department’s structures and their connection to, and ability to work within, the State arrangements will rely on effective coordination. The coordination arrangements should be consistent with Figure 4 above which identifies the general relationships internally and externally.

As responses become more complex so does the potential for disconnects within the agencies attempting to deliver responses and outcomes. Effective coordination, learnt and practiced in the preparation phase, will mitigate the potential disconnects. Established relationships will also assist during this process.

The coordination arrangements are built within the State Disaster Management Arrangements and Quality Assurance Framework and mandate assessments, exercises and post operational analysis to monitor currency and effectiveness of the arrangements. Within the State Disaster Arrangements are the range of disaster management entities and other bodies which the Department is required to support and contribute to. This places responsibilities on all levels of the Department to provide representatives on such groups.

<table>
<thead>
<tr>
<th>Entity</th>
<th>DOE Representative</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Disaster Management Committee</td>
<td>Director-General</td>
</tr>
<tr>
<td>State Disaster Coordination Group</td>
<td>ADG ISB or their proxy</td>
</tr>
<tr>
<td>District Disaster Management Group</td>
<td>Regional Director</td>
</tr>
<tr>
<td>District Disaster Coordination Centre</td>
<td>Regional Director delegate(s)</td>
</tr>
<tr>
<td>Local Disaster Management Group</td>
<td>Assistant Regional Director and/or nominated Principal</td>
</tr>
<tr>
<td>Local Disaster Coordination Centre</td>
<td>Assistant Regional Director and/or nominated Principal or Delegate</td>
</tr>
</tbody>
</table>

### 3.5.1 Health, Human and Social Recovery Officer
The Health, Human and Social Recovery officer is nominated and provided to the ECC by the DoE Organisational Safety and Wellbeing Unit and are the liaison point on the ECC for communications regarding recovery. They also represent DoE on the whole-of-Government SHECC when convened by the Department of Health and have a role on the SHSR.

3.6 The ERT and the Strategic Assessment

The ERT is established for the duration of the incident response to provide strategic management of the Department’s response. When activated, the ERT provides administrative, decision-making and communication support to the SDCG, and is the focal point for the Department’s strategic oversight of the response.

**Strategic approach**

An event, emerging or occurred, may have scale and complexities above which are able to be responded to in accordance with School or Regional Emergency Response Plans and may require the Department through the ERT, to develop a strategic assessment and response strategy to deal with, or support the Regions in dealing with, such an event. The Director-General or ERC may call for a Strategic Assessment to be provided.

If so directed, the ERT will engage and consult with members of the SDCC and relevant stakeholders within the Department and the Regions, in assessing the impact and courses of action for the incident as it applies to the Department. This will be to identify issues and to develop a strategic approach to the incident response, including the development of any additional or specific response objective(s). A strategic assessment will include identifying:

- the possible and likely scenarios that may unfold as a consequence of the impact of the event or issues anticipated during the response;
- the impacts, stakeholders and issues associated with the most likely scenarios; and
- strategic resource requirements for the response.

A collaborative team-based approach to developing the strategic approach, particularly in large-scale, complex incidents, will generate commitment and help to identify all issues to be addressed in the response. The core of the information will be generated from the SDCC and their COP and supplemented by Department specific information or issues to be resolved.

The information developed in the Strategic Assessment will inform the development of a high level overview of how the Department's response will be managed.

A subsequent Response Management Strategy will provide a common understanding of:

- the incident context and stakeholders impacted;
- issues, risks and proposed mitigations;
- the response objectives and priorities;
- any high level command, control and coordination arrangements (including liaison arrangements and identification of statutory, combat and supporting agencies); and
- the level of departmental support anticipated.

A Response Management Strategy template is available at Appendix 5.
Periodic reviews should be undertaken during the response to:

- ensure that the assumptions underpinning the strategic approach remain valid;
- assess that the chosen strategic response approach remains appropriate;
- confirm that the strategic response approach is being implemented effectively;
- verify and quantify the results of the response efforts;
- identify any emerging issues or trends which need to be addressed in the coming period; and
- identify opportunities to improve response arrangements.

Any Response Management Strategy should be endorsed by the ERT and disseminated to all stakeholders of the Department’s response.

### 3.7 Managing the Response

The Department uses a process-based response management. A process is a structured set of activities designed to accomplish a specific objective. Activities are not prescriptive in that they detail how something should be done but rather the process focuses on what response teams should accomplish, without dictating how it should be accomplished. By focusing on what needs to be accomplished rather than how it should be done, this empowers responders to use disciplined initiative.

However, this does not preclude the use of reference information for consideration which can be found readily in Appendices or Quick Reference Guides.

The five processes in Response Management are represented below across the three tiers S-Strategic (Executive), O-Operational (Regional) and T-Tactical (School) levels.

![Figure 5: Processes of Response Management](image)

Understanding these concepts and the cycle of activities and distribution of responsibilities supports the three tiered approach and enables a consistent, but flexible approach to response management.

It also ensures that a single controller is not overwhelmed with too much responsibility and should clearly delineate what needs to be accomplished and guide thinking towards effective outcomes.
The response processes need to be understood as this is what will be being undertaken by other agencies supporting the Department. Some of these processes occur quickly and are over before any cyclic nature in the response is evident.

Understanding the cycle will assist people and teams to stay in their ‘swim lanes’ and allows the system to work efficiently.

**Govern Process**

The objective of the Govern Process is to define the scope of the organisational response and enable success by empowering the Regions and Schools to make decisions and conduct the response. This role sits in the Executive Level.

**Deploy Process**

The objective of the Deploy Process is to set the foundations for success by getting an appropriate response in place as quickly as possible to protect life and limit adverse effects.

It is important to understand that the decisions made during the Deploy Process are not fixed and may need to be reviewed and modified before outcomes are achieved. The various activities in this process are designed to get controllers and their teams thinking about “What preparatory actions can I take?”, “What’s Important Now?” and directing actions towards these issues.

Activities in the Deploy Process include:

1. Take command and build the Response Team(s);
2. Accept responsibility;
3. Ensure roles and responsibilities are understood;
4. Implement an Initial Response Strategy;
5. Acquire necessary resources and station them forward at a safe location;
7. Keep asking “What am I/we doing and why am I/we doing it?”;
8. Build the intelligence and information systems;
9. Conduct response briefings; and
10. Commence log of events/decisions.

Activities in the Deploy Process can be occurring concurrently in the School and Regional levels. For example, the ‘School’ may be engaging bus companies to reschedule buses to close schools earlier, whilst the ‘Region’ may be engaging and positioning information technology equipment and specialist staff nearby to be ready to implement or re-establish departmental communications within the region as soon as practicable.

**Manage Process**

The objective of the Manage Process is progress. This is done by defining, directing and reviewing the things that need to be accomplished as actions and reactions are observed. The key to success in this stage is to break the work into pieces and develop objectives or tasks around them.
For the Manage Process to be effective there needs to be a dedicated Operations Officer within Response Teams who:

1. Manages the response actions - decide, do, review;
2. Manages emerging risks; and
3. Contributes to common operating picture.

The Manage Process occurs within the operational level.

Implement Process

The objective of the Implement Process is to turn the operational objectives into actions that have a positive impact on the situation. With the guidance provided by the next level, officers exercise disciplined initiative and devise actions which enhance the response. Activities in this phase include:

1. Acting within the Plan or directions given;
2. Making decisions to meet a changing environment;
3. Reviewing actions and reporting; and
4. Providing briefings across and up.

The Implement Process is about tactical (school) level activities being undertaken in accordance with ERPs or by decisions which have been necessary due to the context of the disaster or emergency.

Finalisation Process

The process of the reviewing of the actions undertaken determines when no further action is required and when the situation is returning to a normal state or if there is a transition to a Recovery Phase. When no further action is required the response may be finalised and closed down. This process can be decided at any level of the response for their respective levels only.

3.8 Managing Coordination Centres

Disaster coordination is based on the principles of unity of purpose, a flexible and scalable structure and effective communication, leadership and liaison. The Department’s Coordination Centres are the focal points for all communications across the Department’s response layers and between other stakeholders in the disaster management arena. The type and size of Coordination Centres activated for a disaster event varies, dependent on the scale of the event and the geographical area it covers.

The purpose of the Department’s Coordination Centres is to provide a location for the Response Teams and their leaders to operate from. Overall, coordination centres can be defined generally into four allocated roles:

- Manage resources
  - Direct and control staff and equipment;
  - Support other levels of the Department’s response;
  - Requests and support other agencies;

- Manage Information
  - Collate, display, record and store;
  - Establish redundancy options;

- Develop intelligence
  - Produce documents;
  - Contribute to SITREP;

- Coordinate with other agencies
o Establish lines of communications e.g. OCA Noggin system; and
o Ensure flow of information/intelligence.

Schools will utilise local resources to support their operational response. If these are not available, or insufficient, they will request support from the region. If the regional level cannot source resources to meet the requirements of the school level, the region level will request support from the executive level, and so on. This is where coordination centres support the escalation of requests, the joining of separate agencies’ resources and the coordinated efforts of multiple sources of support.

Central to effective operations is the management of information in a Coordination Centre. The process by which information is managed is generally divided into six stages:

- Collection;
- Collation;
- Evaluation;
- Interpretation;
- Action; and
- Storage.

Measured, considered planning for the establishment and management of Coordination Centres is critical in ensuring the overall effective functioning of the Department’s response throughout the incident. Departmental Coordination Centres should be pre-determined and identified in Emergency Response Plans. It is important that suitable facilities are determined, documented and communicated to relevant disaster management group members and the Coordination Centre staff.

The majority of Coordination Centres are not permanently dedicated venues; rather they are temporarily transformed to perform their role in response operations. The fact that many are temporarily transformed highlights the importance of having well established plans and procedures for their establishment. Plans and procedures should be reviewed and tested to enable their rapid implementation when activation of the Centre is required.

### 3.9 Operational Flow of Information and the SITREP

During the course of response operations, there will be a need for significant communications between the various lead staff, the Response Teams and the Coordination Centres. This will be facilitated by a range of modes of communication including, telephones, emails and the OCA Noggin system. Generally the mainstream email and phone systems will be the primary method of operational communication.

Regular SITREPs provide a COP to assist in response planning and reporting. A SITREP schedule (detailing when SITREPS are required and provided) will be decided by the SDCC. The key SITREP generated by the SDCC known as the SDCC SITREP will be distributed to all government agencies, usually twice daily. These are to be considered the ‘point of truth’ for the response.

The Department will use the SDCC SITREP to inform the organisation and may value add with some further internal or more detailed information relevant to the Department. An internal SITREP format is also used for additional communications to staff.

Whilst the SDCC will determine the frequency of the SITREP, DoE may need to communicate more frequently to keep staff abreast of the most current information.
The SDCC will advise of the discontinuation of the SITREPs and it is likely that the Department may act in unison with the discontinuation of the internal SITREP.

BAS reporting will continue throughout the Recovery Phase and meetings will be held on an ‘as required’ basis.

3.9.1 Situation Report (SITREP)

Tactical level
- Tactical level SITREPs will be provided by BAS and SRCs (verbal reports, for example) via telephone, teleconference, video conference and email systems. Written formats should use dot points to convey information to the relevant officer in the Operations section of the RCC for compilation;
- Tactical level reports should be succinct to ensure that resources at the tactical level can remain focused on response activities;
- Relevant LDCC supporting activities will be reported through the established systems implemented by the RCC.

Operational level
- Operational level SITREPs will be developed by the Operations section of the RRT;
- Operational level SITREPs provide a précis of tactical/school activities and operational issues and intentions;
- Operational level SITREPs will be in a standardised format;
- Operational level SITREPs will be distributed to the affected SRCs, the ERT and the Department’s representative at the DDMG (emailed where possible).

Strategic level
- Strategic level briefing notes will be developed by ERT, using information from Operational level SITREPs;
- These will be forwarded to specific strategic stakeholders as required, for example, the DG DoE, Office of the Minister, BAS, media releases, and publicly accessible web pages.

3.9.2 Teleconferences

The ECC and RCC should have teleconference capability, if possible, for designated key stakeholders to share information and discuss issues. Teleconferences will be managed through the Intelligence Section in the ECC. Where appropriate, teleconference protocols will be developed to ensure the integrity of teleconferences and to maximise their benefits.

3.9.3 Records management

The SITREPs, assessments, reports and any document generated during the course of the response will inform post incident debriefs, reviews, evaluations, cost recovery analysis, incident investigations and subsequent inquiries. Hence the storage of information electronically and in hardcopy is essential to the Department.
3.10 Using DoE Facilities as Cyclone Shelters, Places of Refuge or Evacuation Centres

During a disaster or emergency, a school, or buildings or areas within a school, may be used to provide safer locations or facilities for students, staff or the community. The five modes that DoE buildings may be utilised for includes:

Assembly Point

An Assembly Point is a designated location specifically selected as a point which is not anticipated to be adversely affected by the hazard. Assembly Points would normally only be utilised during events where specific shelter is not required and the duration of the evacuation is not predicted to be lengthy. Assembly Points should have DoE staff support, but if utilised for the community, it may not necessarily be staffed and evacuees may be requested to cater for their own basic requirements during a short stay.

Evacuation Centre

An Evacuation Centre is a designated building specifically selected as a location not anticipated to be adversely affected by the hazard. Evacuation Centres should be pre-determined and clearly categorised for event suitability. It is important to note that an Evacuation Centre is not suitable for use as shelter during a cyclone event but may be utilised for accommodation after the cyclone has passed.

Place of Refuge

These are existing buildings which are not specifically designed as public cyclone shelters, but have been selected as locations which will provide a safer level of protection to occupants during the passage of a cyclone. It is the responsibility of the LDMG to arrange for, and fund any additional works identified by Department of Housing and Public Works (DHPW) that needs to be performed prior to a building being occupied as a “Place of Refuge”.

Cyclone Shelter

A Cyclone Shelter is a building specifically designed and constructed to provide protection from wind and debris during a severe tropical cyclone. Generally, Cyclone Shelters can be configured for use as either a Cyclone Shelter or an Evacuation Centre.

Recovery Centre

A suitable building selected after the event from which social, welfare and information services are provided to people who have been impacted by the event.

3.10.1 Facility Shelter Event Suitability

It is critical that the nominated locations are suitability assessed and not anticipated to be adversely affected by the hazard. A location which is suitable for one hazard may not necessarily be suitable for shelter from all hazards. During the site assessment processes, the following hazards are considered:

- Storm Tide Suitability;
- Flood Suitability;
- Cyclone Shelter Rated;
- Places of Refuge; and
- Bushfire Suitability.
The LDMG is responsible for nominating the buildings as Cyclone Shelters, Places of Refuge or Evacuation Centres. The identification, assessment and agreement for using such buildings is usually done prior to any event and the agreements are considered standing agreements until otherwise revoked.

A list of the nominated Cyclone Shelters, Identified Places of Refuge and Possible Places of Refuge is located in Appendix 9, Appendix 11, and Appendix 12.

3.10.2 Shelter Centre Management

Only an LDMG, DDMG or the emergency services can make a request to use a DoE facility for disaster or emergency related activities. Where identified shelters are to be used as safer locations during an event, the Regional Director or delegate will contact the School Principal to advise that the facility will be activated and will be opened and operational prior to the centre details being released to the public.

The LDMG designated organisation (e.g. Red Cross or SES) will provide full management of the nominated shelter. At no time will the Principal take responsibility for the opening and management of a shelter nor will any DoE staff – unless in the course of ancillary duties or roles, e.g. volunteer members of Red Cross, SES, etc.

The LDMG will be responsible for all cleaning, repair or replacement of any property or facilities soiled, damaged or stolen from the facility resulting from the use of the premise as a Shelter.

Once the shelter has been officially closed and the facility returned to DoE, the Principal is required to undertake a full inspection of the facility and its contents within 48 hours to ensure that the facility has been returned to a pre-activation condition. An Inventory of Loss and Damage form is then to be completed which should include the monetary value for cleaning, repairing or replacing any items in question. The form must be signed by the Principal of the nominated facility (or their proxy). The Inventory of Loss and Damage can be found in Attachment 3 of “The Agreement”.

DHPW have developed Cyclone Shelter Operational Guidelines to ensure that Queensland Public Cyclone Shelters are effectively managed and operated so as to provide safe sheltering for a large group of people during a severe tropical cyclone. See: http://www.disaster.qld.gov.au/Disaster-Resources/Documents/Queensland%20Public%20Cyclone%20Shelter%20Operations_Guidelines.pdf.

In the case of an LDMG requiring a DoE facility or building for use as a Recovery Centre, then an agreement has to be negotiated between the LDMG, the DoE Regional Director and the School Principal, generally with a Memorandum of Agreement (MOA). This becomes more problematic as it is more likely that during this phase the school will be operating. Should a facility be used as an Evacuation Centre and has to operate when the school is open, the LDMG will be responsible for providing additional fencing and security to ensure the clear delineation of the facility from the school for that period.

The use of a school as an Assembly Point, i.e. without need to shelter, is more likely to be an urgent application and this would be undertaken either by agreement between the LDMG, if activated, the DoE Regional Office and School, or by direct negotiation between emergency services and the Principal. Under extraordinary circumstances the Principal can authorise the use of the facility.

It could also be that the use of the area as an Assembly Point may be directed by legislation (e.g., Police under the PSPA). There are a number of school properties listed on the
Neighbourhood Safer Places (NSP), as being an open space or building identified for use as a last resort in the event of bushfire. See: https://www.ruralfire.qld.gov.au/Fire_Safety_and_You/Neighbourhood_Safer_Places/

Summary of Process

3.11 Communications during Disasters and Emergencies

The effective management of public information is often a critical component of a disaster event response.

The management of media and the provision of public information will be based on a centralised approach to provide a ‘single point of truth’. The Department’s Strategic Communication and Engagement Unit (SCE) has developed a Communications Strategy for application during the various phases of a disaster or emergency.

The strategy provides a list of anticipated stakeholders, internally and externally, and suggests who to communicate with during each phase of an incident. It also provides some suggested templates for the communication which can be value added depending on the scenario and the context.
The SDCC will manage the state-wide media approach and it is unlikely that DoE will conduct any independent media conferences during an event.

The resource requirements for the provision and management of public information will depend on the incident size and complexity. Core communication resources will be provided by SCE, augmented by additional communications resources sourced through state government agencies under the coordination of the SDCC or SDMG, as required.

As a general principle, and if required, the Regional/Institute Directors will be the primary spokespersons for DoE’s response. SCE will liaise with media and public information counterparts in relevant local, State and Federal Government agencies to ensure consistent and accurate public information is communicated in a coordinated way.

**Communications to Staff**

It is a BCP requirement that all Regional Offices and Central Office divisions maintain up-to-date contact details for all staff and that details are reviewed regularly and are easily accessible by management teams. Each division/business unit would manage its own communications with affected staff, to the extent required by the effect of the disruption. Example templates are contained within the Communications Strategy.

To support the above communication processes to all staff, the Department will also communicate through social media. This would include the use of social media platforms including Facebook and Twitter. Communications would also be managed through the Department's e-mail network, as staff may have access to their departmental e-mail accounts from home. Additionally communications can be delivered on the Department's outward facing webpage if necessary.

**Communicating with Parents**

The Disaster and Emergency Management Procedure states that Principals are required to “To ensure that parents are notified of the emergency when practicable, but preferably on the day of the emergency”.

The point about communications with parents is complicated. While essential, there is a risk that untimely or inappropriate communications may not be helpful and even put more people at risk. Principals need that flexibility to make sound decisions as to the timing and the content of communications.

Generally the school community and, in particular, parents have an expectation for timely communications. But at times these timely communications can cause parents to attend the school whilst the incident is still being managed. At times this will be essential, i.e. to collect children before an access road is cut by flood or fire or when an event at the school is over and the aftermath has to be managed and parents may be integral to that. But for other incidents their attendance may generate a risk to themselves, complicating the police response and distracting the Principal and staff from their tasks.

The conflict between communication strategies and the extended ‘duty of care to parents’ aspect in some circumstances needs to be considered. Conversely the nature and impact of social media may negate any intentions of the Principal with parents getting pieces of information before any accurate and considered communication can be prepared.
Irrespective any communications should include:

1. An outline of the event e.g., threat received;
2. An outline of the school response;
3. A calming theme; and
4. A “recommendation” for parents to come to the school or NOT to come to the school.

Such messages must be available in short forms to fit within the 160 character SMS. SCE has prepared some draft templates for use by Principals when dealing with emergency events consistent with those available disaster events. They have been distributed and appear on the Department’s Disaster and Emergency website.

3.12 Business Continuity

There can be many causes of a major business disruption (e.g. cyclone, fire, bomb threat, epidemic, power outage, etc). The Department’s approach to business continuity focusses on the outcome, rather than the cause which is the all hazards approach. The outcomes are:

1. reduced access to buildings or other physical infrastructure;
2. reduced access to ICT (Information and Communications Technology);
3. significant number of staff unavailable; or
4. any combination of the above.

Our first priority in a disaster or emergency is the immediate and ongoing safety and wellbeing of students, staff and the local community, and to then secure and protect our assets. The Department provides guidelines to prepare for and immediately respond to emergency situations and following the disaster or emergency, we need to make sure that critical services are functioning and that normal business operations resume as quickly as possible. This is the function of business continuity planning and management.

- The Department has business continuity plans (BCPs) in place for all critical business activities. A business activity is considered critical if disruption of up to 15 business days is likely to have a major effect on our operations.

- BCPs stand as independent plans at the Regional level, but aspects are embedded in ERPs and deal with the effects of an event. BCPs work with ERPs to transition smoothly between the emergency response and business continuity function during and beyond a disaster or emergency. BCPs may also be activated in response to events that do not need an emergency response, such as an unexpected IT systems outage or restricted access to a building due to pest infestation.

BCPs should be tested regularly in the ‘Preparation Phase’, preferably at the same time as ERPs. This helps the Department to stay well prepared with practical and effective responses to any disaster or emergency, and to be sure that communication channels are clear and up-to-date.
The Department’s Business continuity management policy has more information about how we prevent, prepare for, respond to, and recover from the effects of a business disruption.

3.13 Working with BAS – Assessment and Repair

DHPW – Building and Asset Services (BAS) is a key partner of DoE as the sole service provider for the assessment, repair, replacement or rectification of DoE infrastructure in the response to a disaster or emergency.

Most of the local processes are well tested for smaller events with minimal damage. In these instances BAS works directly with schools to repair damage to the site with little or no regional intervention or decision making. However a large scale event requires additional consideration.

The Department and BAS have agreed to A Disaster Response and Recovery Management Specification Plan (Specification Plan). The Specification Plan addresses the actions required by BAS and DoE in the event of a disaster and sets out business protocols which include establishing and managing:

- Capability;
- Relevant reporting formats and protocols;
- Pre-event Communications;
- First Response (after access is available to disaster affected area), which involves BAS undertaking a preliminary visual inspection of external areas of buildings and structures and the grounds only;
- Immediate Rectification, Recovery and Rectification Phase; and
- Communication.

BAS will undertake the ‘First Response’ inspections of various government buildings when the area affected is to be safe and access is available, for the purposes of making a preliminary assessment of:

- The damage and any obvious hazards on the site;
- The level of resources required for rectification; and
- To determine any requirement for specialist investigations.
It is not possible during the preliminary inspection for BAS to provide an assurance that the site is free from all damage and/or hazards or that it has identified all damage and/or hazards on the site during the preliminary inspection.

Following an impact of an event, the RRC will, in consultation with the DDC decide on the identified impact area that will subsequently require schools to have BAS attend. On occasions schools may close by virtue of the ‘Directive’ but for whatever reason, the event path does not cause impact on that geographical area.

It is recognised that post event, BAS will prioritise their resources to the identified high impact areas and that SRCs can take responsibility for assessments to re-open prior to, or without, a BAS site visit. On visiting a school a yellow sticker, known as the Site Attendance – Notification to Property Owner/Manager sticker will be provided.

The BAS Site Attendance – Notification to Property Owner/Manager sticker will be utilised by BAS to provide a record to the SRC of BAS attendance and any identified risks or hazards. When the SRC is present at the time of the inspection, BAS will provide details of the inspection along with the completed sticker.

Where schools have been closed in accordance with the CE Directive 1/2019, then the SRC (Principal) is responsible for conducting a ‘Suitability Assessment to Re-open’ to ensure the school is able to function safely and effectively. The assessment template is located in the School ERP Appendices. The assessment should be used to record the decision to re-open or not.

Information provided by BAS regarding the damage or impact to the school facilities from the disaster event and observations should be taken into consideration during the assessment.Whilst BAS and/or other specialist advisers are able to provide information and advice to the SRC during a comprehensive inspection, the decision as to whether or not to re-open a school rests with the SRC.

Following is a flow chart of the alternative pathways to re-opening a school. These pathways are predicated on sound decision making with an emphasis on ‘safety before schedule’, i.e. if there are any concerns re assessing the school suitable to re-open then a deferment to a comprehensive inspection by BAS and/or other specialist advisers is recommended.
Following is a more detailed flow of the process of managing packages of work across Regions when the impact has required a prioritised work schedule to get schools back to an operating state.
Disaster is imminent or has occurred

Prepare for additional DET activities such as activation of the Executive Coordination Centre and identification of additional resources

Contact BAS to ensure preparedness to assess SIIs once danger has passed

Notify LDMG, DDMG, and DET regional staff that DET has activated Executive Coordination Centre

Stage 1
Initial Response

BAS and Region Coordinate and conduct site inspections

BAS inspect site damage and impact on infrastructure

BAS and DET prioritise and document detailed scope of works at regional level

BAS commence priority recovery works

Recovery scope of works input into OCA by DET for reporting and tracking

SRC to ascertain the impact

Assessment Needs:
- Is the site safe to open or will students need to be relocated
- Is temporary accommodation required on site
- What critical infrastructure has been affected
- Are utility services available such as water, power and telephone

Stage 2

BAS and Region coordinate any Further site inspections as required

BAS and Region document agreed Detailed scope of works with School Principal(s)

Recovery scope of works input into OCA by DET for reporting and tracking

BAS to provide report on completed works to DET

Stage 3

BAS document works as completed and arrange for school visit with Regional Infrastructure Team or representative for schools to inspect works

Receive sign off from school Principal for completed work

Resource Replacement Scheme Procedure “Refer to ESM-PR-001” (Schools only)

The Specification Plan also includes a communications flow diagram which is attached at Appendix 8. This may seem elementary but it is imperative that communication flows are cognisant of the level of the communication and the coordination required to maintain the effectiveness of the overall response.
PART 4 – THE SUPPORT

“Looking after your team”

Responding to disasters or emergencies will challenge many staff even those who have some experience in these fields. Working under time pressures, heavy workloads and accepting responsibility in a variable and uncertain environment can place strain on staff. Within all levels there is an inherent responsibility to support other staff.

Staff support comes in many forms including preparation and training to ensure team members understand their roles and responsibilities and are competent do the task(s) required of them. It comes from assisting them when under pressure, being considerate of their needs and ensuring they are remunerated for their work. Much of this stems from good processes and sound leadership.

This section outlines available support and entitlements from Optum, personnel management guidelines and entitlements in disaster and emergency scenarios.

4.1 Employee Assistance - Optum

Following a disaster or emergency, all DoE staff and their immediate family members are able to access free, confidential counselling services through the Department’s external Employee Assistance Provider, Optum. Not all employees will require counselling following a natural disaster, however some staff will benefit from this support. Some staff and family members may not feel the need for counselling until some months after the natural disaster.

There is a Fact Sheet providing important information outlining counselling services available to all schools and workplaces following a natural disaster. It provides contact details for accessing telephone or face-to-face counselling with the Department’s external counselling provider, Optum.

4.1.1 Telephone counselling (if telephone communication available)

Optum provides a free 24/7 telephone service for urgent counselling matters. DoE staff and their immediate family members are able to contact Optum directly on telephone 1800 604 640 to book a free telephone counselling session.

A specialist telephone consultancy service also exists for Principals, Managers and Supervisors seeking information and advice on broader workplace management and support issues. To access the free Manager Assist telephone service, contact telephone is 1800 604 640.

4.1.2 On-site counselling by Optum

Principals and Managers, who consider that an on-site counselling visit following a natural disaster would be of benefit to staff, are able to request this free service by contacting their local Regional HR Director who will schedule the sessions.

An on-site visit will usually involve the Optum counsellor providing a session for all available staff to attend. This session provides general information on common reactions following a natural disaster and self-care strategies, followed by an offer of brief individual, confidential counselling sessions for interested staff.
4.1.3 Face to Face counselling (if there is safe access to locations following a natural disaster)

Individual employees or their immediate family members are also able to book free face-to-face confidential, counselling sessions with a locally based Optum counsellor by contacting Optum on telephone 1800 604 640.

While telephone counselling is available within 24 hours of the initial request to Optum, face-to-face counselling following a natural disaster will depend on safe travel and access.

For more information visit the Department's Employee Assistance Program (EAP) Webpage.

4.1.4 Process for Communicating and Coordinating Optum Services

Prior to an event, when we have prior knowledge of an expected event, the DoE Program Manager – Principal Consultant – Wellbeing will make contact with the Optum Account Manager or Optum Call Centre to determine if an adequate number of counsellors are currently available for both telephone and face-to-face counselling in the location where the event is expected to take place. Optum Counsellors will be ready to travel to affected locations if required and when safe to do so.

4.1.5 Response Phase

The DoE Program Manager to liaise with the Regional Human Resource Director (or their delegate) within the affected region to determine level of support required by regional staff and Principals and the capacity of local Optum counselling services.

The Regional Human Resources (HR) Director (or their delegate) to ensure all schools and workplaces in and around the affected areas have been contacted to determine level of support required and, in turn, coordinate Optum on-site support with the Principal/Manager throughout their region.

The on-site support process includes a brief 20-30 minute, on-site psychosocial education session to all staff (which covers natural responses to trauma, self-care and care of others, etc.). Following this session the counsellor offers to see staff for a confidential session on an individual basis. (Psychological First Aid)

The DoE Program Manager is to monitor demand for on-site support and counselling with the Regional HR Director and Optum and to coordinate additional support through Optum if required.

One week and two week follow-up by Optum is conducted and liaison with the workplace on an as-needs basis. A one month follow-up by Optum is conducted with the individual who requested the on-site support with Optum.

If the event was of such a nature as to necessitate the activation of the ERT, then the member from the Organisational Safety and Wellbeing Unit would coordinate the activities of Optum and Regions if required. The ERT through coordination with the SCE member and the Regional Response Team will continue to distribute Optum contact details and information relevant to coping with natural disasters, self-care etc.

The Department of Communities is lead agency for establishing community recovery services for all affected Queensland communities, following a natural disaster. These services include financial hardship, personal and family support assistance and grants including counselling services.
ERT are also responsible for messaging to all staff to advise of community recovery services available to affected staff. Community recovery services, led by the Department of Communities provide services for all affected Queensland communities, following a natural disaster or emergency. Individuals can also obtain information on these services by contacting the Community Recovery Hotline on telephone 1800 173 349 or by downloading the ‘Self Recovery’ App.

ERT will also ensure messaging to all staff advising of community recovery services available to affected staff (including counselling and financial relief).

4.1.6 Recovery Phase

If the ERT is maintained into the Recovery Phase than the member from the Organisational Safety and Wellbeing Unit would monitor the level of support required with the Regional HR Director.

If the ERT is stood down then any further on-site support or distribution of information regarding Optum’s services to schools and workplaces within the region would be managed by the Regional Response Team as per business as usual. The Regional HR Director (or their delegate) is to conduct a telephone follow-up with each workplace to which an on-site visit was conducted up to three days following the Optum on-site visit to identify if there are any further workplace issues requiring additional support.

4.2 Personnel Management and Entitlements

The management of DoE staff during disaster and emergency activities will be essential to both achieve the required outcomes which include the safety and welfare of our staff.

4.2.1 Duration of work

Personnel involved in the incident response should operate in accordance with the persons ‘home agency’ workplace hours of work guidelines. As a guide, however:

- Continuous hours of duty (without a break) should be a maximum of five hours;
- Meal breaks should be a minimum of 30 minutes;
- Work shifts should not exceed 10 hours, excluding meal breaks;
- The maximum number of hours worked in a 24 hour period should not exceed 12 hours, excluding meal breaks; and
- The minimum break between shifts should be 10 hours.

In circumstances where guideline limits are exceeded, a risk assessment should be undertaken to identify and manage such risks. This should be undertaken in consultation with the HR representative in the ERT.

4.2.2 Overtime Directive

For information about the Directive, access the Department’s Policies and Procedures Register (PPR).

4.2.3 Staff rotation

To help manage work fatigue, incident responders should be rotated every seven days, with a maximum period of continuous engagement of 10 days.
4.2.4 Volunteer labour

Volunteering Queensland will manage all requests for volunteer labour regarding a natural disaster incident response. Volunteering Queensland has formalised arrangements to enable non-government employees to work providing the required legal and insurance cover. This system fulfils the requirements of the National Plan and allows volunteers to work within incident responses in the state of Queensland.

4.2.5 Workplace Health and Safety

Each Response Controller, assisted by the Organisational Safety and Wellbeing Unit, is responsible for ensuring that appropriate workplace health and safety arrangements are implemented to ensure the health and safety of staff and responders. The management of workplace health and safety arrangements will be commensurate with the incident response and may include:

- a workplace health and safety adviser being assigned to advise the ERT and RRT on workplace health and safety issues. This will be particularly appropriate for significant (Level 3) responses or where there are high levels of risk;
- activation of the Occupational Safety and Wellbeing Officer within the ERT to oversee safety issues at the operational and tactical levels of the response; and
- workplace health and safety arrangements should be in accordance with the Queensland Workplace Health and Safety Act 1995.

4.2.6 Personal Protective Equipment

Each activated Response Controller should ensure that all response personnel have appropriate Personal Protective Equipment (PPE) to prevent toxic exposure and other hazards. Examples include:

- full length overalls, either cotton or disposable;
- chemical suits or wet weather gear manufactured from PVC or similar materials;
- steel capped work boots, or gumboots;
- leather or PVC oil and chemical resistant gloves;
- sun hat, sunscreen and sunglasses; and
- warm clothing to prevent cold stresses.

4.2.7 Expenditure

Maintaining accurate and appropriate records of expenditure-related decisions is essential to ensure the costs associated with an incident response can be recouped. Finance Branch is responsible for creating cost centres and monitoring expenditure (noting Queensland Government Insurance Fund (QGIF) or Natural Disaster Relief and Recovery Arrangements (NDRRA) requirements) associated with the natural disaster. ISB is responsible for the submission of claims to the relevant organisation.

4.2.8 Leave Entitlements

Updated information regarding staff leave entitlements following a disaster or emergency is contained in the Special Leave Directive available on the Policy and Procedures website at: https://www.forgov.qld.gov.au/documents/directive/0517/special-leave.
PART 5 – MOVING TO RECOVERY

5.1 Closing down the Response and Debriefs

Response termination

Response operations should be terminated when the damage to infrastructure and operations has been substantially recovered or addressed to the point that response operations are no longer returning tangible benefit. This decision is to be made by the relevant RRC or the ERC.

Demobilisation Plan

A Demobilisation Plan describing how and when operations will be scaled down and the arrangements for debriefing of personnel and the cleaning, maintenance and return of response equipment may be compiled by the Operations Officers in advance of the expected response termination date. This may not be required in all instances.

Stand-down procedures

On announcement of the response termination, the ERC will formally ‘stand down’ the ERT and notify the RRC to stand-down the RCC. Following ‘hot debriefs’, incident response logs shall be finalised. Administrative arrangements for deactivation of Coordination Centres may be required.

5.1.1 Debriefing

At the conclusion of the response, debriefs should be undertaken as follows:

Hot debriefs

On termination of the incident response and prior to ‘stand down’ of the Coordination Centres, the ERC and the RRC and relevant Unit Coordinators should initiate separate ‘hot debriefs’ with key personnel to capture and record the learnings from their respective areas regarding the incident response. The timely conduct of this debrief can capture information while it is fresh in people’s minds and before they get absorbed back into their normal roles.

Relevant disaster management agency representatives should be included in these debriefs if practicable. For example, the DDCC representatives, if available, and BAS personnel should be included in the RCC debrief.

Learnings from these debriefs should be forwarded to the ERT or E&SS to inform improvements in incident response operations in future disaster or emergency responses.

Operational debrief

Within one month of the response termination, the E&SS should initiate a whole-of-incident coordinated debrief for representatives of relevant branches who contributed to the incident response.

This debrief will focus on all aspects of the response at the strategic, operational and tactical levels, identifying potential improvements to policy and coordination arrangements. This could include:

- notification arrangements and incident response activation;
- situational awareness;
- command, control and coordination;
• incident response operations;
• suitability of equipment;
• human resource management/capability;
• safety and wellbeing;
• communications;
• stakeholder management;
• disaster management support; and
• administrative arrangements.

The findings from debriefs will be recorded to inform improvements in future policy and arrangements.

**Return of equipment**

All equipment used or activated during an incident response shall be recovered to a suitable staging area, cleaned and returned to the relevant owner/custodian as soon as practicable. Responsibility for the coordination of these activities will be delegated by the ERC and RRC. The owner/custodian shall ensure equipment is serviced in accordance with the planned maintenance schedule, and the costs of servicing and cleaning included in claims for reimbursement from the QGIF/NDRRA.

### 5.2 Recovery

The recovery phase of disaster and emergency management is described as the taking of appropriate measures to recover from an event, including the action taken to support disaster affected schools and DoE workplaces in the reconstruction of infrastructure, the restoration of emotional, social, economic and physical wellbeing, and the restoration of the environment.

Planning for the ‘recovery’ should commence during the response phase, to ensure a coordinated transition from the ‘response’ to ‘recovery’. The ERT will liaise with appropriate stakeholders during the incident response, to identify likely recovery phase requirements and arrangements, and to initiate incident recovery planning and transition arrangements as soon as practicable.

For smaller incidents (Level 1 and 2 responses) the relevant Regional Office led by the Regional Director, will plan for and manage the recovery phase in conjunction with appropriate stakeholders. For significant incidents (Level 3 and 4 responses) a DoE Recovery Coordinator may be appointed to oversee the recovery, reporting to the ERT, supported by a temporary DoE Recovery Team.

**Post event monitoring - recovery**

For smaller incidents (Level 1 and 2 responses), the relevant Regional Office led by the RRC will monitor and report on the recovery phase in conjunction with appropriate stakeholders. For significant incidents (Level 3 and 4 responses), a temporary DoE Recovery Team will monitor and report on the recovery phase.

### 5.3 Cost Recovery

To recover costs associated with response to incidents that occur within the scope of this plan, the DoE ERC must ensure that RCCs and SRC implement any necessary processes to enable financial records for losses and associated recovery costs (Accommodation, vehicle hire, etc.) and supporting documentation to be maintained. A Finance and Administration Officer must be appointed within the ERT.
## PART 6 – APPENDICES

<table>
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<td>Definitions</td>
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Appendix 1  ACRONYMS

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<th>Acronym</th>
<th>Description</th>
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<td>BAS</td>
<td>Building and Asset Services</td>
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<tr>
<td>BEMIR</td>
<td>Built Environment Materials Information Register</td>
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<td>BFEP</td>
<td>Building Fire and Evacuation Plan</td>
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<td>BoM</td>
<td>Bureau of Meteorology</td>
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<td>BSM</td>
<td>Business Services Manager</td>
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<td>SCE</td>
<td>Strategic Communication and Engagement</td>
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<td>COP</td>
<td>Common Operating Picture</td>
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<td>DERM</td>
<td>Department of Environment and Resource Management</td>
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<td>Department of Education</td>
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<td>DDC</td>
<td>District Disaster Coordinator</td>
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<tr>
<td>DDCC</td>
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<td>DDMG</td>
<td>District Disaster Management Group</td>
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<td>DDMP</td>
<td>District Disaster Management Plan</td>
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<td>DFAT</td>
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<td>DG</td>
<td>Director-General</td>
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<td>Department of Transport and Main Roads</td>
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<td>Geographic Information System</td>
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<td>HazMat</td>
<td>Hazardous Materials (in the context of emergency response)</td>
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### Appendix 2  DEFINITIONS

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<tr>
<th>Term</th>
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<tr>
<td><strong>Bushfire</strong></td>
<td>A fire in vegetation.</td>
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<tr>
<td><strong>Coordination</strong></td>
<td>The bringing together of organisations to ensure effective management before, during, and after an event. It is primarily concerned with systematic acquisition and application of resources (people, material, equipment, etc.).</td>
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<td><strong>Coordination Centre</strong></td>
<td>A centre established at State, district or local government level as a centre of communication and coordination during times of disaster operations.</td>
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<td><strong>Curriculum Activity Risk Management</strong></td>
<td>Teachers and leaders responsible for the health and safety of students while on DoE premises and participating in official centre, school or institute activities follow an appropriate planning process to identify and mitigate the inherent risks in curriculum activities.</td>
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<td><strong>Disaster</strong></td>
<td>A serious disruption in a community, caused by the impact of an event that requires a significant coordinated response by the State and other entities to help the community to recover from the disruption. (Disaster Management Act 2003 (Qld))</td>
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<td><strong>Disaster District</strong></td>
<td>Part of the state prescribed under a regulation as a disaster district.</td>
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<td><strong>Disaster management</strong></td>
<td>Arrangements about managing the potential adverse effects of an event, including, for example, arrangements for mitigating, preventing, preparing for, responding to and recovering a disaster (Disaster Management Act 2003 (Qld)).</td>
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<td><strong>Disaster mitigation</strong></td>
<td>The taking of preventative measures to reduce the likelihood of an event occurring or, if the event occurs, to reduce the severity of the event. (Disaster Management Act 2003 (Qld)).</td>
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<td><strong>Disaster operations</strong></td>
<td>Activities undertaken before, during, or after an event happens to help reduce loss of human life, illness or injury to humans, property loss or damage, or damage to the environment, including, for example, activities to mitigate the adverse effects of an event.</td>
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<tr>
<td><strong>Disaster preparedness</strong></td>
<td>The taking of preparatory measures to ensure that, if an event occurs, school communities, resources and services are able to cope with the effects of the event.</td>
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<td><strong>Disaster Response</strong></td>
<td>The taking of appropriate measures to respond to an event, including action taken and measures planned in anticipation of, during, and immediately after an event to ensure that its effects are minimised and that persons affected by the event are given immediate relief and support.</td>
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<td><strong>District Disaster Coordinator</strong></td>
<td>A person appointed under the Disaster Management Act 2003 (Qld) who is responsible for the coordination of disaster operations in the disaster district for the District Disaster Management Group.</td>
</tr>
<tr>
<td><strong>Emergency</strong></td>
<td>An event, actual or imminent, on or off site, which endangers or threatens to endanger life, property or the environment; and requires a significant and coordinated response.</td>
</tr>
<tr>
<td><strong>Emergency Kit</strong></td>
<td>Contains a range of equipment or materials that may assist in an emergency.</td>
</tr>
<tr>
<td><strong>Emergency Response Plan</strong></td>
<td>Document used to detail assigned responsibilities, actions and procedures, required in the event of an emergency.</td>
</tr>
<tr>
<td><strong>Emergency &amp; School Security Unit</strong></td>
<td>DoE business unit responsible for operating the DoE emergency contact centre, providing emergency assistance, guidance and support with emergency management.</td>
</tr>
<tr>
<td><strong>Emergency Services</strong></td>
<td>Refers collectively to QPS, QFRS, QAS.</td>
</tr>
<tr>
<td><strong>Evacuation Assembly Area</strong></td>
<td>Designated area where evacuated students and staff assemble that will provide relative safety.</td>
</tr>
<tr>
<td><strong>Event</strong></td>
<td>Any of the following:</td>
</tr>
<tr>
<td></td>
<td>a) A cyclone, earthquake, flood, storm, storm tide, tornado, tsunami, volcanic eruption or other natural happening;</td>
</tr>
<tr>
<td></td>
<td>b) An explosion or fire, a chemical, fuel or oil spill, or a gas leak;</td>
</tr>
<tr>
<td></td>
<td>c) An infestation, plague or epidemic;</td>
</tr>
<tr>
<td></td>
<td>d) A failure of, or disruption to, an essential service or infrastructure;</td>
</tr>
<tr>
<td></td>
<td>e) An attack against the State;</td>
</tr>
<tr>
<td></td>
<td>f) Another event similar to an event mentioned in omissions. (Disaster Management Act 2003 (Qld)).</td>
</tr>
<tr>
<td><strong>Hazard</strong></td>
<td>A source of potential harm or a situation with a potential to cause loss or injury.</td>
</tr>
<tr>
<td><strong>Incident Log</strong></td>
<td>Details of an incident including who, what, when, where and how.</td>
</tr>
<tr>
<td><strong>Local Disaster Coordinator</strong></td>
<td>A person appointed under the <em>Disaster Management Act 2003</em> (Qld) who is responsible for the coordination of disaster operations for the Local Disaster Management Group.</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Organisation Safety and Wellbeing Unit</strong></td>
<td>Responsible for developing WHS, injury management and wellbeing strategy for DoE.</td>
</tr>
<tr>
<td><strong>Place of Refuge</strong></td>
<td>A designated building specifically designed and constructed to provide protection from the hazard.</td>
</tr>
<tr>
<td><strong>Principal</strong></td>
<td>Normally fulfils the role of School Response Controller or Chief Warden at a school.</td>
</tr>
<tr>
<td><strong>Recovery</strong></td>
<td>The taking of preventative measures to recover from an event, including action taken to support disaster-affected communities in the reconstruction of infrastructure, the restoration of emotional, social, economic and physical wellbeing, and the restoration of the environment.</td>
</tr>
<tr>
<td><strong>Regional Emergency Response Controller</strong></td>
<td>Normally a Regional Director whose role is to control the response and recovery actions to deal with a disaster or emergency event.</td>
</tr>
<tr>
<td><strong>Regional Emergency Response Plan</strong></td>
<td>The Emergency Response Plan for an individual region.</td>
</tr>
<tr>
<td><strong>Relief</strong></td>
<td>The provision of immediate shelter, life support and human needs of persons affected by, or responding to, an emergency.</td>
</tr>
<tr>
<td><strong>Risk</strong></td>
<td>The chance of something happening that will have an impact upon objectives. Generally measured in terms of consequences and likelihood.</td>
</tr>
<tr>
<td><strong>Risk identification</strong></td>
<td>The process of finding, recognising and describing risk.</td>
</tr>
<tr>
<td><strong>Risk management</strong></td>
<td>Coordinated activities to direct and control a community or organisation with regard to risk.</td>
</tr>
<tr>
<td><strong>Risk management process</strong></td>
<td>The systematic application of management of policies, procedures and practices to the tasks of communicating, consulting, establishing the context, and identifying, analysing, evaluating, treating, monitoring and reviewing risk. (National Emergency Risk Assessment Guidelines).</td>
</tr>
<tr>
<td><strong>Risk reduction</strong></td>
<td>Actions taken to lessen the likelihood, negative consequences, or both, associated with risk.</td>
</tr>
<tr>
<td><strong>School Incident</strong></td>
<td>An incident that adversely affects students, staff, and/or the school community by interrupting the normal flow of daily events, or has the potential to attract media attention is a School Incident, and should be reported through the School Incident Alert Notification Process. These include but are not limited to Critical Incidents. Examples include suicide, accidental death of a student or member of a school community, threats to the safety of personnel or students, lock-downs or a life threatening event requiring the enactment of the Emergency Response Plan.</td>
</tr>
<tr>
<td><strong>School Incident Alert Notification process</strong></td>
<td>The process used by schools and regions to alert Central Office that a school incident has occurred.</td>
</tr>
<tr>
<td><strong>Situation Report</strong></td>
<td>Recurring report which records and describes a particular disaster or emergency event.</td>
</tr>
<tr>
<td><strong>Stand down</strong></td>
<td>Transition from responding to an event back to normal core business and/or recovery operations. There is no longer a requirement to respond to the event and the threat is no longer present.</td>
</tr>
<tr>
<td><strong>Stand up</strong></td>
<td>The operational state following &quot;lean forward&quot; whereby resources are mobilised, personnel are activated and operational activities commenced.</td>
</tr>
<tr>
<td><strong>State Disaster Coordinator</strong></td>
<td>A person appointed under the <em>Disaster Management Act 2003</em> (Qld) who is responsible for the coordination of disaster response operations for the State Disaster Coordination Group.</td>
</tr>
</tbody>
</table>
## Appendix 3  EXECUTIVE RESPONSE TEAM AND ESG

### EXECUTIVE RESPONSE TEAM

<table>
<thead>
<tr>
<th>Role</th>
<th>Assigned staff including shadow</th>
<th>Contact details (Phone &amp; email)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Response Team</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Executive Response</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Controller</td>
<td>Primary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Back-up</td>
<td></td>
</tr>
<tr>
<td>Operations Coordinator</td>
<td>Primary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Back-up</td>
<td></td>
</tr>
</tbody>
</table>

### EXECUTIVE SUPPORT GROUP

<table>
<thead>
<tr>
<th>Operations</th>
<th>Primary</th>
<th>Back-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intelligence</td>
<td>Primary</td>
<td>Back-up</td>
</tr>
<tr>
<td>Logistics</td>
<td>Primary</td>
<td>Back-up</td>
</tr>
<tr>
<td>SCE</td>
<td>Primary</td>
<td>Back-up</td>
</tr>
<tr>
<td>HR and Wellbeing</td>
<td>Primary</td>
<td>Back-up</td>
</tr>
<tr>
<td>Roles</td>
<td>Responsibilities</td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| **Executive Response Team** | - Provide support, guidance and problem solving capacity to the ERC and RRC;  
                             - Monitor the role and performance of the RRTs;  
                             - Provide support to the DG at the QDMC, the SDCG or at the State Crisis and Communications Centre; and  
                             - Address issues raised through mainstream lines of communication and resolving or redirecting such into the disaster or emergency management stream within the ERT; and  
                             - Be accountable to the Director-General, DoE.                                                                                       |
| **Executive Response Controller** | - Form and activate the ERT and ECC. Set the Mission, tasks and products;  
                            - Represent DoE at the SDCG if practicable or nominate proxy  
                            - Provide strategic direction and support to RRCs;  
                            - Be accountable to the Director-General, DoE; and  
                            - Monitor the implementation of Regional ERPs.                                                                                     |
| **Operations Coordinator**  | - Support the Executive Response Controller;  
                             - Manage and monitor the implementation of decisions and strategies of the ERT;  
                             - Deploy staff to SDCC and support their operations; and  
                             - Task ERT cells to support the response.                                                                                           |
| **Operations Cell**         | - Responsible for overall management of the ECC. Manage the tasks and products;  
                             - Manage incoming calls to primary ERT phone line(s) and E&SS email address;  
                             - Manage Requests for Assistance from the Regions;  
                             - Brief and deploy staff, resources or equipment as required to the Regions;  
                             - Uploading damage assessment spreadsheets into OCA Asset Damage Logs;  
                             - Liaising with, and coordination of actions as required with other agencies e.g. DHPW (BAS), ERGON;  
                             - Prepare Strategic Assessments as required;  
                             - Provide summary reporting on damage costs and timeframes and school closures;  
                             - Document lessons learnt and add to post operation debrief; and  
                             - Develop plans                                                                                                                     |
| **Intelligence Cell**       | - Monitor and collate information from all available sources on the event and impact on departmental assets;  
                             - Organise information and display relevant information to enable officers to gain situational awareness;  
                             - Ensure all operational information and intelligence relevant to DoE operations is passed to ERT;  
                             - Monitor State School closures and coordinating the reporting on related closures for the ECEC, Catholic and Independent school sectors;  
                             - Contribute to SDCC intelligence gathering and development of Common Operating Picture;  
                             - Communicate WoG SITREPs received and other Intelligence/information summaries or assessments;  
                             - Develop internal SITREPs or Briefings as required;  
                             - Managing data entry into OCA; and  
                             - Recording of Legal Advice.                                                                                                          |
| **SCE**                     | - Support intelligence functions through monitoring of media channels;  
                             - Communicates with stakeholders for all media related issues;  
                             - Develop communications packages for internal and external use;  
                             - Support the preparation of Briefs and reporting requirements for the ERT, DG, Ministerial as required; and  
                             - Ensure any media advice is coordinated through SDCC.                                                                                     |
| **Logistics and Finance Cell** | - Source equipment or other resources for deployment to the Regions (e.g. IT trailer);  
                            - Receive and review damage assessment logs from Regions and BAS;  
                            - Coordinating all transport requirements;  
                            - Coordinating all catering requirements for ECC;  
                            - Coordinating all office equipment and stationery requirements;  
                            - Updating “Initial Recovery/Response Logs” with school closure/reopening details;                                                                 |

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<table>
<thead>
<tr>
<th>HR &amp; Wellbeing Cell</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Supporting DoE personnel in the Regions and ECC through additional support strategies, advice on entitlements and wellbeing support;</td>
</tr>
<tr>
<td>• Monitor needs and act to deploy additional personnel to Regions to support (e.g. Guidance Officers, Central Office staff, Employee Advisor, Shadow team) as required;</td>
</tr>
<tr>
<td>• Support requests to deploy additional staff to support Schools (e.g. Deputy Principal, Guidance Officers);</td>
</tr>
<tr>
<td>• Monitoring of the Evacuation Centres, Places of Safer Refuge and Cyclone Shelters; and</td>
</tr>
<tr>
<td>• Providing adequately trained personnel and equipment for the response to disaster events where required.</td>
</tr>
</tbody>
</table>

- Overview finance management of response and recovery operations;
- Manage the acquisition and payment of goods or services as required;
- Maintain summary of costs; and
- Organise and co-ordinate any ERT travel requirements.
### Appendix 4  STRATEGIC ASSESSMENT TEMPLATE

#### Step 1 – Information assessment

<table>
<thead>
<tr>
<th>Confirmed facts</th>
<th>Information thought to be fact</th>
<th>Assumptions</th>
<th>Unknowns</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Step 2 – Scenario identification

**Likelihood of impact**

<table>
<thead>
<tr>
<th>Level</th>
<th>Descriptor</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Certain</td>
<td>Expected to impact in most circumstances</td>
</tr>
<tr>
<td>B</td>
<td>Likely</td>
<td>Will probably impact in most circumstances</td>
</tr>
<tr>
<td>C</td>
<td>Possible</td>
<td>Might impact at some time</td>
</tr>
<tr>
<td>D</td>
<td>Unlikely</td>
<td>Could impact at some time</td>
</tr>
<tr>
<td>E</td>
<td>Rare</td>
<td>May impact in exceptional circumstances</td>
</tr>
</tbody>
</table>

**Financial Impact**

<table>
<thead>
<tr>
<th>Level</th>
<th>Descriptor</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Catastrophic</td>
<td>Critical impact on budget. External recovery funding required</td>
</tr>
<tr>
<td>4</td>
<td>Major</td>
<td>Critical impact on budget. Internal recovery funding required</td>
</tr>
<tr>
<td>3</td>
<td>Moderate</td>
<td>Serious impact on budget. Internal recovery funding required</td>
</tr>
<tr>
<td>2</td>
<td>Minor</td>
<td>Minor impact on budget</td>
</tr>
<tr>
<td>1</td>
<td>Insignificant</td>
<td>Managed within current maintenance budget</td>
</tr>
</tbody>
</table>
### Personal Impact

<table>
<thead>
<tr>
<th>Level</th>
<th>Descriptor</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Catastrophic</td>
<td>Death</td>
</tr>
<tr>
<td>4</td>
<td>Major</td>
<td>Extensive injuries</td>
</tr>
<tr>
<td>3</td>
<td>Moderate</td>
<td>Medical Treatment Required</td>
</tr>
<tr>
<td>2</td>
<td>Minor</td>
<td>First Aid Treatment</td>
</tr>
<tr>
<td>1</td>
<td>Insignificant</td>
<td>No Injuries</td>
</tr>
</tbody>
</table>

### Risk Matrix

<table>
<thead>
<tr>
<th>Likelihood</th>
<th>Impact</th>
<th>Insignificant</th>
<th>Minor</th>
<th>Moderate</th>
<th>Major</th>
<th>Catastrophic</th>
</tr>
</thead>
<tbody>
<tr>
<td>A – Certain</td>
<td>Medium</td>
<td>Medium</td>
<td>High</td>
<td>Extreme</td>
<td>Extreme</td>
<td></td>
</tr>
<tr>
<td>B - Likely</td>
<td>Low</td>
<td>Medium</td>
<td>High</td>
<td>High</td>
<td>Extreme</td>
<td></td>
</tr>
<tr>
<td>C - Possible</td>
<td>Low</td>
<td>Medium</td>
<td>Medium</td>
<td>High</td>
<td>High</td>
<td></td>
</tr>
<tr>
<td>D - Unlikely</td>
<td>Low</td>
<td>Low</td>
<td>Medium</td>
<td>Medium</td>
<td>High</td>
<td></td>
</tr>
<tr>
<td>E - Rare</td>
<td>Low</td>
<td>Low</td>
<td>Low</td>
<td>Medium</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Step 3 – Scenario assessment

Based on the available information, the possible scenarios are:

<table>
<thead>
<tr>
<th>Scenarios</th>
<th>Financial /Personal impact</th>
<th>Likelihood</th>
<th>Impact</th>
<th>Risk</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.G. Flooding - Ingham</td>
<td>Financial</td>
<td>B</td>
<td>3</td>
<td>High</td>
<td>Implement Region &amp; Schools ERP and monitor situation</td>
</tr>
</tbody>
</table>
Step 4 – Strategic approach

Approach

Based on Steps 1–3, the scenario chosen for planning the response is outlined below, together with corresponding command control and coordination arrangements. (This may be the most likely scenario, or worst case scenario, depending on the circumstances).

<table>
<thead>
<tr>
<th>Chosen scenario</th>
<th>Scenario (insert)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response objectives and priorities</td>
<td></td>
</tr>
<tr>
<td>Resource activation</td>
<td>Alert</td>
</tr>
<tr>
<td>(list agencies)</td>
<td>(list agencies)</td>
</tr>
<tr>
<td>Command and control structure arrangements</td>
<td>Strategic level (ERT/SDCC):</td>
</tr>
</tbody>
</table>
| Key personnel: Role:             | Location:         | Key personnel: Role: | Location:
|                                 | Key personnel:    | Role:         | Key personnel: Role: |
| Strategic approach review        | Date/Time:        |               |             |
Appendix 5  RESPONSE MANAGEMENT STRATEGY TEMPLATE

**Incident name:**

Date: | Developed by: | Authorised by:

**Incident Context:**

[short narrative – overview of incident; expected duration; response phases etc.]

<table>
<thead>
<tr>
<th>Issues/Risks:</th>
<th>Mitigation Strategies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
</tbody>
</table>

**Stakeholders**

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Contact details</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>[name]</td>
<td>[contact details]</td>
</tr>
<tr>
<td></td>
<td>[name]</td>
<td>[contact details]</td>
</tr>
<tr>
<td></td>
<td>[name]</td>
<td>[contact details]</td>
</tr>
<tr>
<td></td>
<td>[name]</td>
<td>[contact details]</td>
</tr>
<tr>
<td></td>
<td>[name]</td>
<td>[contact details]</td>
</tr>
<tr>
<td></td>
<td>[name]</td>
<td>[contact details]</td>
</tr>
</tbody>
</table>

**Incident Response Objectives and Priorities**

**Activation status**

<table>
<thead>
<tr>
<th>SDCG</th>
<th>ERT</th>
</tr>
</thead>
<tbody>
<tr>
<td>DDCG</td>
<td>RRT</td>
</tr>
<tr>
<td>LDCG</td>
<td>SRT</td>
</tr>
<tr>
<td>POC</td>
<td>Other</td>
</tr>
</tbody>
</table>
### Communication arrangements

<table>
<thead>
<tr>
<th>SITREPs</th>
<th>Teleconferences</th>
</tr>
</thead>
<tbody>
<tr>
<td>From</td>
<td>To</td>
</tr>
<tr>
<td>When</td>
<td>Arranged by:</td>
</tr>
<tr>
<td>Who</td>
<td>Included</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Staffing</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
</table>
## Appendix 6  KEY DECISION LOG

<table>
<thead>
<tr>
<th>Date:</th>
<th>Time:</th>
</tr>
</thead>
</table>

**Issue/Problem:** *(Risk and what could be the consequence?)*

**Tipping point:** *(What has changed?)*

**Decision:**

**Rationale:** *(The reasons for the decision including options considered)*

### DECISION CONSIDERATIONS:
- Legislation
- Authority
- Policy
- Deadline
- Duty of care
- Environmental
- Economic

### IS THE DECISION:
- Proportionate
- Necessary
- Justifiable
- Timely
- Achievable

### RISK ASSESSED TO:
- Students
- Staff
- Stakeholders
- Community
- Department

### CONSISTENT WITH OBJECTIVES:
- YES
- NO

### OTHER:

**Name:**

**Signature:**
Appendix 7  BRIEFINGS

Leaders of control/coordination centres, e.g., ERC, RRC and SRC should conduct briefings at the beginning of each shift to advise staff of the situation, progress of the response, relevant objectives and issues, and anticipated activities for the shift. At the school (tactical) level, pre-start briefings should also address safety hazards and safety risk mitigation measures. It is recommended that briefings follow the SMEACS format as follows:

- **Situation**
  - Event details as per SITREP
  - Weather forecasts and any other information considered appropriate

- **Mission**
  - Expected tasks for the day
  - Description of the area of operations for the day

- **Execution**
  - Overview of how the tasks are to be carried out
  - Description of the resources and equipment to be used

- **Administration**
  - Availability of logistics support available
  - Welfare of personnel (food, drinking water, first aid and decontamination measures)
  - Situation reports, reporting schedules and rosters

- **Command, Control and Communications**
  - Identification of key personnel including supervisors and team leaders
  - Overview of the Response Management Structure
  - Communications plan including phone numbers and reporting schedules

- **Safety**
  - Identification of Overview of the site safety assessment including any known hazards
  - Requirement for Workplace Health and Safety Officers for regular tool box safety meetings to discuss safety issues
  - Procedures for reporting of safety incidents
## Appendix 8  DoE - BAS RESPONSE COMMUNICATIONS FLOW

### DET Intra & Interagency Communications Flow Diagram

<table>
<thead>
<tr>
<th>Executive</th>
<th>DHPW - BAS</th>
<th>DET</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>State BAS</td>
<td>BAS Customer Relationships Manage or Event Coordinator</td>
<td>DG</td>
<td>QDMC</td>
</tr>
<tr>
<td>Regional</td>
<td>BAS Regional Director</td>
<td>ERC</td>
<td>SDC</td>
</tr>
<tr>
<td>Local</td>
<td>BAS District Manager / Supervisor</td>
<td>RRC</td>
<td>DDC</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SRC</td>
<td>LDC</td>
</tr>
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</tbody>
</table>
## Appendix 9  CYCLONE SHELTERS

### Designated Cyclone Shelters

<table>
<thead>
<tr>
<th>School</th>
<th>Building</th>
<th>Signed Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innisfail State College</td>
<td>Performing Arts Building</td>
<td>Yes</td>
</tr>
<tr>
<td>Redlynch State College</td>
<td>Multi-Purpose Building</td>
<td>Yes</td>
</tr>
<tr>
<td>Bowen State High School</td>
<td>Public Cyclone Shelter</td>
<td>Yes</td>
</tr>
<tr>
<td>Tully State High School</td>
<td>Sports Centre Building</td>
<td>Yes</td>
</tr>
<tr>
<td>Yeppoon State High School</td>
<td>Public Cyclone Shelter</td>
<td>Yes</td>
</tr>
<tr>
<td>Ingham State High School</td>
<td>Public Cyclone Shelter</td>
<td>Yes</td>
</tr>
<tr>
<td>Port Douglas State School</td>
<td>Public Cyclone Shelter</td>
<td>Yes</td>
</tr>
<tr>
<td>Proserpine State School</td>
<td>Public Cyclone Shelter</td>
<td>Yes</td>
</tr>
<tr>
<td>Heatley Secondary College</td>
<td>Public Cyclone Shelter</td>
<td>Yes</td>
</tr>
<tr>
<td>Mackay Northern Beaches State High School</td>
<td>Public Cyclone Shelter</td>
<td>Yes</td>
</tr>
</tbody>
</table>
## Appendix 10 BUILDING CLASSIFICATION – PLACES OF REFUGE

<table>
<thead>
<tr>
<th>Classification</th>
<th>Description</th>
<th>Structure</th>
<th>Walls &amp; Roof</th>
<th>Windows &amp; Doors</th>
<th>Surrounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>★★★</td>
<td>Place of refuge</td>
<td>Engineered to BCA Importance Level 3</td>
<td>Walls with moderate to high degree of resistance to wind borne debris. External walls of concrete panels or fully core filled and reinforced blockwork or brick veneer or 19mm external plywood. Roof sheeting screwed fixed.</td>
<td>Minimal glazed windows and doors. Roller doors with wind clips and certification. Naturally ventilated during lock down. Solid core doors.</td>
<td>Distance to trees greater than tree height. Not adjacent to hazard (e.g. fuel storage).</td>
</tr>
<tr>
<td>★★★</td>
<td>Next best Place of refuge</td>
<td>Engineered to BCA Importance Level 2</td>
<td>Moderate degree of resistance to wind borne debris. External walls of brick veneer, metal clad with internal robust lining at lower level. Roof &amp; wall sheeting screw fixed.</td>
<td>Moderate extent of glazed windows and doors. Roller doors able to be strengthened by mullions. Naturally ventilated during lockdown. Solid core doors.</td>
<td>Distance to large trees greater than tree height. Not adjacent to hazard (e.g. fuel storage).</td>
</tr>
<tr>
<td>★</td>
<td>Last resort Place of refuge</td>
<td>Engineered to BCA Importance Level 3</td>
<td>Majority of external wall is not debris resistant (e.g. clad in fibre cement, metal clad with no internal lining, extensive glazing). Tiled roof. Clear wall or roof sheeting.</td>
<td>Majority of external walls glazed. Roller doors not able to be strengthened by mullions. Natural ventilation during lock down not possible.</td>
<td>Top of escarpment. Trees may fall on building. Adjacent hazard (e.g. fuel or chemical storage).</td>
</tr>
<tr>
<td>Nil Star</td>
<td>Not Suitable as Place of refuge</td>
<td>Not engineered to current building standards</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Notes

1. The building classification is based upon the criteria with the lowest rating. A building must satisfy all criteria to achieve Classification A.
2. Importance Level 3 is based on a regional wind speed of 266 km/hr. Importance Level 2 is based on a regional wind speed of 248 km/hr.
3. Buildings designed and constructed between 1982 & 1996 should be equivalent to importance Level 3.
4. Category 4 tropical cyclones have wind speeds from 225km/hr to 280km/hr.
5. Minimal extent of glazing is defined as the ratio of glazed area divided by the available floor area of less than or equal to 0.2. Moderate extent of glazing is defined as the ratio of glazed area divided by the available floor area greater than 0.2 and less than 0.5.

Appendix 11 IDENTIFIED PLACES OF REFUGE

<table>
<thead>
<tr>
<th>Local Government Area</th>
<th>Centre Full Name</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cairns Regional Council</td>
<td>Woree State High School, Multi-Purpose Centre</td>
<td>★</td>
</tr>
<tr>
<td>Tablelands Regional Council</td>
<td>Atherton State High School Multi-Purpose Hall</td>
<td>★</td>
</tr>
<tr>
<td>Tablelands Regional Council</td>
<td>Malanda State High School</td>
<td>★</td>
</tr>
<tr>
<td>Cassowary Coast Regional Council</td>
<td>Mena Creek State Primary School Multi-Purpose Hall</td>
<td>★</td>
</tr>
<tr>
<td>Cassowary Coast Regional Council</td>
<td>Tully State School Multi-Purpose Hall</td>
<td>★</td>
</tr>
<tr>
<td>Cassowary Coast Regional Council</td>
<td>Mission Beach State School Multi-Purpose Hall</td>
<td>★</td>
</tr>
<tr>
<td>Mackay Regional Council</td>
<td>Mackay North State High School, Community Hall</td>
<td>★★</td>
</tr>
<tr>
<td>Mackay Regional Council</td>
<td>Mackay North State High School, Performing Arts</td>
<td>★</td>
</tr>
<tr>
<td>Gladstone Regional Council</td>
<td>Agnes Water State School Hall</td>
<td>★</td>
</tr>
<tr>
<td>Gladstone Regional Council</td>
<td>Gladstone State High School Assembly Hall</td>
<td>★</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>
### Appendix 12 POSSIBLE PLACES OF REFUGE

<table>
<thead>
<tr>
<th>Local Government Area</th>
<th>Centre Full Name</th>
<th>Possible Refuge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burdekin Shire Council</td>
<td>Ayr East State School</td>
<td>★</td>
</tr>
<tr>
<td>Burdekin Shire Council</td>
<td>Ayr State School</td>
<td>★</td>
</tr>
<tr>
<td>Burdekin Shire Council</td>
<td>Brandon State School</td>
<td>★</td>
</tr>
<tr>
<td>Cairns Regional Council</td>
<td>Bentley Park College</td>
<td>★</td>
</tr>
<tr>
<td>Cairns Regional Council</td>
<td>Gordonvale State School</td>
<td>★</td>
</tr>
<tr>
<td>Cairns Regional Council</td>
<td>Hambledon State School</td>
<td>★</td>
</tr>
<tr>
<td>Cairns Regional Council</td>
<td>Isabella State School</td>
<td>★</td>
</tr>
<tr>
<td>Cairns Regional Council</td>
<td>White Rock State School</td>
<td>★</td>
</tr>
<tr>
<td>Cairns Regional Council</td>
<td>Woree State School</td>
<td>★</td>
</tr>
<tr>
<td>Cassowary Coast Regional Council</td>
<td>Goondi State School</td>
<td>★</td>
</tr>
<tr>
<td>Cassowary Coast Regional Council</td>
<td>Innisfail East State School</td>
<td>★</td>
</tr>
<tr>
<td>Cairns Regional Council</td>
<td>Innisfail State School</td>
<td>★</td>
</tr>
<tr>
<td>Mackay Regional Council</td>
<td>Alligator Creek State School</td>
<td>★</td>
</tr>
<tr>
<td>Mackay Regional Council</td>
<td>Andergrove State School</td>
<td>★</td>
</tr>
<tr>
<td>Mackay Regional Council</td>
<td>Bucasia State School</td>
<td>★</td>
</tr>
<tr>
<td>Mackay Regional Council</td>
<td>Fitzgerald State School</td>
<td>★</td>
</tr>
<tr>
<td>Mackay Regional Council</td>
<td>Glenella State School</td>
<td>★</td>
</tr>
<tr>
<td>Mackay Regional Council</td>
<td>Northview State School</td>
<td>★</td>
</tr>
<tr>
<td>Mackay Regional Council</td>
<td>Sarina State School</td>
<td>★</td>
</tr>
<tr>
<td>Mackay Regional Council</td>
<td>Walkerston State School</td>
<td>★</td>
</tr>
<tr>
<td>Townsville City Council</td>
<td>Aitkenvale State School</td>
<td>★</td>
</tr>
<tr>
<td>Townsville City Council</td>
<td>Belgian Gardens State School</td>
<td>★</td>
</tr>
<tr>
<td>Townsville City Council</td>
<td>Bohlevale State School</td>
<td>★</td>
</tr>
<tr>
<td>Townsville City Council</td>
<td>Cranbrook State School</td>
<td>★</td>
</tr>
<tr>
<td>Townsville City Council</td>
<td>Currajong State School</td>
<td>★</td>
</tr>
<tr>
<td>Townsville City Council</td>
<td>Heatley State School</td>
<td>★</td>
</tr>
<tr>
<td>Townsville City Council</td>
<td>Kelso State School</td>
<td>★</td>
</tr>
<tr>
<td>Townsville City Council</td>
<td>Kirwan State School</td>
<td>★</td>
</tr>
<tr>
<td>Townsville City Council</td>
<td>Rasmussen State School</td>
<td>★</td>
</tr>
<tr>
<td>Townsville City Council</td>
<td>Weir State School</td>
<td>★</td>
</tr>
<tr>
<td>Whitsunday Regional Council</td>
<td>Bowen State School</td>
<td>★</td>
</tr>
<tr>
<td>Whitsunday Regional Council</td>
<td>Proserpine State School</td>
<td>★</td>
</tr>
<tr>
<td><strong>Full Inspections</strong></td>
<td><strong>Kuranda District State College</strong></td>
<td><strong>Full Report</strong></td>
</tr>
<tr>
<td>Cairns Regional Council</td>
<td>Balaclava SS Multipurpose Hall - <strong>Full Report</strong></td>
<td>★</td>
</tr>
<tr>
<td>Hinchinbrook Shire Council</td>
<td>Ingham SS – BER Multi-Purpose Hall- <strong>Full Report</strong></td>
<td>★</td>
</tr>
<tr>
<td>Tablelands Regional Council</td>
<td>Yungaburra SS Multi-Purpose Hall - <strong>Full Report</strong></td>
<td>★</td>
</tr>
<tr>
<td>Tablelands Regional Council</td>
<td>Mareeba SS multipurpose hall - <strong>Full Report</strong></td>
<td>★</td>
</tr>
</tbody>
</table>

**Total** 37
Appendix 13  CE DIRECTIVE 1/2019 TEMPORARY CLOSURE OF SCHOOLS

SECTION -9, EDUCATION (GENERAL PROVISIONS) REGULATION 2017

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 s9 of the Education (General Provisions) Regulation 2017 (Qld) (EGPR).

4. Application This Directive applies to Principals in line with their managerial responsibilities under s4(2) of the EGPR and to Regional Directors in respect of their support of and managerial responsibility for schools in their Region.


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 Regional Director to, 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 (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/RRC 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. P&C) 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 Regional Director must:
    a. consider available disaster or emergency information relevant to the locale;
b. consult with principals where practicable;

c. consider advice from the Local Disaster Management Group (LDMG) and/or District Disaster Management Group (DDMG) where available.

d. consider the Standard Emergency Warning Signal (SEWS) where an alert is issued for the area;

e. consult with the Department’s 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 Regional Director;

   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 Regional Director is unavailable.

14. The Regional Director may advise the media of the closure in order to facilitate communication with the community of the temporary closure.

15. The Regional Director must arrange for the closure information to be notified through the school closure 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. the accessibility to and from the site;

   b. the condition of the site and infrastructure;

   c. the availability and impact of essential services;

   d. available emergency information; and

   e. the advice of their Regional Director 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. the Regional Director;

   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 Regional Director is unavailable.

21. The Regional Director may advise the media of the re-opening in order to facilitate communication with the community of the re-opening.

22. The Regional Director must arrange for the re-opening information to be notified through the school closure 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 coordination of emergency operations in DoE. This is generally the Assistant Director-General, Infrastructure 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)
The E&SS coordinates the delivery of the Department’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 s9 of the EGPR).

Regional Director
The person with responsibility for the management of the Department of Education (DoE) region.

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

State school
For the purposes of this Direction, means a State Instructional Institution established under s13 or s14 of the Education (General Provisions) Act 2006 (EGPA), 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".

**Right to information**

I am of the view that the contents or attachments contained in this document are suitable for publication.

**Endorsement**

Note: The DG signed version can be viewed at:
Appendix 14 - LEGISLATION

Public Safety Preservation Act 1986

Definition: emergency situation means—

(a) any explosion or fire; or
(b) any oil or chemical spill; or
(c) any escape of gas, radioactive material or flammable or combustible liquids; or
(d) any accident involving an aircraft, or a train, vessel or vehicle; or
(e) any incident involving a bomb or other explosive device or a firearm or other weapon; or
(f) any impact of a naturally occurring event such as a flood or a landslide; or
(g) any other accident;

that causes or may cause a danger of death, injury or distress to any person, a loss of or damage to any property or pollution of the environment, includes a situation arising from any report in respect of any of the matters referred to in paragraphs (a) to (f) which if proved to be correct would cause or may cause a danger of death, injury or distress to any person, a loss of or damage to any property or pollution of the environment.

Section 5. Declaration of emergency situation

(1) Subject to section 6, if at any time a commissioned officer (the emergency commander) is satisfied on reasonable grounds that an emergency situation has arisen or is likely to arise the commissioned officer may declare that an emergency situation exists in respect of an area specified by the commissioned officer.

Section 8. Powers of emergency commander

(1) Where during the period of and in the area specified in respect of an emergency situation the emergency commander is satisfied on reasonable grounds that it is necessary to effectively deal with that emergency situation he or she (and any other police officer acting on his or her instructions) may—

(a) direct the owner or the person for the time being in charge or in control of any resource to surrender it and place it under the emergency commander’s or police officer’s control (resource surrender direction);

(b) take control of any resource, whether it is in the charge or control of any person or not;
(c) in respect of any resource under the emergency commander’s or police officer’s control, direct any person who is capable of operating that resource to operate it as directed by him or her resource operator direction);

(d) direct the evacuation and exclusion of any person or persons from any premises and for this purpose may remove or cause to be removed (using such force as is necessary for that purpose) any person who does not comply with a direction to evacuate or any person who enters, attempts to enter or is found in or on any premises in respect of which a direction for the exclusion of persons has been given;

(e) close or cause to be closed to traffic and pedestrians, any road, street, motorway, private road, private way, service lane, footway, right of way, access way or other way or close any place to which members of the public have access whether on payment of a fee or otherwise;

(f) enter or cause to be entered (using such force as is necessary for that purpose) any premises;

(g) search or cause to be searched (using such force as is necessary for that purpose) any premises and anything found therein or thereon; (using such force as is necessary for that purpose) any animal or anything;

(i) direct any person to assist him or her in the manner specified by him or her help direction).

(2) The emergency commander or police officer must not give a resource operator direction or a help direction to a person if giving the direction would expose the person to imminent danger.

(3) A person given a resource surrender direction, a resource operator direction or a help direction must comply with the direction, unless the person has a reasonable excuse.

**In the case of terrorist incident**

A terrorist emergency can be declared under the Act, granting emergency powers and also providing a specific power to direct officers of other government agencies.

**Section 8A. Appointment of terrorist emergency commander and terrorist emergency forward commander**

(1) This section applies if the commissioner or a deputy commissioner is satisfied on reasonable grounds that -

   (a) an emergency situation has arisen or is likely to arise; and

   (b) the emergency situation results from or may result from or may lead to 1 or more terrorist acts at 1 or more places (each a terrorist emergency site).

**Section 8G. Terrorist emergency may be declared**
(1) If a terrorist emergency forward commander appointed for a terrorist emergency site is satisfied on reasonable grounds that the terrorist emergency powers are necessary to manage and control the site and circumstances relating to the site, the commander may declare that a terrorist emergency exists for a stated area (the declared area) that includes the site.

Section 8M. Power to control movement of persons

(1) This section applies to a person who is in a declared area or who a terrorist emergency officer reasonably suspects is about to enter the declared area.

(2) A terrorist emergency officer may direct the person—
   (a) not to enter the declared area; or
   (b) to go to a stated place in the declared area; or
   (c) to temporarily stay at or in a stated place in the declared area; or
   (d) not to enter a stated place in the declared area.

(3) A direction may only be given to ensure the safety of any person, whether the safety of the person given the direction or another person.

(4) A person given one or more directions under subsection (2)(a), (b), (c) or (d) is not, for that reason only, under arrest or in the custody of a police officer for the purposes of the Police Powers and Responsibilities Act 2000.

(5) A direction under subsection (2)(a), (b), (c) or (d) is not an enforcement act for the purposes of the Police Powers and Responsibilities Act 2000.

Section 8N. Power to search a person without a warrant

(1) A terrorist emergency officer may stop, detain and search a person for anything relevant to the terrorist emergency if the person is about to enter, is in or if the terrorist emergency officer reasonably suspects the person has just left, a declared area for the terrorist emergency.

(2) The terrorist emergency officer may seize all or part of a thing—
   (a) that may provide evidence of the commission of an offence; or
   (b) that the person intends to use to cause harm to himself, herself or someone else.

(3) The Police Powers and Responsibilities Act 2000, chapter 20, applies as if anything done under subsection (1) or (2) were done under that Act.

(4) Nothing done under this section, other than the search mentioned in subsection 5, is an enforcement act under the Police Powers and Responsibilities Act 2000.

(5) A search of a person involving the removal of the person's clothing, other than outer clothing, is an enforcement act under the Police Powers and Responsibilities Act 2000.

Section 8Q. Power to direct officers of government agencies
(1) To the extent necessary to manage and control the response of government agencies to a terrorist emergency, the commissioner or a deputy commissioner may direct an officer of a government agency to do or not do an act, or to perform or not perform a function.

(2) The act or function must be an act or function it is lawful for the officer to do or perform or not do or perform in the ordinary performance of the officer's functions.

(3) The direction may be given only while the declaration is in effect and only in relation to any or all declared areas stated in the direction.

(4) The direction may apply to more than 1 terrorist emergency.

(5) The agency must be consulted before being given the direction.

(6) The officer is authorised to comply, and must comply, with the direction.

(7) The direction may be withdrawn by the Premier or the Minister responsible for the agency.

(8) A direction under subsection (1) may be given generally to officers holding a type of office or exercising a function.

(9) In this section—

- **function** includes a power.
- **officer** includes any employee of the government whether or not the person holds an office.
- **performance**, of a function, includes the exercise of a power.

**Disaster Management Act 2003 (Qld)**

The Act is to provide for matters relating to disaster management, including preparedness, response and recovery to disasters in Queensland.

**Definition:** a **disaster** is a serious disruption in a community, caused by the impact of an event that requires a significant coordinated response by the State and other entities to help the community recover from the disruption.

A **serious disruption** means—

(a) loss of human life, or illness or injury to humans; or

(b) widespread or severe property loss or damage; or

(c) widespread or severe damage to the environment.

An **event** means any of the following—

(a) a cyclone, earthquake, flood, storm, storm tide, tornado, tsunami, volcanic eruption or other natural happening;
(b) an explosion or fire, a chemical, fuel or oil spill, or a gas leak;
(c) an infestation, plague or epidemic;
(d) a failure of, or disruption to, an essential service or infrastructure;
(e) an attack against the State;
(f) another event similar to an event mentioned in paragraphs (a) to (e).

An event may be natural or caused by human acts or omissions.

Section 9. Directions about powers under other Acts during disaster situation

(1) This section applies if there is a disaster situation.

(2) The chairperson of the State group, or a relevant district disaster coordinator for the disaster situation, may give directions about the circumstances in which a power under another Act may be exercised during the period of the disaster situation.

(3) However, the chairperson or relevant district disaster coordinator must not give directions about the way in which the power may be exercised.

(4) A direction under subsection (2) may be given—

(a) only to the person who may exercise the power under the other Act; and

(b) only if it is necessary for effective management of the disaster for which the disaster situation is declared.

Examples—

• The chairperson of the State group may direct an authorised person under the Environmental Protection Act 1994 to delay exercising particular powers until the chairperson considers it is appropriate in the circumstances for the powers to be exercised.

• If the disaster situation involves an outbreak of an exotic disease, the chairperson of the State group may direct an inspector under the Exotic Diseases in Animals Act 1981 to delay exercising particular powers until the chairperson considers it is appropriate in the circumstances for the powers to be exercised.

A police officer may exercise declared powers for a declared disaster situation. The declared powers include, but are not limited to, controlling movement and giving directions in relation to the declared disaster area, and entering or evacuating the declared disaster area.

A district disaster coordinator may also authorise a person to exercise rescue powers if the coordinator is reasonably satisfied that it is necessary to do so to protect persons or property from danger or potential danger associated with an emergency situation. These powers include, but are not limited to, entering premises and directing persons to leave or not enter an area.
Notes

The implications for Principals of an emergency declaration under the PSPA are, in essence, identical to the implications of a disaster declaration under the DMA. Specifically, police cannot direct a Principal to evacuate a school, or otherwise direct Principals, unless a declaration has been made under the PSPA or the DMA for an emergency situation or a disaster situation.

It is possible for a disaster situation to be declared under the DMA concurrently with a declaration of an emergency situation under the PSPA.

Powers granted under the PSPA include the direction of evacuation or exclusion of persons from premises, road closures and the right to enter and search.

No power to lockdown but can exclude persons from entering, therefore the importance of a collegiate approach to managing situations is essential.

In the absence of any declaration, the Principal can decide on a course of action based on DoE procedure, regional advice, and any context-specific information available to the Principal at the time of the decision. The Education (General Provisions) Act 2006 (Qld) (EGPA) does not contain provisions in relation to disaster management. The Department’s disaster management procedure stems from the provisions of the DMA, which codifies disaster management for the State.