

*Department of Education & Training
Aspley State School*

FIRE AND EVACUATION PLAN

2011

Emergency Team (Evacuation Wardens) Details

Title	Location	Contact No.
Mr	Andrew Duncan (Principal)	07 38639111
Ms	Margaret McKinnon	07 3863 9111

Emergency Contact Information

Emergencies	000
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Building Identification	
Building Name:	Aspley State School
Building Address:	Corner or Horn Road and Maundrell Terrace Aspley Qld 4034
Building Owner	
Name:	Department of Education and Training, Queensland Government
Address:	Education House Mary Street, BRISBANE QLD 4000
Telephone No:	07 3237 0090
Fax:	07 3237 0820
Building Fire Safety Advisor (FSA) E-mail:	To facilitate a prompt response on fire safety matters, please contact Darryl.CROSBY@deta.qld.gov.au
Building Occupier	
Name	Mr Andrew Duncan
Building Occupier's Contact Details:	Phone: 07 3863 9111 Fax: 07 3863 9100
Building Occupier's E-mail Address:	the.principal@aspleyss.eq.edu.au
Building Use / Building Code of Australia (BCA) Classification:	(See Note 2)

Departmental Fire Safety Advisor	
FSA Name:	Darryl Crosby
FSA telephone Number:	(07) 3237 1195
FSA E-mail Address:	Darryl.CROSBY@deta.qld.gov.au
RTO that issued Qualification:	National Safety Council of Australia
Date of Issue of Qualification:	9 September 2011
FSA Network No.	000245

Evacuation Coordinator (Chief Warden)		
Position Title:	Contact Number	E-mail:
Principal	07 3863 9111	the.principal@aspleyss.eq.edu.au

Annual Fire Evacuation Plan Review		
Reviewed By: (Print Name)	Date of Review:	Any changes: Y/N

Building Evacuation Procedures

(also refer to building's 'Evacuation Signs and Diagrams')

In the event of locating a fire, occupants should:

- (a) **R**emove all persons from the immediate area.
- (b) **A**lert-
 - Persons nearby by calling out in a loud voice.
 - The Fire Service by pressing a manual call point alarm and/or dialling **000**.
- (c) **C**onfine the fire by closing any immediate windows and doors (if safe to do so.)
- (d) **E**vacuate from the area when directed or if the fire cannot be extinguished.

During any evacuation, students should:

- (a) Act responsibly. Don't hide or fool around. Look after each other's safety.
- (b) Not collect personal items from bags or lockers. Getting away from the buildings to a safe area is more important.
- (c) Move quickly but not run.

During any evacuation, everyone should:

- (d) Follow all instructions given by school staff.
- (e) If smoke is present:
 - Get down low below the smoke if possible,
 - Cover your mouth and nose to protect your breathing,
 - Move away from thick smoke even if it may take longer to get to the assembly area.
- (f) Notify staff immediately if you are aware of people trapped in the building.
- (g) Only attempt to **extinguish** the fire if:
 - a) It is safe to do so (fire is small enough with no excessive smoke),
 - b) You have been instructed in using the relevant fire fighting equipment,
 - c) You have a means of escape to your back and can safely exit if necessary,
 - d) Evacuation of other occupants has commenced.

Note:

The location of the Assembly Area for this facility as well as the exit pathways from this area is contained in the copies of the building evacuation signs located at the rear of this Plan and on evacuation signs and diagrams located on site.

Method of Operating Fire Fighting Equipment

FIRST RESPONSE FIRE FIGHTING EQUIPMENT is for use by the occupants of the building to extinguish the fire in its initial stages, providing they have been instructed in the use of this equipment and if it is safe to do so. This equipment consists of Fire Extinguishers, Fire Blankets and Fire Hose Reels.

When using a fire extinguisher, remember **PASS**:

Pull the safety pin

Aim at the base of the fire

Squeeze the handles together to activate the extinguisher

Sweep the base of the fire from side to side to ensure complete coverage of the area.

Warning- Always ensure you use an extinguisher suitable for the classification (type) of fire you want to put out. This can be confirmed by reading the information contained on the front of the extinguisher
Test the extinguisher away from the fire to ensure it is fully charged and working before proceeding.

Fire hose reels are 36m in length and should only be used for class (A) fires (e.g. paper/wood). Generally they are located along main exit paths and at final exit points. To operate turn on the main valve (turn tap or lift handle), this will pressurise the hose and release the nozzle. Run out hose to fire and use nozzle to regulate water flow.

Warning- Using a fire hose is dangerous near electricity. Use of a non-conductive fire extinguisher is a safer option.

Fire blankets are used on class (F) fires (cooking oils and fats) burning in small containers (e.g. saucepans). Turn off any heat source before or immediately after applying blanket. Once applied, tuck in edges of blanket to seal off fire. Do not remove the fire blanket from the container until after the arrival of fire services.

Warning: Fire blankets are not safe to use on items that may conduct live electricity (e.g. toaster on fire). Using a non-conductive fire extinguisher in this instance is a safer option.

Fire blankets can also be used to extinguish a fire on a person by placing the person on the ground, and covering with the blanket (**stop, drop, cover and roll**).

For fires on a person- Once extinguished, begin immediate first aid and seek medical assistance.

Building Evacuation Coordination Procedures

<p>Procedure for using the building intercommunication devices.</p>	<p>In the event of a fire or hazardous materials incident, occupants will be advised to commence evacuation procedures by:</p> <ul style="list-style-type: none"> • <i>A continuous 'Woop' sound emitted from the school public address system.</i> <p>Should this procedure not be able to be implemented this alternate procedure will be used:</p> <ul style="list-style-type: none"> • <i>Use of hand held sirens</i> • <i>Public address (PAGE) using the telephone system within the school.</i> • <i>TO ACTIVATE AN EVACUTATION PRESS THE RED BUTTON LOCATED ON THE AMPLIFIER IN THE BACK ROOM OF THE ADMINISTRATION ASSISTANT OFFICE (LOCATED IN ADMIN BLOCK)</i>
<p>Procedures for alerting the Emergency Services and activating a manual call point.</p>	<p>Activating a Manual Call Point (MCP):</p> <p>In the Aspley School Hall, manual call point boxes have signage indicating “Local alarm only – in case of fire break glass and ring 000”. In this instance, breaking the front face will only activate the fire alarm in the building.</p> <p>Ensure the fire service is also contacted by dialing 000.</p> <p>Alerting the Emergency Services:</p> <p><i>In a fire or other emergency the following procedure will be undertaken:</i></p> <ul style="list-style-type: none"> • <i>Employee or delegated adult contacts the school office on internal extension 120, 130 or 122.</i> • <i>Notify the location of fire/incident and request the office staff activate the evacuation alarm immediately.</i> • <i>Office staff call activate alarm and then immediately call 000.</i>
<p>Procedure for evacuating persons with special needs, the public and other persons.</p>	<p>Person with Special Needs:</p> <p><i>This term means persons for whom it is reasonable to make different arrangements (in an emergency) because of the characteristic of the person (e.g. person with a disability) or a matter related to the person's presence in the building (e.g. working in an area where egress is restricted)</i></p> <p>During an evacuation, persons identified as having special needs will be assisted by staff or other nominated occupants to respond and move to a place of safety.</p> <p>Members of the Public and Other Persons:</p> <p>Visitors and contractors on site other than persons with special needs will be directed to the nearest safe fire exit from the building. Staff directing the evacuation of non-employees should advise these persons of the location of the nearest, safe assembly area and to remain at that location for the duration of the emergency.</p>
<p>Procedures for ensuring all persons have been evacuated.</p>	<p>Administration Staff will, when leaving an area, verbally call out and visually sweep the area to decrease the likelihood that anyone is left behind.</p> <p>On arrival at the Assembly Area, Administration Staff will question evacuees to determine if anyone is missing or injured.</p> <p>Admin staff will take copies of any relevant documentation (e.g. staff</p>

	attendance records and the visitor sign on register) to the Assembly Area to verify full evacuation.
Procedure for informing the Evacuation Coordinator.	At the assembly area and as soon as practicable, Class Teachers from each area will confirm to the evacuation co-ordinator (Chief Warden) that all persons have safely evacuated, or provide details of persons not accounted for.
Procedure for meeting the Emergency Service.	The Chief Warden will meet (or nominate someone to meet) the Fire Services on arrival and brief them regarding the type, scope and location of the emergency and the status of the evacuation.

Procedure for Giving Fire & Evacuation Instruction to Workers.

(Note: 'Workers' could include relief staff and long-term volunteers)

<p>General Evacuation Instruction.</p> <ul style="list-style-type: none"> • Within 2 days of a person starting work within the building (and) • Annually for existing workers <p>Where are the records kept?</p>	<p>New workers:</p> <p>Within 2 days of starting work at the building, the Building Occupier will arrange for General Evacuation Instruction to be given to the worker.</p> <p>Existing workers.</p> <p>The Building Occupier will arrange for this Instruction to be given to all staff annually.</p> <p>All original records of compliance for this instruction are retained in a fire resistant container on site with a 2nd copy stored off site.</p>
<p>First Response Instruction.</p> <ul style="list-style-type: none"> • Within 1 month (and) • Every two years. <p>Where are the records kept?</p>	<p>First Response Instruction will be given to each staff member within 1 month of commencing work and every two years thereafter by the viewing of an instructional video approved for use by the Fire Safety Advisor (FSA) or by practical instruction approved by the FSA to be given by another person.</p> <p>All original records of compliance for this instruction are retained in a fire resistant container on site with a 2nd copy stored off site.</p>
<p>Evacuation Coordination Instruction – Responsible Persons.</p> <ul style="list-style-type: none"> • 1 month prior to taking up this role (and) • Annually thereafter. <p>Where are the records kept?</p>	<p>Relevant Staff will receive Evacuation Coordination Instruction within 1 month of being appointed and then annually.</p> <p>This instruction will be given by the Fire Safety Advisor (FSA) or a person approved by the FSA utilizing an agreed method of providing the instruction.</p> <p>All original records of compliance for this instruction are retained in a fire resistant container on site with a 2nd copy stored off site.</p>

ATTACHMENT A

This plan has attachments (if checked) of the relevant approval documents:

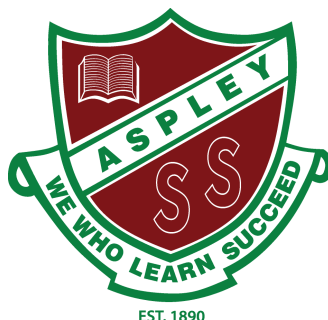
- The Fire Safety Management Procedures (if the building was built using an alternative building solution).
- A list of prescribed fire safety installations within the building.

Prescribed Fire Safety Installations.

**Tick if
system fitted**

Air handling systems	<input type="checkbox"/>
Emergency lifts	<input type="checkbox"/>
Emergency lighting	<input checked="" type="checkbox"/>
Early warning intercommunication system	<input checked="" type="checkbox"/>
Emergency power supply (generator)	<input type="checkbox"/>
Exit lighting	<input checked="" type="checkbox"/>
Fire alarm panel	<input checked="" type="checkbox"/>
Fire doors	<input type="checkbox"/>
Fire extinguishers	<input checked="" type="checkbox"/>
Fire hose reels	<input checked="" type="checkbox"/>
Fire hydrants (including booster points)	<input type="checkbox"/>
Fire main	<input type="checkbox"/>
Fire shutters	<input type="checkbox"/>
Smoke alarms	<input type="checkbox"/>
Smoke and heat venting system	<input type="checkbox"/>
Smoke doors	<input type="checkbox"/>
Smoke exhaust systems	<input type="checkbox"/>
Solid core doors	<input type="checkbox"/>
Special automatic fire suppression systems	<input type="checkbox"/>
Stairwell pressurization systems	<input type="checkbox"/>
Sprinklers	<input type="checkbox"/>
Other fire safety management features (provide details)	<input type="checkbox"/>

ATTACHMENT B Site Specific Information



Emergency Procedures – Evacuation

Context:

1. At all times, a primary consideration of school personnel is the safety and welfare of students, and of colleagues and co-workers.
2. An emergent situation may arise which requires urgent action across the whole campus, in order to protect and preserve everyone's safety and welfare.
3. Such urgent action may require the movement of all students, school personnel and visitors to effect an *evacuation* – movement from and near buildings to designated assembly area.
4. All State Schools are required to routinely (at least once per term) practice appropriate emergency response procedures.

Principles:

1. SAFETY
 - The primary focus throughout the emergency must be the safety and welfare of all concerned, especially students.
 - No one should take any action to endanger their own safety, or as a consequence place others in danger.
 - Everyone shares the responsibility to relay the 'alarm', and to assist others to respond appropriately.
 - All personnel without a delegated emergency response role, and not directly supervising students, should assist checking playground areas and areas such as the hall and toilet block.
 - The emergency concludes only when the official 'All Clear' is given.
2. URGENCY with ORDER
 - While promoting a sense of urgency, movement must be conducted in an orderly manner.
 - Movement must be via the most direct, practical route.
 - In the event of an Evacuation, it is essential to clear buildings as a matter of priority, and to avoid under-cover spaces.
3. ACCOUNTABILITY
 - It is critical to ensure that everyone is accounted for as quickly as possible.
 - Relevant documentation must be maintained: class rolls; staffing registers (e.g. TRS Register; Visitors' Register; Sign in/out Register); and be readily available throughout the emergency process.

Process

Evacuation

1. Raise the 'alarm' / Activate procedure
2. Students report to the nearest, known and trusted adult (e.g. teacher, teacher aide)
3. Move to the assembly area via the safest, most practical route
4. Check evacuation area for anything suspicious (i.e. upturned dirt mounds, bags or packages)
5. Ensure everyone is accounted for and, at the earliest, safe opportunity, report anyone unaccounted for, or 'out-of-place'
6. Assess the situation, review options and further actions (i.e. possible move to 2nd evacuation point)
7. 'All Clear' declared
8. Normal routine resumes
9. Debrief & follow-up

Activation

Who? Anyone

NOTE: In raising the alarm, DO NOT, under any circumstances, endanger personal safety, or the safety of others!

When? Emergency procedures need to be considered and activated upon awareness of any suspicious event, circumstance or activity where the safety and welfare of students and school personnel is believed to be critically at risk, or likely to be, if immediate action is not taken.

How? Immediately, by whatever means (refer "Communication"):

- Take steps to alert those most at risk of the danger;
- Relay a message to the office (danger, location, who is involved ,actions already underway)

NOTE: In some instances, it may be prudent NOT to immediately publicise a critical situation as this may cause undue panic and/or aggravate the source of the emergency e.g. where an individual is behaving in a suspicious/threatening manner.

What?

- An integrated, public address / emergency activation system is based in the front office [NOTE: this system has the capacity to deploy three distinctive tones including one designated specifically for "Evacuation" and one for "Lock-down".]
- Other available means of communication.
- The 'alarm' should continue to be activated/relayed until the emergency has passed.

Communication

Depending upon the circumstances and capability, all available resources should be deployed in activating, relaying and coordinating the emergency response process. Resources include:

- Integrated public address / emergency activation system
- Telephone – including internal extensions to various rooms and facilities
- Mobile phone – school-provided and private
- Manual, hand-held siren – located in the staffroom
- Whistles – one per classroom / work area [via repeated, prolonged blasts]
- Person-to-person

Roles and Responsibilities

Role	Responsibilities	
	Evacuation	Lock-down
All Personnel	<ul style="list-style-type: none"> • Ensure, by what-ever means available and practical, that the emergency alarm has been relayed • Check for any students who may not be under direct supervision (e.g. students in transit between classrooms, or in the play area), and take charge • Assist any volunteers on site (e.g. helping in classrooms) 	<ul style="list-style-type: none"> • Refer special and delegated roles and responsibilities • Evacuate to the nearest assembly area by the most direct, safe and practical route • Remain in the area (or assigned location as required) until the 'All Clear' is given
Students	<ul style="list-style-type: none"> • If not already under direct supervision, immediately report to the nearest known and trusted adult (e.g. teacher, teacher aide) • Promptly follow the directions given by teachers and other school personnel 	<ul style="list-style-type: none"> • Move smartly and in an orderly manner, without undue conversation, to the nearest assembly area by the most practical route • While in the assembly area, remain silent and listen for directions
Principal	<ul style="list-style-type: none"> • Support coordination of emergency procedures • Liaise with emergency services on arrival • Report to District Office (Executive Director of Schools) / Education Queensland • Public relations 	<ul style="list-style-type: none"> • Contact Assembly Area • Liaise between assembly areas and with key personnel
Deputy Principal	<ul style="list-style-type: none"> • Manage practice events • Induction of new personnel • Coordinate and manage internal emergency response • Declare 'All Clear' • Debrief & reporting processes 	<ul style="list-style-type: none"> • Contact Assembly Area • Liaise between assembly areas and with key personnel
Business Services	<ul style="list-style-type: none"> • Contact appropriate emergency services (or delegate to AO) • Support coordination of emergency procedures • Oversee office & staffroom evacuation/lock-down • Ensure whistle, copy of procedures and map are prominently on display in the administration/staffroom areas • Routinely ensure fire extinguishers and fire blankets are located as required, and are serviceable 	<ul style="list-style-type: none"> • Contact Assembly Area • Liaise between assembly areas and with key personnel
Admin Officers	<ul style="list-style-type: none"> • Supervise students visiting the office, including children in the sick bay • Accompany them to an assembly area / appropriate 'lock-down space' • Take registers from the office: TRS/Staffing; Sign In/Out; Visitors 	
Head of Curriculum	<ul style="list-style-type: none"> • Liaise with Principal and/or Deputy Principal • Support coordination of emergency procedures • Assume delegated roles as required 	
Class Teachers & Specialist Personnel	<ul style="list-style-type: none"> • Ensure all children are aware of emergency procedures, and expectations for their response • Ensure whistle, copy of procedures and map are prominently on display in the room • Ensure emergency activation is relayed • Supervise orderly evacuation/lock-down of class. • Be alert to any students who may be unsupervised, and take charge of them. • Report the names of these children to coordinators at the earliest opportunity • Take Manual Class Roll, and check all class members accounted for 	

Teacher Aides, Cleaners & Other Personnel	<ul style="list-style-type: none"> • Ensure whistle, copy of procedures and map are prominently on display in respective work areas • Ensure emergency activation is relayed • All personnel without a delegated emergency response role, and not directly supervising students, should assist checking playground areas and areas such as the hall and toilet block • Supervise any students or visitors, and ensure they are accounted for
Facilities Officer	<ul style="list-style-type: none"> • Ensure access of emergency services vehicles to grounds & facilities • Ensure emergency activation is relayed • Support coordination of emergency procedures • Other delegated tasks
P & C Personnel (e.g. Tuckshop & Bookshop)	<ul style="list-style-type: none"> • Be aware of policy & procedures, and ensure volunteers are routinely briefed • Ensure emergency activation is relayed • Assist school personnel by checking for any students who may not be under direct supervision (e.g. students in transit between classrooms, or in the play area), and take charge <p>Assist any volunteers on site (e.g. helping in classrooms)</p> <p>Refer "All Personnel"</p>

Assembly Areas - Evacuation

- Assembly Area: Middle of main school oval
- Secondary Evacuation -: Ben Lomond Park via Ben Lomond St (off Horn Road)

All Clear

When? 'All Clear' will be declared ONLY when all danger, or threat, has passed, and it is considered safe and appropriate for normal routine to be resumed.

Who? Assessment of the situation will be made by the Principal and Deputy Principal in consultation with emergency services personnel, as required.

How? 'All Clear' will be announced via:

- The integrated public address / emergency activation system; or
- Other means, as appropriate or practical

Follow-up

Follow up processes aim to:

- Address any emotional distress caused by the emergency and subsequent actions taken;
- Improve school policy and procedures;
- Demonstrate accountability.

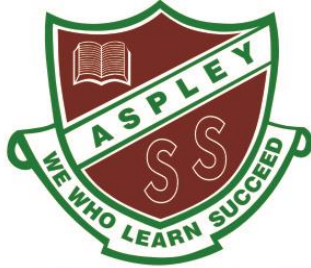
Will include a:

- Debrief with key personnel, emergency services, staff, students, and parents (as required);
- Report disseminated, with feedback sought; and a
- Review of policy and procedures.

May include, depending upon the nature of the emergency and degree of potential impact:

- Counselling, including access to Education Queensland resources and support services;
- A formal investigation.

ATTACHMENT C



ASPLEY STATE SCHOOL

