

# Bushfire Hazard Management Plan and Evacuation Procedures

Our Lady of Lourdes Dardanup - 2 - 8 Ferguson  
Road, Dardanup

3 May 2019

Prepared for:

Our Lady of Lourdes  
Dardanup



# Limitations Statement

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STATEMENT OF CONFORMITY - PLANNING AND DEVELOPMENT ACT 2005



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The signatory declares that this Bushfire Management Plan meets the requirements of State Planning Policy 3.7.

## Disclaimer

*Notwithstanding the precautions adopted within this report, it should always be remembered that bushfire behaviour varies under a wide range of conditions. The measures outlined in this plan will reduce the risk of bushfire to people and property, however it cannot remove all risk. An element of risk, no matter how small, always remains. Although the procedures and standards used in this report are designed to improve the performance of buildings and structures in bushfire conditions, there can be no guarantee, due to the variable nature of bushfires, that any buildings will withstand a bushfire attack on every occasion.*

# Contents

<b>Disclaimer</b>	<b>2</b>
<b>Contents</b>	<b>3</b>
<b>1 Introduction</b>	<b>4</b>
1.1 Emergency Planning / Incident Management Team	5
<b>2 Bushfire Risk Management Plan</b>	<b>7</b>
2.1 Context and Scope	7
2.2 Bushfire Risks	8
2.3 Risk Analysis & Evaluation	12
2.4 Risk Treatment Options	16
2.5 Monitoring and Review	18
2.6 Consultation and Communication	19
<b>3 Emergency Evacuation Plan</b>	<b>20</b>
3.1 Bushfire Emergency Situation	20
3.2 Decision / Primary Actions	21
3.3 Emergency Triggers	21
3.4 Evacuation Procedure	22
3.5 Emergency Evacuation Procedure	23
3.6 Shelter in Place Procedure	25
3.7 Recovery	26
3.8 Debrief	26
3.9 Training / Communication / Engagement	28
<b>4 Flowcharts</b>	<b>29</b>
<b>5 Maps</b>	<b>34</b>
<b>6 References</b>	<b>40</b>
<b>Appendix A: Contact List</b>	<b>41</b>
<b>Appendix B: School Closure Notice</b>	<b>42</b>



# 1 Introduction

Our Lady of Lourdes Dardanup is a Catholic co-educational school for Years Pre-Kindergarten to 6 located in Dardanup in the South West of Western Australia. Dardanup is 176 km south of Perth and has a population of approximately 500. Our Lady of Lourdes was established in 1857. The School has 210 students from Pre-Kindergarten to Year 6. There are 29 staff members within the School.

The School is in close proximity to Bushfire Prone Areas (Figure 1), and as such is considered a vulnerable land use within a bushfire risk area.



*Figure 1 Map of Bushfire Prone Areas with Our Lady of Lourdes Dardanup, 2-8 Ferguson Road, Dardanup, within the blue polygon*



This plan is designed specifically for Our Lady of Lourdes Dardanup and is designed to inform the staff and parents of the potential risk of bushfire within the school, outline measures to minimise that risk and to assist the principal and the staff for procedures and practices should a bushfire event occur within the vicinity of the school.

This document is prepared under the emergency management principles of PPRR:

- Prevention of;
- Preparedness for;
- Response to;
- Recovery from;

The PPRR approach is adopted by the Department of Education *Emergency and Critical Incident Management Policy* and is reinforced in the Departments' *Principal's Guide to Bushfire (2016)*.

## 1.1 Emergency Planning / Incident Management Team

An Emergency Planning Committee (EPC) is made up of representatives of the school community who are responsible for the planning and development of this plan and the implementation of this plan and procedures during a bushfire emergency.

The EPC is made up of the following members:

<i>Role</i>	<i>Name</i>
Principal	Angela Hegney
Assistant Principal	Jenny Maslin
Assistant Principal	Luke Vine
Administration	Leanne Depiazzi

Members will be added or substituted as deemed appropriate.

These members represent those in the school and neighbouring community with the skills and authority to develop and implement this plan.

The role of the planning committee is to:

- Establish emergency plans and procedures;
- Identify duties and responsibilities of positions;
- Formulate emergency procedures;
- Educate and train staff (or arrange external training);
- Make all aware of the emergency procedures; and
- Conduct annual training of emergency procedures for review and modification (Back, 2011)

During an emergency, not all of the EPC members are likely to be on site. During an emergency, roles and responsibilities will be allocated as follows:

- Chief Warden - (Principal)<sup>1</sup>
- Deputy Chief Wardens - (Assistant Principals)<sup>2</sup>
  - These people are responsible for coordinating the emergency procedures and management of students and staff pending instructions from the Department of Fire and Emergency Services or the WA Police.
  - Responsibilities include:
    - Managing and overseeing emergency procedures;
    - Accounting for all persons during an emergency;
    - Determining best action (Evacuate or Shelter in Place) in liaison with emergency services.
- Fire Wardens - all Teachers on site during emergency.
  - Wardens take directions from the Chief or Deputy Chief wardens during emergency
  - Responsibilities include;
    - Maintaining a calm atmosphere among students and parents / visitors;
    - Following established procedures;
    - Assisting with moving of students as determined by Chief Warden.

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<sup>1</sup> Or an appropriate appointee if absent from the school

<sup>2</sup> Or an appropriate appointee if absent from the school

## 2 Bushfire Risk Management Plan

This Bushfire Risk Management Plan aims to minimise the risk of adverse impacts of bushfires on life, property and the environment, however, given the vulnerability of the students, the main focus of this plan is on life and property.

The objectives of this plan are to:

- Highlight the fire risk within the school grounds and the surrounding landscape;
- Outline the fire management methods and actions that will reduce the intensity and spread of bushfires in and around the school; and
- Reduce the school community's vulnerability to bushfire by improving its preparedness and understanding.

The plan also outlines elements of consultation, monitoring and review to ensure awareness is maintained and the efficiency of the risk minimisation is kept current.

### 2.1 Context and Scope

The Bushfire Risk Management Process used in this plan is based on the Australian Standard / New Zealand Standard ISO 31000 Risk Management and follows the procedures outlined in that standard as shown in Figure 2.

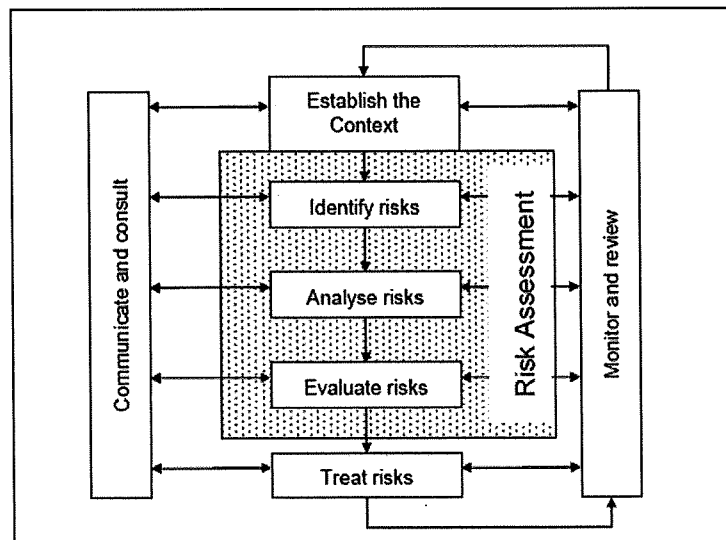


Figure 2 Emergency Risk Management Framework - Overview (ISO 31000)

This section identifies the issues, quantifies the hazard and establishes the scope of the management framework for bushfire hazards within the school grounds and within the overall landscape surrounding the school.



This assessment will address the risks from bushfire to the Our Lady of Lourdes Dardanup community. While the overall landscape contains the bushfire risk, the management actions and responsibilities are bounded by the actual grounds and buildings within the school. This includes office buildings, classrooms, open common areas, sporting grounds, carparks and the church. This is shown in Figure 8 & Map 1.

This plan is designed for five years, from 2019 to 2024, however it is to be reviewed annually in August / September every year prior to the bushfire season to reflect and changes that may have taken place in:

- Shire of Dardanup Fire Prevention Order;
- State Planning or Emergency Services Legislation;
- Department of Education or other government policy;
- Catholic Education Commission policy;
- New buildings or structures within the school; and
- Personnel within the site.

The direct responsibility for the implementation of this plan lies with the School Principal and the Our Lady of Lourdes Dardanup School Board as the management authority of the school.

## 2.2 Bushfire Risks

The school itself is located at 2-8 Ferguson Road, Dardanup. The school is approximately 28 m above sea level (AHD). The surrounding landscape is historically farming/grazing properties, with much of this area continuing to be utilised for farming, with the exception to the area to the south of the school, which has now been developed into residential lots. Small areas of woodland are located within the school and abutting the lot boundary. These areas are predominantly introduced *Eucalyptus* and *Acacia* species with an open understory.



*Figure 3 Woodland vegetation on the northern boundary of the school*



*Figure 4 Woodland vegetation within the school*

The majority of the School grounds is maintained in a low fuel state, there is a small area of woodland located within the Site, all other areas are maintained gardens and grasses.



*Figure 5 Managed grasses found within the school*

Map 2 shows the dominant vegetation classes surrounding the school landscape.

The Woodland areas would be considered an Extreme Fire Hazard under the Guidelines for Planning in Bushfire Prone Areas (WAPC, 2015), and managed gardens and grasses are considered a low fire hazard. These are shown in Map 3.

The school has not been exposed to a bushfire event in its history.

Bushfire behaviour is significantly affected by weather conditions. They will burn more aggressively when high temperatures combine with low humidity and strong winds. Generally, the greatest fire risk occurs from summer through to autumn, when the moisture levels in the soil and vegetation are low.

The Site is located within the southern area of South-West Western Australia which experiences hot dry summers and cool wet winters (commonly called a Mediterranean Climate). Data from the Bureau of Meteorology at Bunbury (20km from Site) confirms that the area experiences hot dry summers with an average December to February temperature of 27 - 30°C with 7 - 17 mm of rain per month over summer. Winters are cooler with a mean maximum temperature through June, July and August of 18°C and an average July rainfall of 142 mm (Figure 5 - BOM, Accessed April 2019)



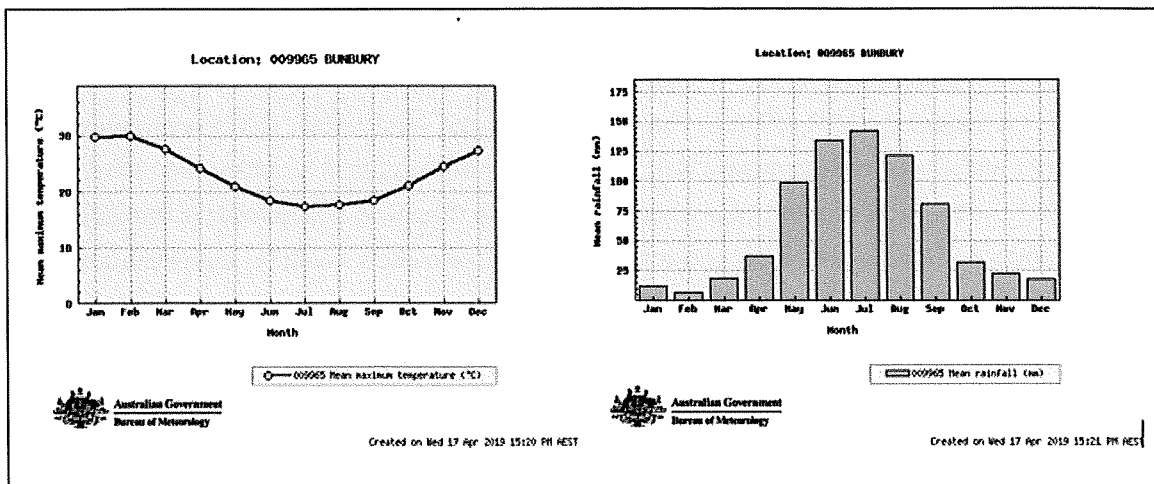
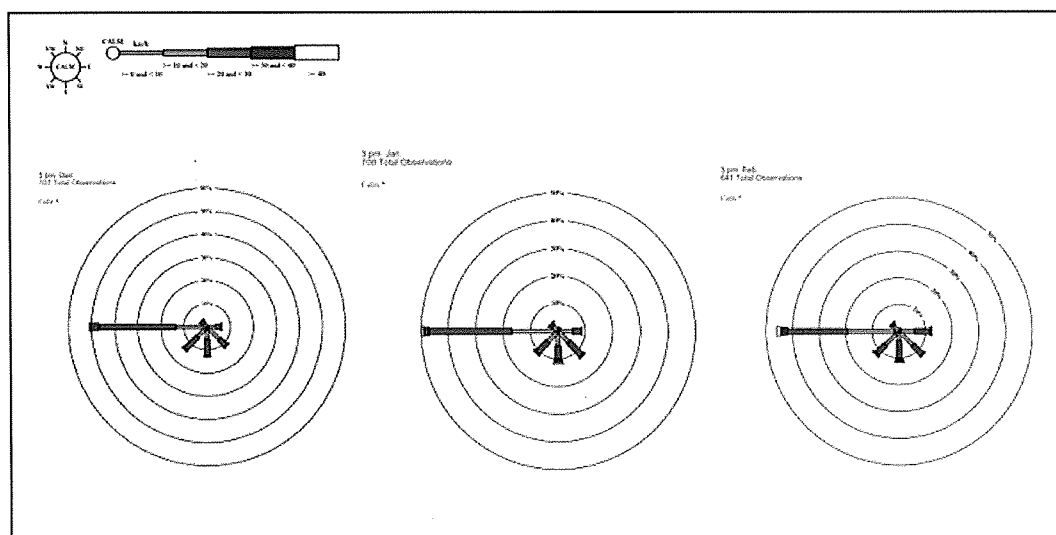


Figure 6 Mean Maximum recorded temperatures and Monthly rainfall for Bunbury

The 3pm December and January wind rose for Bunbury show that the afternoon breeze from the west dominates 40-50% of the time at 22 km/h (Figure 6).



The bush the northern boundary of the school at its closest point to the school buildings is 45 m, and with it being considered woodland and upslope/flat, the potential radiant heat based on the models would be approximately 6.94 kW/m<sup>2</sup>. The woodland to the west within the school boundary is upslope/flat and 47 m from the closest wall in the school, this results in a radiant heat potential of 6.52 kW/m<sup>2</sup>. At the closest point, to a school building, the Grassland that surrounds the school is 8 m and is upslope/flat, the potential radiant heat based on the models would be approximately 24.36 Kw/m<sup>2</sup>. This is presented in Map 4.

The School Hall had been selected as the Shelter in Place (Last Resort) Building. The closest vegetation to the School Hall is the Grassland surrounding the school which is upslope/flat. At the closest point, the separation distance is 30 m, which results in a radiant heat potential of 5.61 kW/m<sup>2</sup>. The woodland to the north, which is upslope/flat, at the closed point to the School Hall has a separation distance of 45 m, which results in a radiant heat potential of 6.94 kW/m<sup>2</sup>.

Note that this is a prediction based on probability and fire behaviour and is a direct line of heat exposure and does not take into account the sheltering effect that the buildings themselves which would offer shelter should the need occur somewhere within the school (for example the School Hall). This heat exposure would be significantly reduced.

While radiant heat sheltering can occur within the school, the majority of fires in structures will occur due to embers from the fire smouldering and igniting flammable objects. This is addressed in this plan.

## 2.3 Risk Analysis & Evaluation

Risk is a product of the consequences and likelihood of an event occurring. Predicted consequences and likelihood of risk should be estimated based on the hazard, the vulnerability and the cause of the risk (Douglas, 2016). A qualitative approach can be used to determine likelihood and consequence. These can then be used to provide an overall risk rating for each of the elements of risk.

Douglas (2016) provides tables for this approach, which are used in this analysis. They are shown in Tables 1, 2 & 3 below.

Table 1 Likelihood Ratings for Risk Analysis (Douglas, 2016)

Likelihood Rating	
Descriptor	Comment
Almost Certain	<ul style="list-style-type: none"> <li>Event is expected to occur in most circumstances (every year)</li> <li>High level of known incidents (records/experience)</li> <li>Strong likelihood of re-occurring, with high means to occur</li> </ul>
Likely	<ul style="list-style-type: none"> <li>The event will probably occur in most circumstances (2-5 years)</li> <li>Regular incidents known</li> <li>Considerable opportunity and means to occur</li> </ul>
Possible	<ul style="list-style-type: none"> <li>The event would occur at some time (5-10 years)</li> <li>Few, infrequent, random occurrences</li> <li>Some opportunity and means to occur</li> </ul>
Unlikely	<ul style="list-style-type: none"> <li>The event could occur at some time (&gt;10 years)</li> <li>No known incidents recorded or experienced</li> <li>Little opportunity and means or reason to occur</li> </ul>
Rare	<ul style="list-style-type: none"> <li>The event may only occur in exceptional circumstances (&gt;30 years)</li> <li>Unheard of</li> <li>Almost no opportunity to occur</li> </ul>



Table 2 Consequence Rating for Risk Analysis (Douglas, 2016)

Consequence Rating	
Descriptor	Comment
Very Low	<ul style="list-style-type: none"> <li>• No injury or fatalities, little or no personal support required</li> <li>• Inconsequential or no physical damage, short duration</li> <li>• Little or no disruption to the community</li> <li>• Little or no financial loss</li> </ul>
Low	<ul style="list-style-type: none"> <li>• Minor injuries, no fatalities, first aid treatment required</li> <li>• Some physical damage</li> <li>• Some community disruption for less than 24 hours</li> <li>• Some financial loss</li> </ul>
Medium	<ul style="list-style-type: none"> <li>• Medical treatment, no fatalities</li> <li>• Localised physical damage which is rectified routinely</li> <li>• Normal community functioning with some inconvenience 24 to 48 hours</li> <li>• Major financial loss - assistance required</li> <li>• Attracts media attention</li> </ul>
High	<ul style="list-style-type: none"> <li>• Extensive injuries, hospitalisation, possible fatalities, long term disabilities</li> <li>• Significant physical damage - requires external assistance</li> <li>• General widespread community impact on functioning</li> <li>• Major financial loss, can only continue with substantial and ongoing financial assistance</li> <li>• Media concern</li> </ul>
Catastrophic	<ul style="list-style-type: none"> <li>• Many injuries, fatalities and widespread medical attention required</li> <li>• Extensive physical damage requiring extended external assistance</li> <li>• Community impact severe and lasting, not functioning without support</li> <li>• Huge financial loss</li> <li>• Media outrage</li> </ul>

Table 3 Risk Rating Matrix for determining levels

Risk Rating Matrix					
Likelihood	Consequence				
	<i>Catastrophic</i>	<i>High</i>	<i>Medium</i>	<i>Low</i>	<i>Very Low</i>
Almost Certain	Extreme	Extreme	Major	Moderate	Minor
Likely	Extreme	Major	Moderate	Moderate	Minor
Possible	Extreme	Major	Moderate	Minor	Insignificant
Unlikely	Major	Moderate	Moderate	Minor	Insignificant
Rare	Major	Moderate	Minor	Insignificant	Insignificant

In assessing the risk to the school, the vulnerability of the school community needs to be acknowledged as highly vulnerable.

The following table (Table 4) is a register of the potential risk that could occur with a bushfire exposure to the school.

Table 4 Risk Register

Risk Element	Hazard	Consequence	Likelihood	Assessed Risk
Loss of Buildings	High	High	Possible	Major
Loss of Life	High	Catastrophic	Possible	Extreme
Injury (including smoke)	High	Medium	Possible	Moderate
Isolated (road closure by fire)	High	Low	Possible	Minor

Using this process, the assessed risks determines the following elements in decreasing priority:

- Loss of Life
- Loss of buildings
- Injury (Including smoke inhalation)
- Isolation

## 2.4 Risk Treatment Options

The purpose of treating risks is to reduce their likelihood and harmful consequences, though a process of selecting and implementation risk treatment options that modify the characteristics of the hazard (Douglas, 2016).

Many of the specific strategies to minimise the risks to the school assets overlap and will be considered under specific strategic actions / treatments/ These are outlined in Table 5.

*Table 5 Risk Treatment Options*

Strategy	Task	Actions	Responsibility
<b>Ignition Management</b>	Limit, restrict or manage access to potential areas of ignition	• Maintain the fence around school grounds and keep locked out of hours	School Board
		• Restrict access to bushland areas within school on high fire danger days	Principal & Teachers
		• No use of machinery on oval on harvest ban periods or extreme fire danger days	Principal
<b>Hazard Reduction</b>	Ensure Fuel Loads are maintained to low levels over summer fire period	• Maintain oval grasses under 100 mm from Nov - March	Groundskeeper
		• Clear out fallen leaves and branches in bushland within the site over fire season	Groundskeeper
		• Ensure all gutters, roof and building junctions are clear of litter.	Groundskeeper & external contractor
		• Investigate installing gutter and valley guards on the school buildings	School Board



		<ul style="list-style-type: none"> <li>Ensure all objects attached to the buildings re non-combustible or easily removable, and the removing mechanism is in working order.</li> </ul>	Groundskeeper
		<ul style="list-style-type: none"> <li>Implement hazard reduction program every 5 years in school bushland/gardens</li> </ul>	Principal & Groundskeeper
<b>Education</b>	Conduct School Education programme for bushfire awareness	<ul style="list-style-type: none"> <li>Develop bushfire education programme as part of the curriculum</li> </ul>	Principal & Teachers
		<ul style="list-style-type: none"> <li>Arrange visit from local Fire Brigades</li> </ul>	Principal
	Conduct drills for bushfire emergencies	<ul style="list-style-type: none"> <li>Conduct annual drills for bushfire evacuation processes</li> </ul>	Principal
		<ul style="list-style-type: none"> <li>Conduct regular training for fire wardens on fire extinguisher use.</li> </ul>	Principal & Fire Wardens
<b>Preparedness</b>	Ensure processes and procedures are documented and known by all staff, including any relief teachers.	<ul style="list-style-type: none"> <li>Annually review Bushfire Management Plan and update as needed</li> </ul>	Principal & Assistant Principals
		<ul style="list-style-type: none"> <li>Update contacts list for key personnel (Fire Brigades, Control Offices etc.)</li> </ul>	Principal & Assistant Principals
		<ul style="list-style-type: none"> <li>Ensure Evacuation alerts and plan is known by all staff and students</li> </ul>	Principal
		<ul style="list-style-type: none"> <li>Ensure access and egress ways are maintained during summer</li> </ul>	Principal & Groundskeeper
	Ensure suppression equipment is working and staff are skilled in their use	<ul style="list-style-type: none"> <li>Ensure any hydrants, hose reels and extinguishers are working by annual inspection and testing</li> </ul>	Principal & External Contractor
		<ul style="list-style-type: none"> <li>Conduct regular training on hose reels and extinguishers</li> </ul>	Principal & Fire and Rescue or External Contractor

## 2.5 Monitoring and Review

For the Bushfire Risk Management Plan to maintain its relevance, this document should be reviewed annually. This will ensure that the plan remains current in the protection of the school community and its assets.

A register of actions based on Table 5 about should be maintained by the school and information noted as each action is completed or conducted.

This will form the basis of the review to be conducted in Term 3 (August or September) every year prior to the fire season.

Elements that need to be considered in the review include:

- What has changed in the overall context of the Plan?
  - New Legislation
  - New policy
  - New responsibilities
  - New economic circumstances (grants? Loans?)
  - New Building/Staff
- What has changed in the hazard assessment?
  - Has land use changed nearby?
  - Have fuel reduction burns been conducted recently?
  - Has there been any clearing nearby or intensification due to revegetation?
- Emergency Management
  - Who are the key contacts for the brigades and local government fire officers?
  - Have the resources of the stations or locality changed (permanent fire station officers for example?)
  - Is there sufficient extinguishers and hose reels?
  - What was the outcome of the previous training exercises, what are the deficiencies, where should the priorities focus this year?
- Experience from any events
  - What were the lessons learnt from any incidents or comparable issues that occurred in the year? Were the estimates of risk, consequence and likelihood correct?

## 2.6 Consultation and Communication

Consultation and communication are key elements within the plan. The risk, likelihood and consequences need to be understood by the school community and those key stakeholders involved in assisting to minimise the risks.

Constant communication should continue with the emergency services officers throughout the year.

Two workshops should be facilitated, in Term 3, prior to the fire season to review the elements of the plan and to obtain endorsement (buy in) from the school community.

The first workshop should be targeted at the school board and teachers within the school, ideally at a designated Professional Development Day. This audience has a direct management responsibility to the students and overall implementation of the management plan. This review should be conducted for all the elements of the plan as mentioned in section 5 above.

The second workshop is more of an information session, providing the school community (students and parents) with the outcomes of the initial workshop and provide input from them into the new iteration plan.

The plan itself should be made available through the school website during Term 3, the school newsletter should highlight key elements of the plan on a weekly basis to keep the risk of bushfire in the forefront of the staff, students and parents minds. This will also reassure them that the school is up to date and has measures in place should a bushfire eventuate.

Each variation to the plan should be versioned, dated and signed off by the Principal and the School Board.

## 3 Emergency Evacuation Plan

This Bushfire Emergency Evacuation Plan outlines the potential issues that will arise in a bushfire event and specify the most appropriate emergency actions to take to minimise the potential risk to both students and staff and the built assets of the school.

### 3.1 Bushfire Emergency Situation

This school is open from 8.30 am to 3.30 pm weekdays, though some community and sporting events occur in the school grounds out of these hours. The students range in age from 3 to 12 and there are currently 210 students enrolled. There are 29 teachers and staff members within the school, which equates to a staff to student ratio of approximately 7 students per staff member. The layout of the school is shown in Figure 8.

Some students will have allergy or asthma issues and the school may also have students with physical and mental disabilities.

The school grounds are well managed in a low fuel state, especially over the summer period. The Asset Protection Zone around the school buildings is well maintained. The majority of school buildings are constructed with clad walls and colour bond roofs. The majority of the school buildings have open eaves and were constructed prior to the requirements of AS3959-2009 being enforced, it is therefore not recommended to shelter within these buildings. The School Hall, whilst being constructed prior to the requirements of AS3959-2009, has clad walls, a continuous sheet metal roof and will provide some shielding from the radiant heat.

The School Hall to the north west of the school (Figure 8, Map 5) has been designated as the Emergency Assembly Point. This area would be shielded from radiant heat. Note that smoke and embers would still impact on the school depending on wind and other variables.

The roads bordering the school have a number of hydrants in ready access for fire appliances (Map 5).

The school is approximately 250 m north west of the Dardanup Central Fire Station, which houses the Dardanup Central Volunteer Bushfire Brigade which maintains a Isuzu 2.4U - 2000L Crew Cab. In addition to this, there are 7 alternative Volunteer Bushfire Brigades within the Shire of Dardanup, within varying proximity to the school.

It would be anticipated that fire fighters would be on the site within 15 minutes of any emergency call. This, however, cannot be guaranteed as these are volunteer units and may be engaged on other events prior to the school being involved, although a fire near the school would be prioritised if possible.

### 3.2 Decision / Primary Actions

Given the vulnerable nature of the school and the age of the students, the primary action, should a bushfire event occur within the direct vicinity of the school, would be to **Evacuate** (i.e moving the students and staff away from the possible effects of a bushfire). This would require prior knowledge of the fire event and considerable logistics to arrange. This is discussed in more detail below.

Should a bushfire emergency occur where evacuation was not possible due to the proximity of the fire event or road blockages, a secondary / back up plan for **Shelter in Place** will be enacted. This is the process of moving students and teachers into a place at the site which is away from the most serious effects of the bushfire.

### 3.3 Emergency Triggers

There are a number of triggers that will initiate the enactment of the stages in the Emergency Plan (Flowchart 1)

1. Given that the site is vulnerable, with children from 3 years old, with potential disabilities, within a moderate bushfire risk area and with limited access/egress routes, the school should be closed on days of Catastrophic Fire Danger Index. This information can be obtained from the Emergency WA website ([www.emergency.wa.gov.au](http://www.emergency.wa.gov.au)) in the Warnings and Incidents tab. In most situations, this will be known at approximately 4.30 pm the day before. This allows time for the Principal to implement the closure. If this occurs, the Principal is to follow the Communication Plan to advise parents and staff (through the SEQTA system) and is to cancel bus services. The Principal and Assistant Principals will remain in the car park until 9.00 am of that day and advise and parents and students that could not be contacted that the school is closed. A Closure Alert Notice (Appendix B) should be placed at all entries to the school when the Principal leaves.
2. If advised by DFES that a bushfire is within 5 kms or 5 hours away on an Extreme or Catastrophic (unplanned) Fire Danger Index day, then the evacuation procedures should be enacted. The Catholic Education Western Australia (CEWA) will also be advised by the principal.
3. On days where an Extreme or Severe Fire Danger Index is achieved, the Principal is to monitor the DFES website.
4. If the school is advised that a bushfire is in the area but not threatening life or property (An **ADVICE** Warning), smoke may be an issue and all evaporative air conditioners should be turned off and liaison with the Area Officer of DFES (refer to contact sheet) maintained to keep informed on the status of the bushfire. The groundskeeper should undertake regular inspections of the school grounds for any bushfire activity.

5. If the warning is increased to **WATCH AND ACT**, the principal should instigate evacuation procedures as this indicated the fire conditions are changing and there is a possible threat to lives or the school. In this case, it is prudent to evacuate if possible, under advisement from emergency services.
6. If an **EMERGENCY WARNING** message is given, the Principal will liaise with DFES to ensure that evacuation is possible, if so, then proceed with evacuation actions. If advised that evacuation is not possible then the Shelter in Place actions should be implemented.
7. If a bushfire is directly threatening the school, the Principal will notify emergency services through 000 if an emergency or through DFES if not and take directions based on their advice.
8. If an **ALL CLEAR** is issued, the threat has passed, and the bushfire is under control. Remnants of the fire may still exist, and it is important to remain vigilant in case the situation changes. It may still not be safe to evacuate the school. The Principal will liaise with DFES for advice on when it is safe to evacuate the school.

These procedures are shown in Flowchart 1.

### 3.4 Evacuation Procedure

The following procedures outline the steps in the event of an evacuation where a **DFES Watch and Act** has been issued and is also shown in Flowchart 2.

1. If advised of a bushfire event that triggers an evacuation event, this plan is invoked.
2. The Principal / Chief Warden will advise classes through PA or through individual notification of the class directly.
3. The Chief Warden will maintain contact with DFES or emergency services (including calling 000 if required).
4. The Principal / Chief Warden will instigate the communication plan which will include the use of SEQTA to notify parents that the school will be closed and for them to come and collect their child/children. If parents are unable to readily collect their children, then a bus will collect children, and parents can meet at the designated evacuation point, as advised by DFES.
5. The Assistant Principals / Deputy Wardens will notify bus contractors to immediately come to the school and be on standby to take remaining students to the designated evacuation point, as advised by DFES.
6. Teachers / Wardens are to account for each child, visitor or education assistant present and identify any with known respiratory conditions.

7. All windows and doors are to be closed in each classroom and all air conditioners turned off.
8. Teachers / Wardens are to keep class group together, bring water bottles and fire extinguisher if readily accessible, collect the day's attendance record and calmly evacuate the classroom to the School Hall as indicated in Figure 8 and Map 5 through the shortest possible route. Once at the School Hall, teachers are to again ensure that all students are accounted for. Any discrepancies are to be reported to the Principal / Chief Warden immediately.
9. The Assistant Principals / Deputy Wardens and the office support staff are to liaise directly with parents where possible.
10. The Office Staff are to ensure that the absentee list, visitors' book, First Aid Kit, EpiPen, Ventolin, mobile phone and emergency contact list are taken to the School Hall.
11. All rooms are to be checked by Principal / Chief Warden and Assistant Principals / Deputy Wardens, prior to meeting in the School Hall.
12. The Principal / Chief Warden will be in the School Hall and will explain to the teachers / wardens the severity of the situation.
13. The Principal / Chief Warden will remain in direct contact with DFES of the situation.
14. Teachers will keep records of each student as parents collect them. Staff may be required to man the carparks to direct traffic smoothly and keep parents calm.
15. If any students remain and it is advised by DFES that the window for safe evacuation is limited, all remaining students should be transported to the Shire's designated evacuation area (The location of the evacuation area will be available from DFES, and may vary depending on the location of the Bushfire) or as advised by emergency services, by the school bus or private vehicle, depending on numbers.

### 3.5 Emergency Evacuation Procedure

The following procedures outline the steps in the event of an emergency evacuation where a DFES Emergency Warning has been issued and is also shown in Flowchart 3.

1. If advised of a bushfire event that triggers an evacuation event, this plan is invoked.
2. The Principal / Chief Warden will advise classes through PA or through individual notification of the class directly.
3. The Principal / Chief Warden will maintain contact with DFES or emergency services (including calling 000 if required).



4. The Principal / Chief Warden will instigate the communication plan which will include the use of SEQTA to notify parents that the school will be closed and to **not** come and collect their child/children. Advise a bus will collect all children and parents can meet at the designated evacuation point advised by DFES.
5. Assistant Principals / Deputy Wardens will notify bus contractors to immediately come to the school to take all students to the designated evacuation point advised by DFES.
6. Teachers / Wardens are to account for each child, visitor or education assistant present and identify any with known respiratory conditions.
7. All windows and doors are to be closed in each classroom and all air conditioners turned off.
8. Teachers / Wardens are to keep class group together, bring water bottles and fire extinguisher if readily accessible, collect the day's attendance record and calmly evacuate the classroom to the School Hall as indicated in Figure 8 and Map 5 through the shortest possible route. Once at the School Hall, teachers are to again ensure that all students are accounted for. Any discrepancies are to be reported to the Principal / Chief Warden immediately.
9. The Assistant Principals / Deputy Wardens and the office support staff are to liaise directly with parents where possible.
10. The Office Staff are to take the absentee list, visitors' book, First Aid Kit, EpiPen, Ventolin, mobile phone and Emergency Contacts List to the School Hall.
11. All rooms are to be checked by the Principal / Chief Warden, and Assistant Principals / Deputy Chief Wardens prior to meeting at the School Hall.
12. The Principal / Chief Warden will be at the School Hall and will explain to the teachers / wardens the nature of the situation.
13. The Principal / Chief Warden will remain in direct contact with DFES of the situation.
14. All students and staff are to board the bus and evacuate and Teachers / Wardens should record and account for all students.

## 3.6 Shelter in Place Procedure

If Shelter in Place needs to be enacted (Flowchart 4):

1. If advised of a bushfire event that triggers a Shelter in Place, this plan is invoked
2. The Principal / Chief Warden will advise classes through PA or through individual notification of the class directly.
3. The Principal / Chief Warden will maintain contact with DFES or emergency services (including calling 000 if required).
4. The Principal / Chief Warden will instigate the communication plan which will include the use of SEQTA to notify parents that the school will be closed and to **not** come and collect their child/children.
5. Teachers are to account for each child, visitor or education assistant present and identify any with known respiratory conditions.
6. All windows and doors are to be closed in each classroom and all air conditioners turned off.
7. Teachers are to keep class group together, bring water bottles and fire extinguishers, if readily accessible, collect the day's attendance record and calmly evacuate the classroom to the School Hall as indicated in Figure 8, Map 5 through the shortest possible route. Once at the School Hall, teachers are to again ensure that all students are accounted for. Any discrepancies are to be reported to the Principal / Chief Warden immediately.
8. The office staff are to take to absentee list, visitors' book, First Aid Kit, EpiPen, Ventolin, mobile phone and Emergency Contacts List to the School Hall.
9. The Assistant Principals/ Deputy Wardens should conduct a final check of the school for any staff or students and ensure that windows and doors are shut, and air conditioners are switched off.
10. All doors and windows to the School Hall should be closed.
11. Students and Staff should sit on the ground and remain calm.
12. The Principal / Chief Warden will take directions from DFES.

### 3.7 Recovery

The following procedure outlines the steps for reopening the school once an ALL CLEAR has been issued, and DFES have advised that it is safe to do so:

1. Return to normal routine as soon as possible.
2. Attend to staff and student's welfare, counselling support should be offered.
3. Provide the school community details of any impact (including if there is none) on the school, and the school routine.
4. Address any physical damage to the school, isolating areas if required.
5. Restock First aid kits as required.
6. Test and replace any fire extinguishers that may have been used.

### 3.8 Debrief

A review of the evacuation should occur by the EMC to identify issues and learnings. Update the Emergency Evacuation Plan to address any issues and include learnings.

Issues and learnings should be shared with other schools through the Catholic Education System.

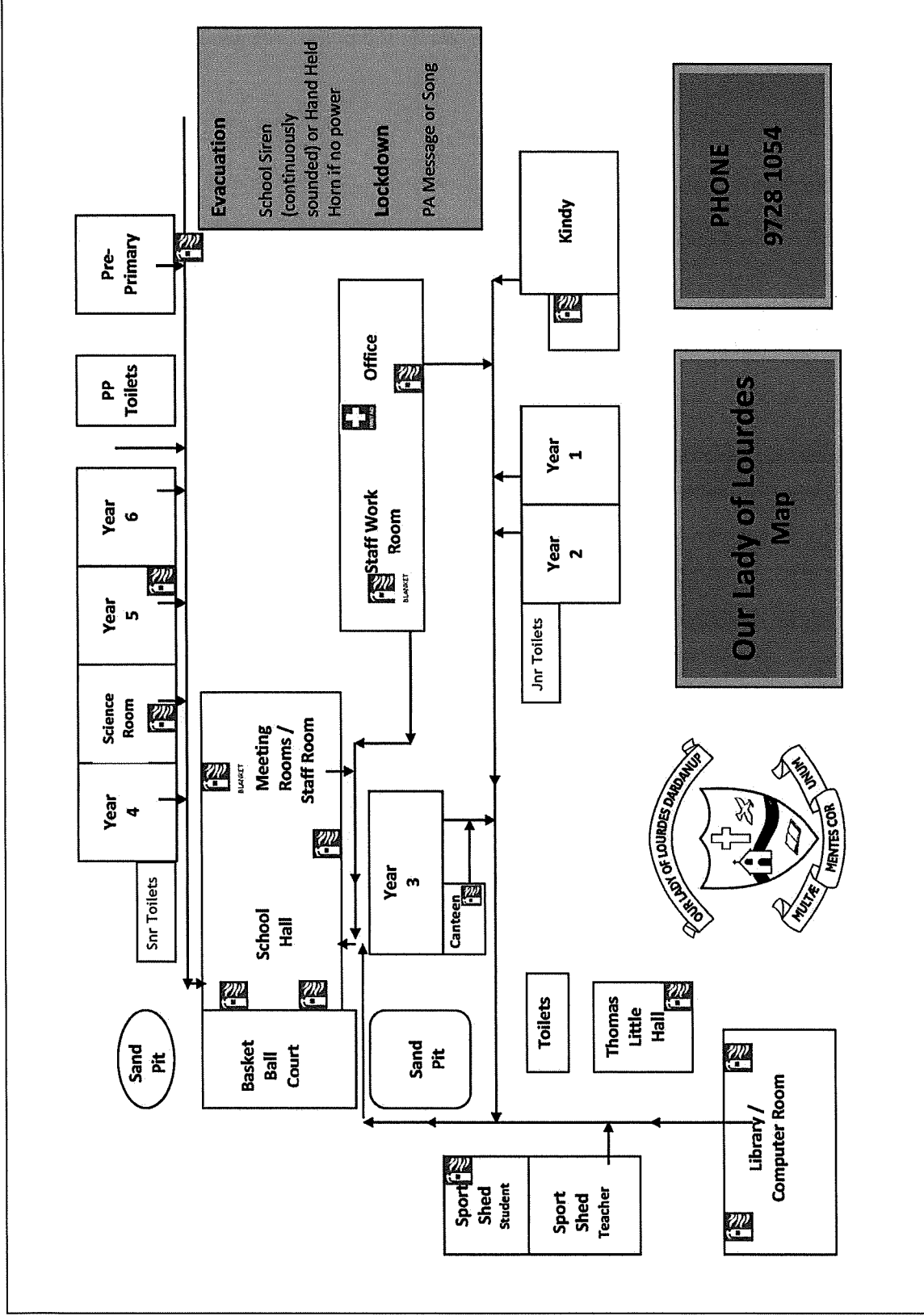


Figure 8 Site Plan for Our Lady of Lourdes, Dardanup

### 3.9 Training / Communication / Engagement

All teachers and staff involved as wardens will be trained on the procedures within this plan. This includes annual training on:

- Evacuation and Shelter In Place Procedures;
- Use of fire extinguishers

This will be conducted in conjunction with the Dardanup Fire and Rescue Services or through a private training provider.

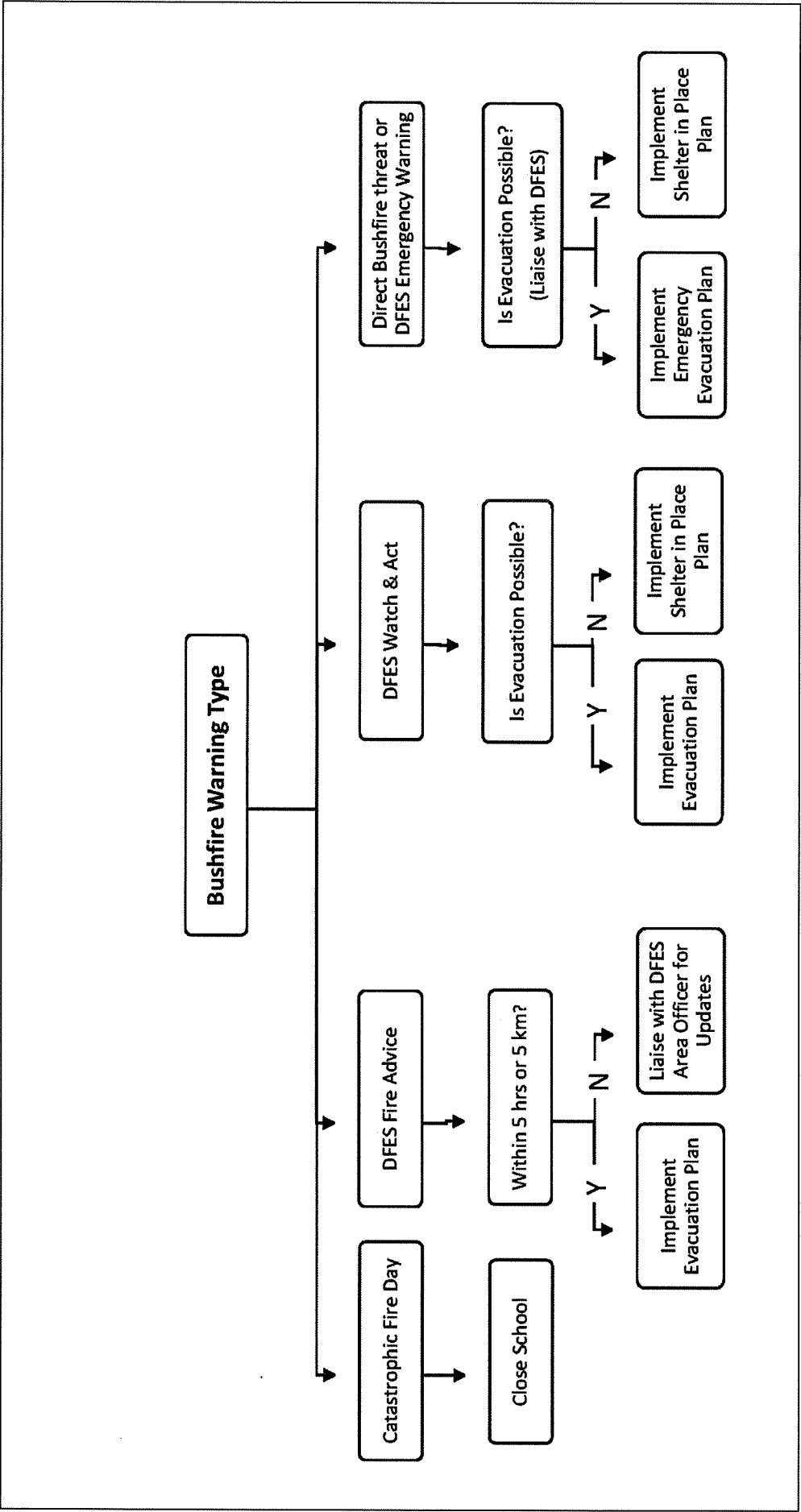
A drill of these procedures will be conducted, at least annually, prior to the fire season (November) each year.

A communication plan will be prepared outlining the pathway of communications for a bushfire emergency, this will highlight the procedures required for the Principal / Chief Warden to advise the parents/carers, bus contractors, emergency services, the Education Department, the Catholic Education Office and adjoining schools. A list on contacts is included in Appendix A.

Each winter, the contents of this plan will be reviewed by the EMC and any amendments discussed and implemented. Any events during the year where the plan was invoked, will be analysed and discussed. Shortcomings will be addressed, and the plan updated as required.

All parents of the school will be advised of the contents of this emergency plan. A briefing session will be conducted each year in Term 3, for the school community to review and discuss the actions outlined in this plan. This provides an opportunity for the school community to understand and learn both the risks and actions to minimise the impact on the school and its students.

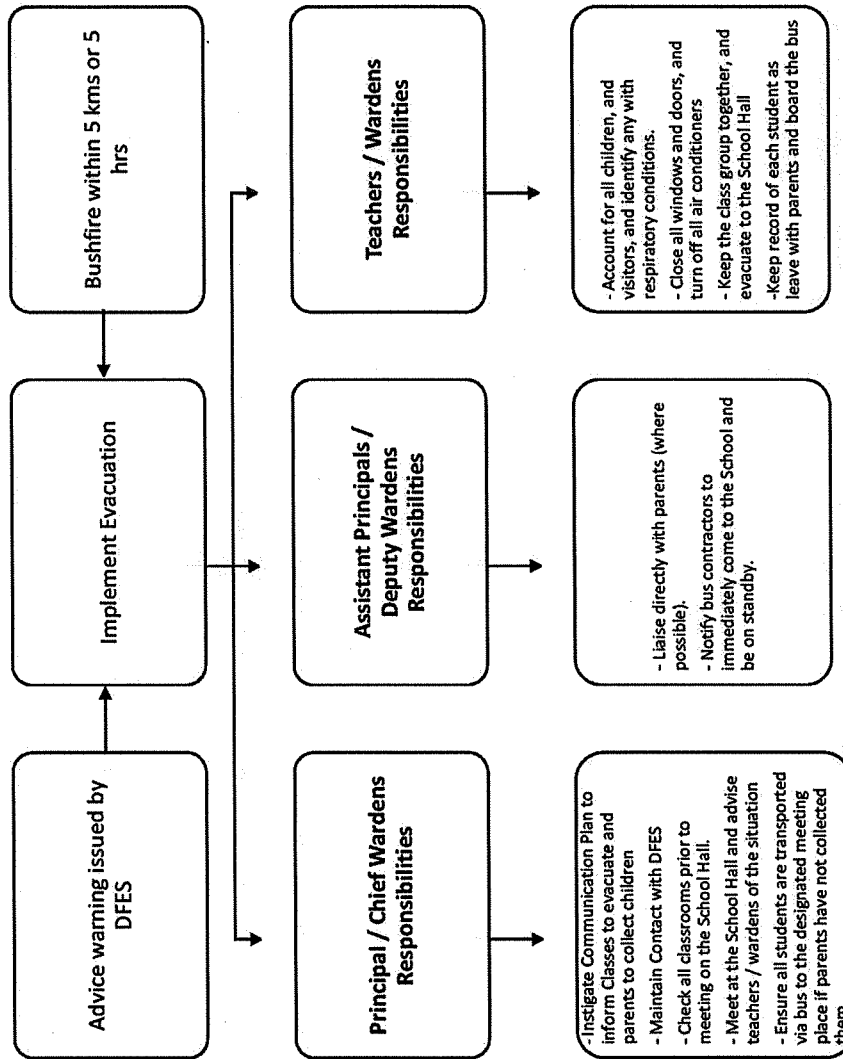
## 4 Flowcharts



Flowchart 1 Emergency Procedure Triggers

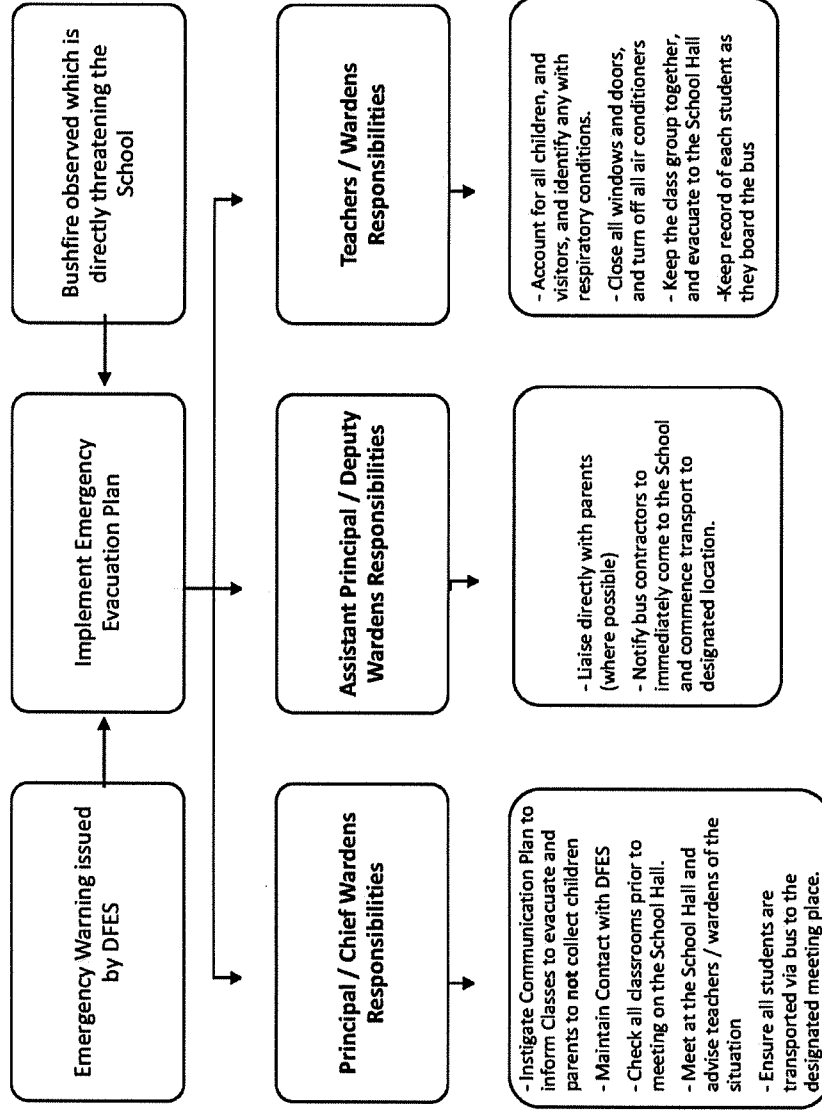


## Evacuation Plan triggered by Advice or Fire within 5 kms or 5 hrs



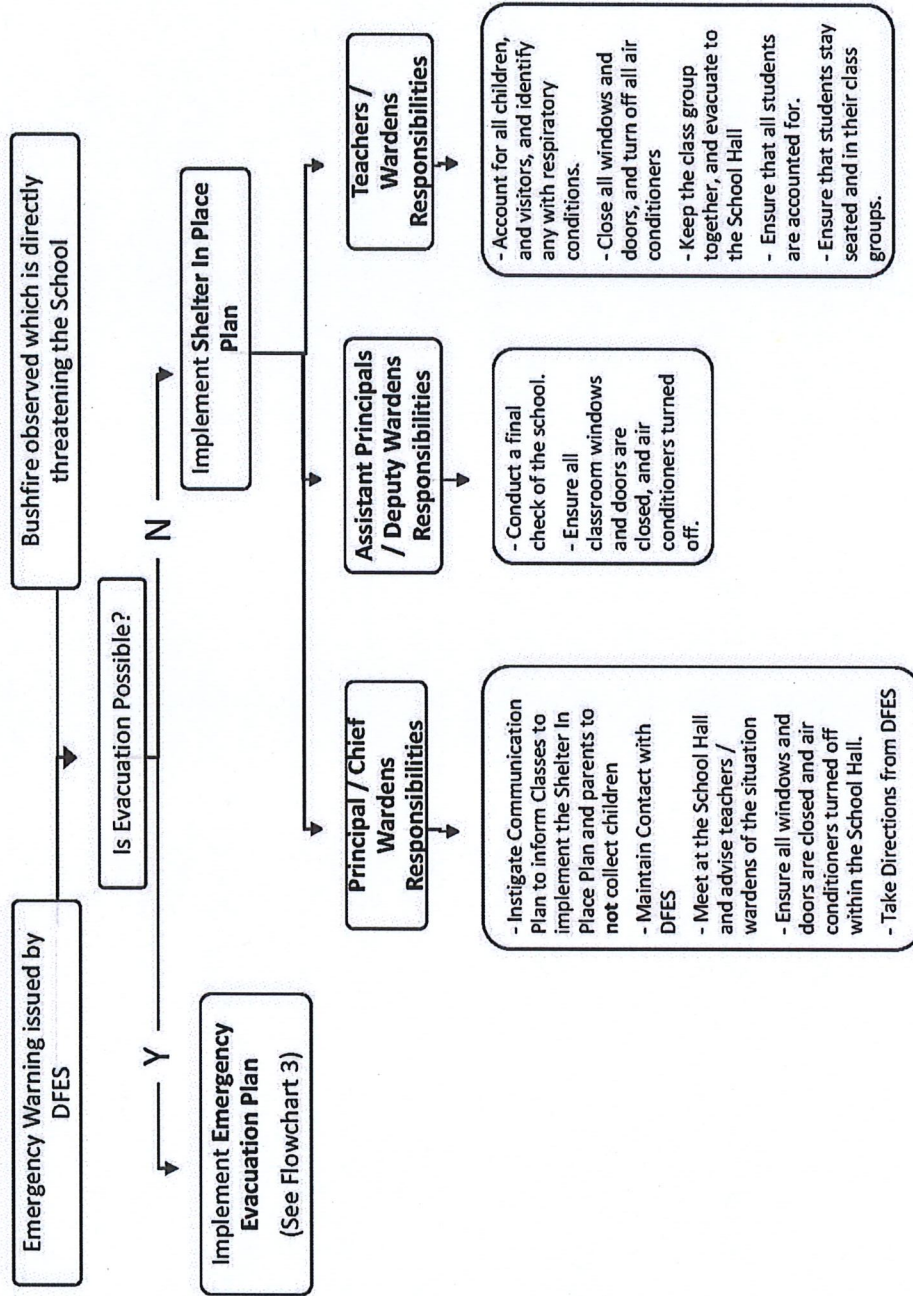
Flowchart 2 Evacuation Plan

## Emergency Evacuation Plan triggered by DFES Emergency Warning or Direct Bushfire



Flowchart 3 Emergency Evacuation Plan

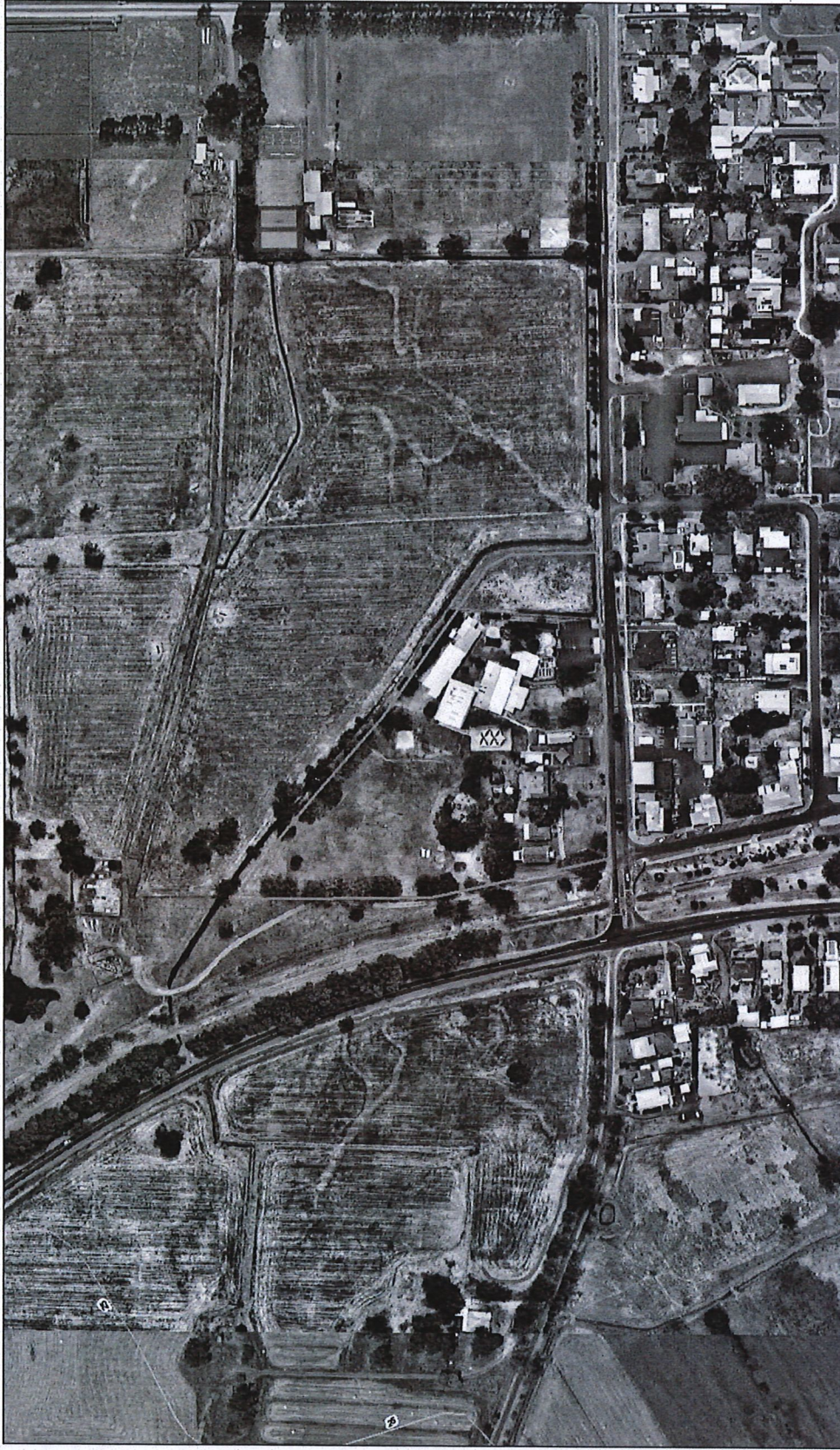
## Shelter In Place Plan



Flowchart 4 Shelter In Place

## 5 Maps





### Map 1 Site Location

Location details: Our Lady of Lourdes, Dardanup - 2-8 Ferguson Road, Dardanup

Project: 19872

Date aerial photo: December 2018



### Legend

- Lot Boundary
- Elevation (m) AHD



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## Map 2 Vegetation

Location details: Our Lady of Lourdes, Dardanup - 2.8 Ferguson Road, Dardanup

Project 19672

Date aerial photo: December 2018



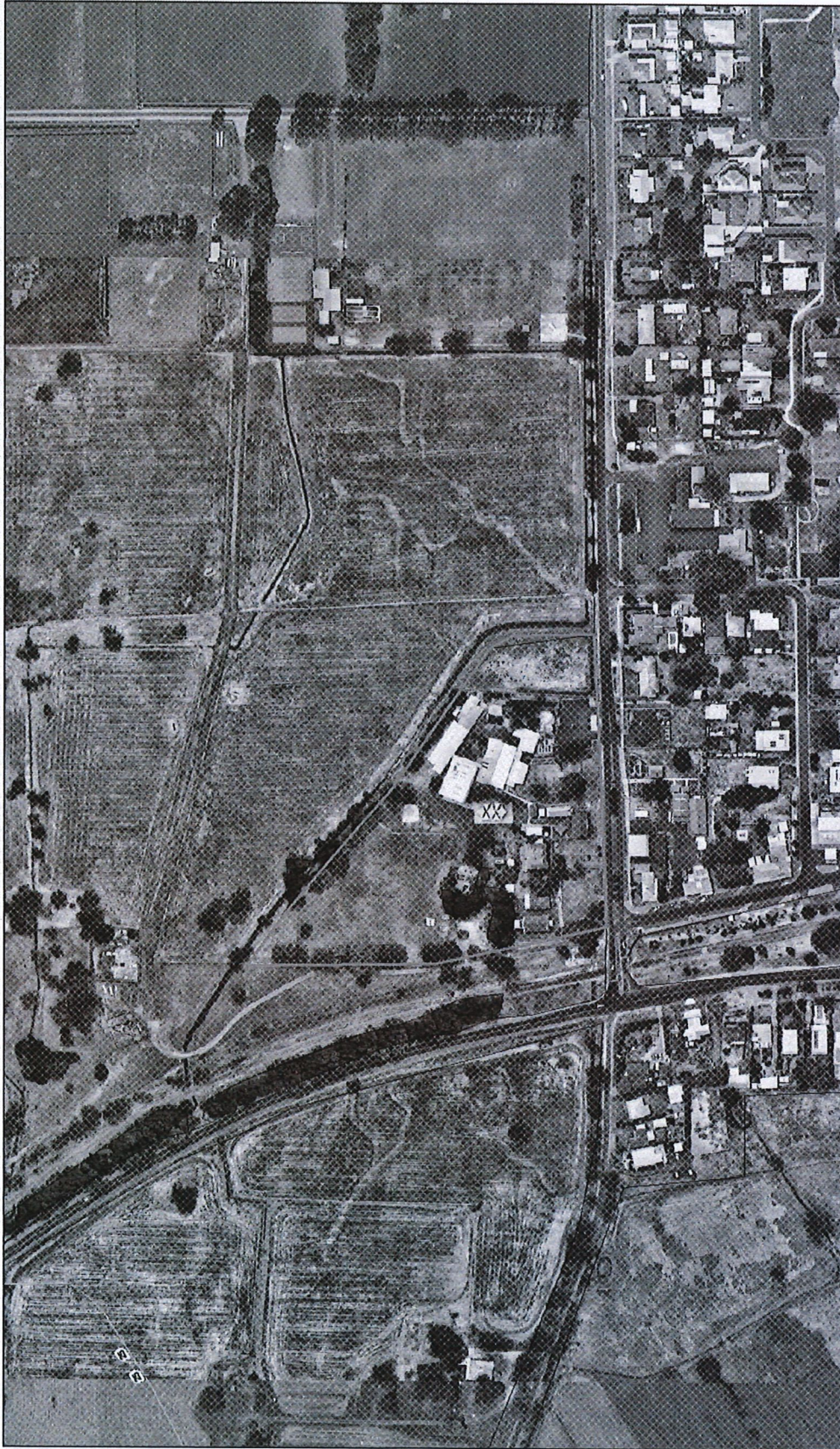
## Legend

- |  |                   |  |            |
|--|-------------------|--|------------|
|  | Lot Boundary      |  | Vegetation |
|  | Elevation (m) AHD |  | Grassland  |
|  |                   |  | Woodland   |



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### Map 3 Bushfire Risk Map

Location details: Our Lady of Lourdes, Dardanup - 2-8 Ferguson Road, Dardanup

Project: 19672

Date aerial photo: December 2018



### Legend

Lot Boundary	Hazard
	Extreme
	Moderate
	Low

Elevation (m) AHD

Extreme  
Moderate  
Low





**Map 4 Indicative BAL Rating Map**

Location details: Our Lady of Lourdes, Dardrup - 2.8 Ferguson Road, Dardrup

Project: 15672

Date aerial photo: December 2018



**Lot Boundary**

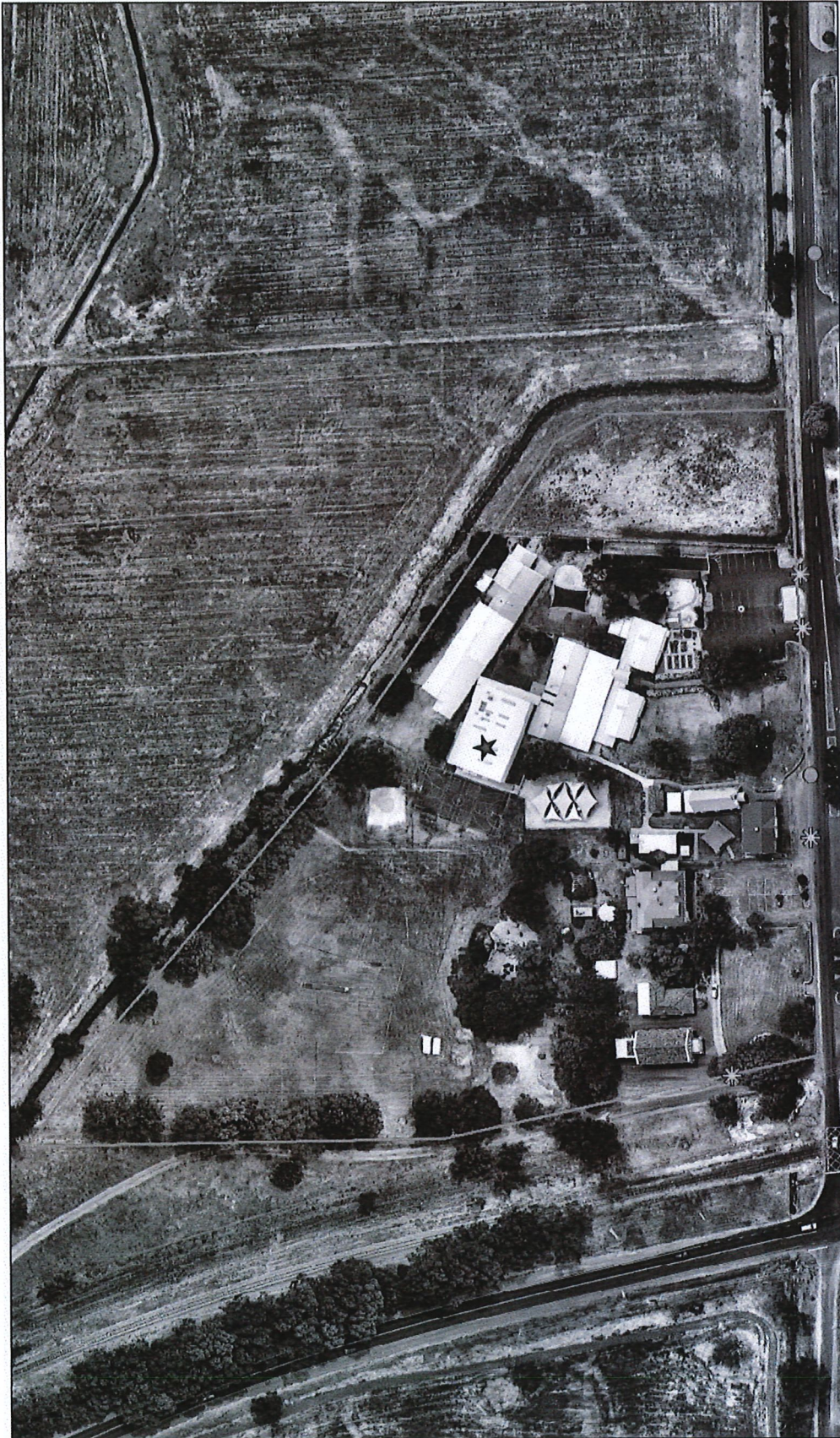
**Indicative BAL Rating**

- BAL-LOW
- BAL-12.5
- BAL-19
- BAL-29
- BAL-40
- BAL-100



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## Map 5 Site Summary

Location details: Our Lady of Lourdes, Dardanup - 24 Ferguson Road, Dardanup

Project: 19672

Date aerial photos: December 2018



N

## Legend

- Lot Boundary
- Shelter In Place Building / Emergency Assembly Area
- Hydrant
- Exit Points



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## 6 References

Department of Education (2011) *Emergency and Critical Incident Management Policy*. Government of WA.

Department of Education (2016). *Principal's Guide to Bushfire*. Government of WA.

Douglas, G (2016) Emergency Management for Bushfire Prone Areas. Course Notes - Module 4: Identify the Risk. University of Western Sydney.

Ellis, S, Kanowski, P & Whelan, R (2004). *National Inquiry on Bushfire Mitigation and Management*. 31 March 2004. Council of Australian Governments.

National Emergency Management Committee (2010) *National Emergency Risk Assessment Guidelines*. Tasmanian State Emergency Guidelines.

Guidelines for Planning in Bushfire Prone Areas (2017)