



TSA
Projects



NSW Department of Education Wee Waa High School Operational Management Plan

Prepared by TSA Management
Prepared on behalf of NSW Department of Education
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Contents

Table of Contents

Document Control.....	2
1. Coverage of Consent Conditions.....	5
2.0 Project Overview.....	7
2.1 Location	7
2.2 Site Description	8
2.3 Proposed Development	9
Wee Waa High School Responsible Staff	9
3. Operations.....	10
3.1 Hours of Use - Office Operating Hours.....	10
3.2 School Population.....	10
3.3 Use of the site on school days.....	10
Hours of Use - school bell times	10
3.4 Use of the site for before and after school activities	11
Hours of Use – including school pre- and post-bell times.....	11
Hours of Use – School Hall.....	11
List of Before and After school activities	11
3.5 Use of the site for weekend users.....	11
4. Out of Hours Event Management Plan (School Use)	11
4.1 Events Register	11
4.2 Travel Management	13
4.2.1 Alternate Travel Modes.....	13
4.2.2 Public Transport Network	17
4.3 Traffic and Car Parking	18
5. Acoustic Management Plan	18
5.1 Noise Management	18
6. Lighting Management Plan	19
7. Operational Waste management Plan.....	20
7.1 Type and Quantity of Waste to be generated of the development	21
7.2 Handling, Storage and Disposal Procedure	22
7.3 Measures to manage, reuse, recycle and safely dispose of waste.....	23
7.3.1 Typical Acceptance of Waste in Bins.....	23
7.3.2 Site use of Organics and Waste Audits.....	24
7.3.3 E-Waste	24
7.3.4 Odours from School Bins.....	24
8. Management and Mitigation Measures	25
8. Emergency Management Plan	25
9. Complaint Management	25
10. Incident Management.....	25

Appendix 1 - School Travel Plan.....	26
Appendix 2 - Flood Emergency Management Plan.....	27
Appendix 3 - School Complaints Handling Procedure.....	28
Appendix 4 - Incident Register.....	29
Appendix 5 - Evidence of Council Consultation.....	30
Appendix 6 - Emergency Management Plan.....	31
Appendix 7 - Mitigation Measures Table.....	32

1. Coverage of Consent Conditions

This Operational Management Plan has been prepared by TSA on behalf of Wee Waa High School for School Infrastructure NSW (SINSW) on behalf of the Department of Education (DOE) in accordance with State Significant Development SSD- 21854025, approved on the 12 October 2022.

The purpose of this Operational Management Plan (OMP) is to outline the operations and daily use of the site as well as identify those plans relevant to the ongoing management of the property. This document addresses the following consent conditions.

Condition	Relevant section of the report
<p>D24 - Operational Management Plan <i>Prior to the commencement of the operation, an Operational Management Plan (OMP) must be submitted to the satisfaction of the Planning Secretary. The plan must consider the draft Operational Management Plan titled 'NSW Department of Education Wee Waa High School Operational Management Plan' prepared by Ontoit and dated 29 October 2021 and update the document as follows:</i></p>	
<p><i>(a) amend the document to ensure the 'Proposed Development', 'School Population', 'Hours of Use' and 'Car Parking' sections are consistent with the approved development (as amended by the RtS and SRtS);</i></p>	Refer to Section 2, 3.1, 3.2 and 4.3
<p><i>(b) incorporate updated Wee Waa High School 'Emergency Egress', 'Complaints Management', 'Incident Register' procedures;</i></p>	Refer to Section 8, 9 and 8
<p><i>(c) include details of the school facilities (buildings and spaces) that will be made available to community users, including the times, frequencies, capacities, booking arrangements, nature of the community use and management;</i></p>	Refer to Section 3
<p><i>(d) include details of the expected total number of weekend users and the anticipated activities;</i></p>	Refer to Section 3.5
<p><i>(e) include details of the use of the site on school days and before and after school activities;</i></p>	Refer to Section 3.4
<p><i>(f) include details of the operation and management of all lighting within the site and any necessary mitigation measures to prevent adverse impact on neighbouring residential amenity; and</i></p>	Refer to Section 5 & 6
<p><i>(g) attachment a copy of the final School Travel Plan and Flood Emergency Management Plan (conditions D23 and D39).</i></p>	Refer to Appendix 1 & 2
<p>E2 - Out of Hours Event Management Plan <i>Prior to the commencement of the first out of hours events (school use) run by the school that involve 100 or more people, the Applicant is to prepare an Out of Hours Event Management Plan (School Use) in consultation with Council and submit it to the Council and Planning Secretary for information. The plan must include the following:</i> <i>(a) the number of attendees, time and duration;</i> <i>(b) arrival and departure times and modes of transport;</i> <i>(c) where relevant, a schedule of all annual events;</i> <i>(d) demonstrate measures to encourage non-vehicular travel to the school and promote and support the use of alternate travel modes (i.e. public transport);</i> <i>(e) details of the use of the school, where applicable, restricting use before 8am and after 10pm, as well as ensuring that attendees of events have left school site before 10pm;</i> <i>(f) measures to minimise localised traffic and parking impacts; and</i> <i>(g) include measures to minimise noise impacts on any sensitive residential receivers, including the preparation of acoustic management plan to ensure compliance with Noise Policy for Industry (2017).</i></p>	Refer to Section 4

<p>E3 - Out of Hours Event Management Plan <i>The Out of Hours Event Management Plan must be implemented by the Applicant for the duration of the identified events or use.</i></p>	Refer to Section 4
<p>E4 - Out of Hours Event Management Plan <i>Prior to the commencement of out of hours events (Community Use) run by the external parties that involve 100 or more people, the Applicant is to prepare an Out of Hours Event Management Plan (Community Use) in consultation with Council and submit it to the Council and Planning Secretary for information. The plan must include the following:</i> <i>(a) the number of attendees, time and duration;</i> <i>(b) arrival and departure times and modes of transport;</i> <i>(c) where relevant, a schedule of all annual events;</i> <i>(d) measures to encourage non-vehicular travel to the school and promote and support the use of alternate travel modes (i.e. public transport);</i> <i>(e) details of the use of the school facilities identified for community use, where applicable, restricting use before 8am and after 10pm, as well as ensuring that attendees of events have the left school site before 10pm;</i> <i>(f) measures to minimise localised traffic and parking impacts; and</i> <i>(g) measures to minimise noise impacts on any sensitive residential receivers, including the preparation of acoustic management plan to ensure compliance with Noise Policy for Industry (2017).</i></p>	Not Applicable
<p>D35 - Operational Waste Management Plan <i>Prior to the commencement of operation, the Applicant must prepare a Waste Management Plan for the development and submit it to the Certifier. The Waste Management Plan must:</i></p>	Refer to Section 7
<p><i>(a) detail the type and quantity of waste to be generated during operation of the development;</i></p>	Refer to Section 7.1
<p><i>(b) describe the handling, storage and disposal of all waste streams generated on site, consistent with the Protection of the Environment Operations Act 1997, Protection of the Environment Operations (Waste) Regulation 2014 and the Waste Classification Guideline (Department of Environment, Climate Change and Water, 2009);</i></p>	Refer to Section 7.2
<p><i>(c) detail the materials to be reused or recycled, either on or off site; and</i></p>	Refer to Section 7.3
<p><i>(d) confirm that all cardboard waste will be separated from landfill waste and recycled; and</i></p>	Refer to Section 7.3
<p><i>(e) include the Management and Mitigation Measures included in the Applicant's Mitigation Measures Table at Appendix L in the RtS.</i></p>	Refer to Appendix 7

2.0 Project Overview

Students and staff were evacuated from the current Wee Waa High School site due to ongoing health issues in late 2020. Students are currently collocated within the town's primary school in an overcrowded site. A Ministerial announcement made on 3 June 2021 committed to the construction of a new High School at Wee Waa on existing Department of Education owned land and adjacent Crown land as an urgent priority. The site is located on Mitchell Street/Kamilaroi Highway and is legally described as Lot 1 DP577294, Lot 2 DP550633 and Lots 124-125 DP757125. The scope of works includes building a new high school on existing Department of Education and acquired Crown Land on Mitchell Street, Wee Waa

- Construction of a new 15 teaching space school and core facilities using DfMA construction methodologies on existing Department of Education owned land
- Acquire additional land, predominantly for open space, through the Crown land acquisition process (Office of Strategic Lands) with either compulsory acquisition, long term lease or plan of management available to the Department to provide access to the land
- Demolition and remediation of the current school site for alternative future use including measures to alleviate long term flooding issues in the Wee Waa township

2.1 Location

Wee Waa is located within New England region in New South Wales, Australia, approximately 40km North east of the regional centre Narrabri. The town is within the Narrabri Shire local government area and is on the Namoi River.

The site for the new School is located centrally in the in Wee Waa town centre at 105-107 Mitchell Street/Kamilaroi Highway. The site fronts Mitchell Street/Kamilaroi Highway (South) just off the intersection with Church Street and fronts Charles Street (West) as shown in Figure 2.



Figure 1: Wee Waa Regional Context (source: <https://nationalmap.gov.au/>)



Figure 2: Location for the new High School Site in the Wee Waa Town Centre (source: SHAC)

2.2 Site Description

Wee Waa is a small town in western NSW that provides services and amenity for the townspeople and the surrounding agricultural community. The town is on the banks of the Namoi River. The river is an important feature in the local, regional and cultural landscape.

The Lower Namoi Plains are punctuated by local outcroppings and geological features such as the Piliga sandstone ridges to the south and the remnant volcano of Mt Kaputar to the north west. The local setting of the proposed school is close to the centre of town on Mitchell Street/Kamilaroi Highway. This is a traditional country town street with the Public School and a number of older style single storey residences on the southern edge. The architectural design situates the school on the north side of the road with significant landscape areas both to the east and the west and a landscape buffer to the south. The eastern landscape area of the site is characterised by extant native grasses and trees and the western parts of the site are more open grassland with fewer trees.

The site for the new Wee Waa High School is located in the centre of town on the Kamilaroi Highway/Mitchell Street. The site sits adjacent to the Wee Waa Public School and diagonally opposite Dangar Park - the main recreational open space in town. The site is currently an undeveloped area with scattered native trees. The existing tree cover is predominantly on the eastern edge and northern edge where groups of mature trees exist. Individual specimens are scattered across the balance of the site. The ground surface is covered with substantial areas of native grassland. The site is divided by shallow wide open drains that connect the nearby street culverts and road-side drainage infrastructure to the discharge channel at the low point of the site to the northeast. The wide shallow drains exhibit almost no fall as the site is very flat.

2.3 Proposed Development

The Wee Waa High school will service 200 students with potential to grow to a total capacity of 300 students, subject to further funding and service need, and 61 staff. The approved SSD is for:

Construction of a permanent consolidated two storey courtyard building will service 200 students with potential to grow to a total capacity of 300 students. This new high school building is to comprise of the following scope:

- 10 Learning Spaces
- 5 Specialist Learning Spaces
- Ancillary Spaces
- Recreation spaces – sports fields and basketball courts
- A canteen;
- Library;
- Multipurpose hall;
- Office and administration space;
- Staff and student amenities; and
- Multi-purpose sporting facilities and outdoor play spaces;
- Associated site landscaping and public domain improvements;
- An on-site car park for 40 parking spaces and a drop-off and pick-up area; and
- Construction of ancillary infrastructure and utilities as required.

Additional facilities specific for the Wee Waa High School community include:

- 2 Learning Support Spaces
- An Agricultural and Environment Centre, and
- An Indigenous Cultural Centre.

Wee Waa High School Responsible Staff

Principal	Marjory Drummond	M: 0413453635	E: marjory.drummond1@det.nsw.edu.au
Deputy Principal	Steve Catt	M: 0428954369	E: steven.edwards-catt@det.nsw.edu.au
Project Manager & Community Engagement	Jocellin Jansson	M: 0419 628 454	E: jocellin.jansson1@det.nsw.edu.au

3. Operations

3.1 Hours of Use - Office Operating Hours

School Office hours are 8:30am – 3:30pm school days.

At times the facilities may be utilised for afterhours for school events on week days that are facilitated and ran by the school. The school has been designed to facilitate community use and outside parties. A community use agreement must be in place prior to weekend use of the school by the community and outside parties. Currently there is no weekend community use agreements in place with the school confirming that there is not out of hours activities held at the school on weekends, with no envisioned to be held in the future.

During school holiday breaks it is envisaged that the school GA will be onsite.

3.2 School Population

Based on data received from Eagle Eye, dated 12 October 2021, the current school population is as follows:

- 140 enrolments
- 23 FTE Teaching Staff
- 1 TEMP Contracts Teaching Staff
- 10 Non-Teaching Fulltime Staff
- 1 TEMP Project Officer Staff
- 6FTE Non-Teaching Teaching Aides Staff
- 54% Indigenous enrolments
- 0% Non English Speaking Backgrounds

3.3 Use of the site on school days

Hours of Use - school bell times

- 09:00 to 15:15 - Monday
- 09:00 to 15:15 - Tuesday
- 09:00 to 15:15 - Wednesday
- 09:00 to 15:15 - Thursday
- 09:00 to 15:15 - Friday

3.4 Use of the site for before and after school activities

Hours of Use – including school pre- and post-bell times

- 08:30 to 16:30 - Monday
- 08:30 to 16:30 - Tuesday
- 08:30 to 16:30 - Wednesday
- 08:30 to 16:30 - Thursday
- 08:30 to 16:30 – Friday

These hours account for out of hours school activities.

Hours of Use – School Hall

The School Hall is restricted to daytime and evening period of 7am to 9pm. The school hall will be used for the following after school activities:

- Year 12 farewell – 1 x per year
- Presentation nights – 1 x per year
- Performing Arts night – 1 x per year

List of Before and After school activities

- Breakfast Club – held daily from 8:30am
- Tuesday Homework Centre – held Tuesday from 3:15pm – 4:15pm
- Parent teacher interviews – 3 x per year
- Subject selection night – 1 x per year

3.5 Use of the site for weekend users

As mentioned in 3.1, currently there is no weekend community use agreements in place with the school with no envisioned to be formed in the future. If the school wishes to use the school site for weekend users, the school will update this section of the operational management plan accordingly and enter into a community use agreement.

4. Out of Hours Event Management Plan (School Use)

4.1 Events Register

A summary of the expected number of school events during each year, the maximum duration of each event and the expected arrival and departure times of attendees and modes of transport for these events will be summarised in Table 1.

Table 1 – Schedule of Wee Waa High School Events

Event	Description	Duration	Approximate Max No of Attendees	Arriva/Dep Times	Mode of Transport	Frequency
Presentation night	School run event for the school to present and celebrate students who won awards for the year.	2 hours	100 attendees	6-8pm	Walking & car	Once a year
Performing Arts Night	School run event for the students to perform a range of performances such as choir, band and dance to the parents and community.	3 hours	100 attendees	6-9pm	Walking & car	Once a year

4.2 Travel Management

There are various transport strategies which are implemented to encourage non-vehicular travel to the school and promote the use of alternate travel modes for out-of-hours events (school use). A School Transport Plan will be implemented by the School with the purpose of facilitating travel by sustainable modes (such as active transport) and 'educating' students and staff on these modes. The new location is centrally located within the town of Wee Waa, resulting in majority of our students and parents walking or driving cars to out-of-hours events (school use).

For further details regarding travel management for the school refer to the School Transport Plan at appendix 1, which has been prepared is to reduce the environmental impact of travel to and from the site and to provide a clear plan of management for vehicle and pedestrian movements within and around the site.

To promote and encourage the use of active transport as an alternative mode of travel to vehicular:

- Transport maps and promotional items will be made readily available on the school intranet (as well as with any event notification or page);
- Notice boards will be used to display news of events and public transport news, maps and generic promotional posters;
- Bicycle storage will be made available and notice boards will be used to display maps of cycleways and promote cycling; and
- Notice boards, the intranet and events pages will provide information regarding 'most direct' walking routes to/from the School along with estimated walking time.

4.2.1 Alternate Travel Modes

Pedestrian Network

Within the vicinity of the site, footpaths are provided on Charles Street, Mitchell Street and George Street. They offer connectivity and support pedestrian mobility with the catchment area. A pedestrian crossing is provided on Mitchell Street and shown on map in Figure 3.



Figure 3 - Pedestrian Network Map

Pedestrian access to site will be through the primary gate located along George Street to the site's east as shown in map in Figure 4. This is to align with the relocation of bus services and pick-up and drop-off zones to George Street. Additionally, there will be a supplementary entry point situated to the south of the site, connected via a footbridge bordering Mitchell Street. To enhance pedestrian movement, dedicated footpaths will be established along both George Street and Mitchell Street, as depicted in Figure 4.

Footpaths will be implemented along Mitchell Street. A pedestrian crossing is proposed with kerb blistering that connects this access point with the existing pedestrian network south of Mitchell Street. This crossing will align with the entry gate to the existing primary school as well as the eastern pedestrian footbridge accessing the proposed high school site.

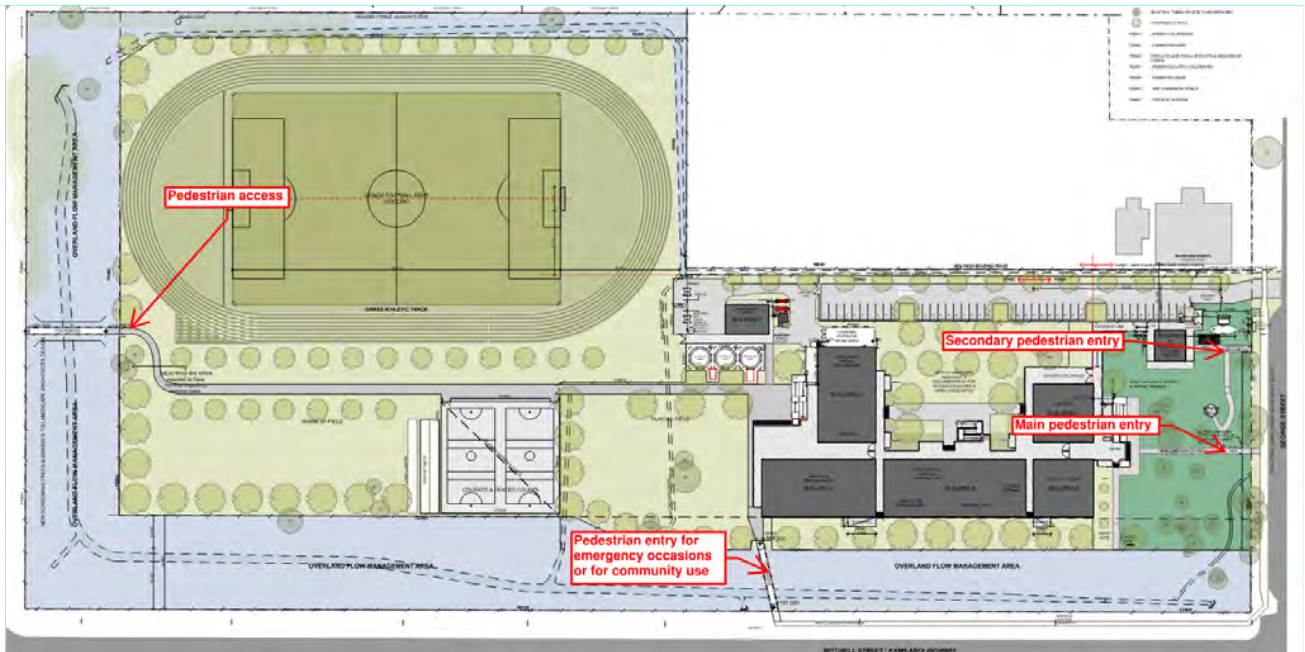


Figure 4 - Pedestrian infrastructure and points of entry to site

Bicycle Network

Wee Waa High School also has bicycle parking facilities, which are located to the north of site in a bicycle enclosure with capacity for 12 bicycles and End of trip facilities are located to the east of building, refer to Figure 5. This represents the minimal number of students who have expressed interest in cycling as a primary mode of travel applicable for out of hours events. The growing numbers of students cycling and access to these facilities will minimise localised traffic and impact on street parking on the surrounding streets.

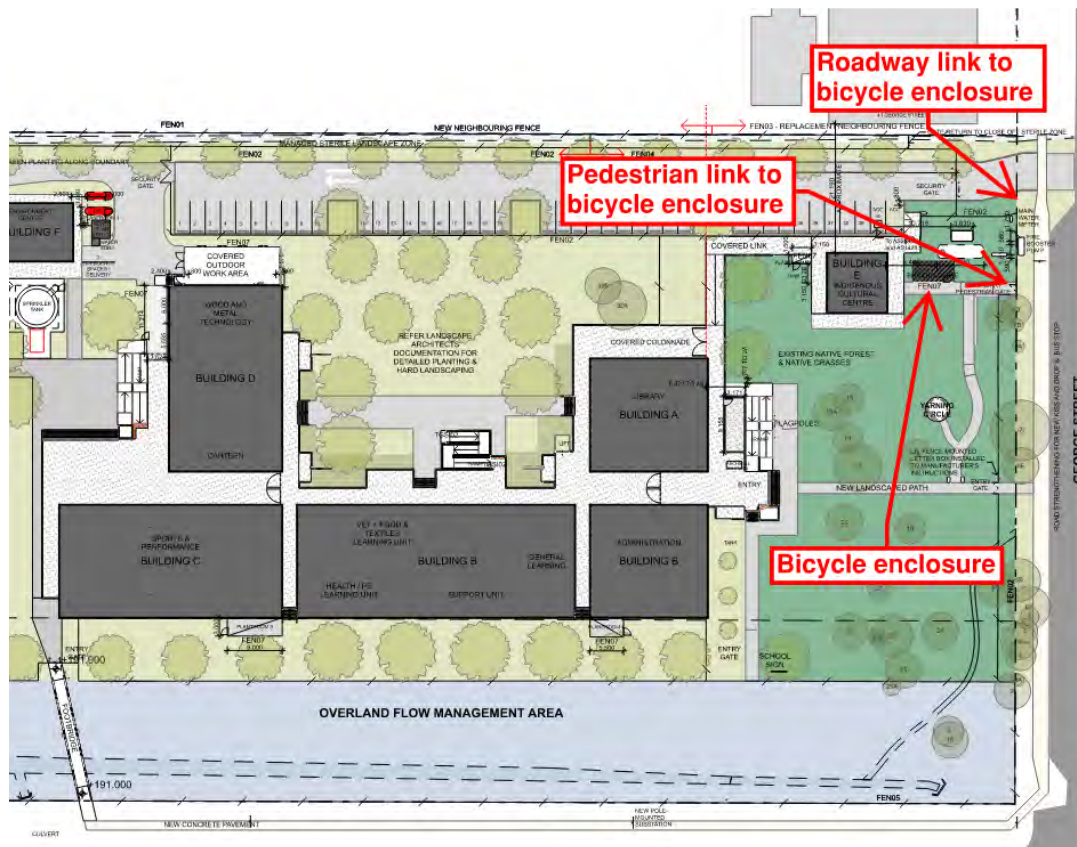


Figure 3 - Bicycle facilities

4.2.2 Public Transport Network

Through consultation with the school, the school have advised that there is no public transport network.

4.3 Traffic and Car Parking

The site includes 40 parking spaces with access via George Street, as shown in Figure 4. Current travel modes indicate that the majority of staff will continue travel via personal vehicle due to large distances and time between home and work. There is sufficient unrestricted parking in the adjacent streets surrounding the school for visitors to park for out of hours school related activities.



Figure 4 - Location of the on-site carpark in relation to site

5. Acoustic Management Plan

5.1 Noise Management

Once the school is in operation, the school use related activities scheduled out of hours will be listed in Section 2.1, Table 1. Any proposed out of hours school related activities will occur during the day or early evening period, therefore, sleep disturbance impacts are not expected. As noted above, school events will not be scheduled before 8am or after 9pm, avoiding associated sleep disturbance noise impacts.

Actions to manage the noise generated during after-hour uses, and to minimise the impacts on any sensitive residential receivers, will be agreed in consultation with the School Principal. The following measures may be taken by the School to manage the noise generated during out of hours school related activities:

- Closing doors during the evening when amplified music is played within the hall
- Instructing attendees to respect the surrounding by limiting noise.

- Staff members to discourage the attendees to congregate outside the venue.
- Staggering exit times to limit the crowd leaving the venue at the same time.
- School will ensure that no school events will occur after 9pm.
- Restriction use of Hall and outdoor areas before 8am and after 9pm.
- Ensure all school bells and announcements via PA System are turned off during the event.

6. Lighting Management Plan

Once the school is in operation, the school will actively manage all lighting within the site in particular the control of all external lighting at night, to reduce and control the potential spill of obtrusive light onto neighbouring properties and ensure their existing conditions are maintained.

The Wee Waa High School External Lighting Strategy Report, Revision 2, dated 29 October 2021 prepared by Marline, identified the most at-risk sensitive receivers are the existing residents of properties in the vicinity. As well as the control of upwards light to ensure that the night-sky brightness levels in the area are not significantly increased as part of the development.

Any proposed out of hours school related activities that occur in an evening period will not be scheduled after 9pm to avoiding disturbance light impacts and the potential spill of obtrusive light onto neighbouring properties.

Actions to manage the generated during after-hour uses, and to minimise the impacts on any sensitive residential receivers, will be agreed in consultation with the School Principal. The following measures may be taken by the School to manage the obtrusive lighting generated during out of hours school related activities:

- Closing doors during the evening when internal lights are on within the hall.
- Staff members to discourage the attendees to congregate outside the venue.
- Motion detectors are provided in all common space and circulation areas/corridors. When motion is detected, the lighting switches on. When no motion is detected for a period of time, the lighting switches off.
- School will ensure that no school events will occur after 9pm.
- Restriction use of Building H and outdoor areas before 8am and after 9pm.
- Ensure only external lights that are required for safety purposes are turned on during event and all others

are turned off during the event.

External Lighting

The external lighting is a series of wall lights around the perimeter of the building.

Control Function of External Access Lighting

Administration Area:

- Predawn Function: With the selector switch in the “auto” position, all access lighting is turned on by the time switch between 5:00am and 9:30am (Monday to Friday) and turned off at sunrise via photocell, to allow safe entry to the school for cleaners.
- Night Function: With the selector switch “auto” position, access lighting can operate after hours via pushbutton in the administration block. This function is only to operate at night and be controlled via photocell. At the end of the night function the lighting is turned off at this panel or will run for total two hours. A 15-minutes run-on timer allows safe departure from site before lighting goes off. The pre-dawn function will continue to operate and will reset the system, if the night function is turned off.
- The position “test” (or manual) allows manual operation in the daytime for maintenance of external lighting.

Emergency Lighting

Emergency Lighting is provided throughout the facility in accordance with Australian Standards AS:2293. Each emergency exit and emergency light fixture contains internal battery back-up facilities. In the event of a power outage, the emergency and exit light fixtures will remain illuminated to allow safe passage to the nearest egress point from the building. Each fixture is fed from the local lighting circuit.

Staff and students are to follow the green ‘running man’ exit signs to the nearest egress point from the building. For upper levels, they will be led to the fire stairs that will provide safe passage to the egress point on ground floor. Staff should be briefed on the emergency evacuation assembly point and are to travel and direct students/visitors to this area once they leave the building. An emergency lighting test switch is provided at each local distribution board to allow periodic testing of all emergency light fixtures to ensure correct operation and function is maintained in accordance with Australian Standards.

7. Operational Waste management Plan

This Management Plan outlines the type and quantity of waste to be generated during operation of the development and provides an overview of how the school will implement waste management, including the generation, handling, storage and disposal of all forms of waste. The school is committed to ensuring wastes are reduced, reused and recycled wherever possible.

7.1 Type and Quantity of Waste to be generated of the development

The school is expected to generate 377 litres of general waste per day and 377 litres of recycling per day. Waste will be disposed of in 2x 240L general waste bins, 2x240L recycling bins and 1x240L green organics bin. There are sufficient recycling services within the Narrabri region to treat and process waste generated by the school. The school will proactively educate the school to ensure student separate their waste into the correct bins and ensure the operational waste is effectively managed.

The typical waste streams and anticipated quantity of waste to be generated by the school operation is summarised in the tables below.

Waste Streams	Operational Precinct
Paper & Cardboard	Across all rooms in school, playground waste
Co-mingled recycling	Across all buildings
Secure documents	Admin Area, secondary offices
Electronic waste Large waste	Most classrooms, IT rooms
General waste	Science facility, Ag plot, maintenance area
Food and garden organics	Across all of site
	Across all of site due to lunch areas.

Operation Space	Waste Generation	Recycling Generation Rate
Canteen	150 L per 100m ² per day 80 L	150 L per 100m ² per day 80 L
Other	per 100m ² per day	per 100m ² per day
Offices	10 L per 100m ² per day 5 L	10 L per 100m ² per day 5 L
Educational Spaces	per 100m ² per day	per 100m ² per day

The following table provides an estimation to waste generation for each of the above general spaces.

Operational Space	General Waste (L per day)	Recycling (L per day)
Offices	49	49
Educations Spaces	182	182
Canteen	71	71
Other	75	75
TOTAL	377	377

The following dimensions of the bin sizes and footprints used for waste storage area requirements are listed below.

Bin Size (L)	Height (mm)	Depth (mm)	Width (mm)	Approximate footprint (m ²)	Source
80	870	530	450	0.24	See below *
240	1080	735	585	0.41-0.43	
660	1250	850	1370	0.86-0.16	
1100	1470	1245	1370	1.33-1.74	

*. NSW EPA Better Practice Guide for Resource Recovery in Residential Developments 2019

7.2 Handling, Storage and Disposal Procedure

The handling, storage and disposal procedure of all waste streams generated on site has been reviewed with the school and is in accordance with the Protection of the Environment Operations Act 1997, Protection of the Environment Operations (Waste) Regulation 2014 and the Waste Classification Guideline (Department of Environment, Climate Change and Water, 2009).

Waste will be stored locally in teaching spaces and transferred to the central waste storage area daily by contracted cleaners. The waste storage area is located adjacent to the Agricultural and Environment Centre at the end of the internal service road, refer to location in figure below. Recyclables will be separated and disposed of in a proper manner. Separate receptacles for the safe disposal of hazardous waste types (i.e. light bulbs, batteries, etc) will also be provided where applicable.

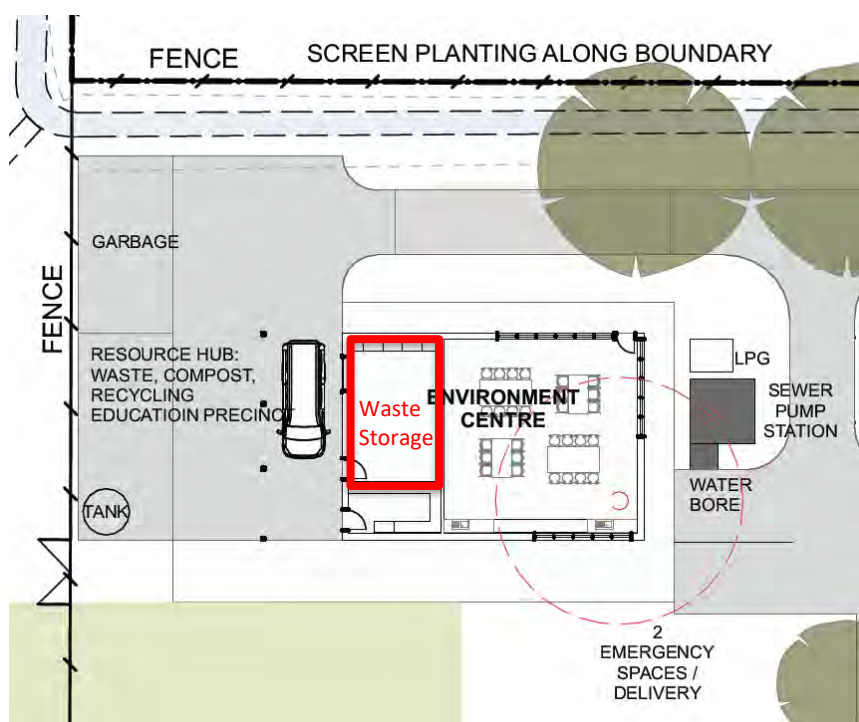


Figure 5 – Waste Storage Facilities

The waste collection area caters for the following bins which are collected weekly by a private waste contractor from the kerb:

- 2 x 240L General waste bins
- 2 x 240L Recycling bins
- 1 x 240L Green Organics bin

Separate receptacles for the safe disposal of hazardous waste types (i.e. light bulbs, batteries, etc) will also be provided where applicable.

Where possible, additional bins will be provided in common areas for the collection of commingled recyclables such as beverage containers (glass, plastic, aluminium), paper products, recyclables food containers, etc.

Specialised waste and resource recovery from the Agricultural and Environment centre will also be generated, which is to be co-ordinated with the CSIRO and any other partners as required.

7.3 Measures to manage, reuse, recycle and safely dispose of waste

The Narrabri Community Recycling Centre has typical yellow bin recycling, green bin organics, and red bin waste.

The school rubbish bins are not single bin placement collection, but rather separate recycling, waste, and organics bins (where possible), to promote habits for children inside and outside of school.

The following waste types and potential reuse is provided below.

Waste type	Is it recycled?	What recyclers can take the waste
Office white paper	Yes	Narrabri Community Recycling Centre
Recyclable paper and cardboard	Yes. The school confirmed that all cardboard waste will be separated from landfill waste and recycled.	Narrabri Community Recycling Centre
Organic waste (compostable)	Yes	Narrabri Community Recycling Centre
Garden waste	Yes	Ag plot reuse or Narrabri Community Recycling Centre
Recyclable containers	Yes	Narrabri Community Recycling Centre
E-waste (computers)	Yes	Planet Ark – ecycle solutions accept parcel deliveries for old computers
Ink and toner cartridges	Yes	Planet Ark offer a drop locations at Post stores

7.3.1 Typical Acceptance of Waste in Bins

Recyclables- Includes co-mingled dry recycling collected fortnightly in the 240L yellow lid waste receptacle at the kerbside. Includes Paper and Cardboard, Steel and Aerosol Cans, Aluminium Cans, Trays and Clean Foil, Rigid Plastic Containers, including lids, Glass Bottles and Jars, Milk, Juice and Long-Life Cartons. Minimum waste generation rates 40 L/unit/week.

Food Organics Garden Organics- collected weekly in 240L green lid waste receptacle at the kerbside. Materials include raw and cooked food waste and garden organics.

Residual Waste- collected fortnightly in 140L red lid waste receptacle and is for Waste only. This includes items that cannot be diverted, recycled or avoided.

Materials include plastic bags, Polystyrene Foam, Crockery, Pyrex and Glassware, Disposable Nappies. Minimum waste generation rates 80L/unit/week.

7.3.2 Site use of Organics and Waste Audits

The school will implement Educational programs such as school waste audit analysis, return and earn activities, composting and vegetable garden care are tools in which children can find ways to make use of the waste they create.

7.3.3 E-Waste

No computers are to be processes at the Narrabri Community Recycling Centre. Several suppliers in computer hardware and supplies provide collection of old systems, once new systems are purchased. It is anticipated that every two to four years computer fleets will be replaced at large scale.

7.3.4 Odours from School Bins

The grounds person is to maintain adequately the odour of all bins on the site. Council bins are to be hosed out in appropriate areas on a fortnightly bases (or sooner as required).

8. Management and Mitigation Measures

Management and Mitigation Measures are included in Mitigation Measures Table at Appendix 7.

8. Emergency Management Plan

Wee Waa High School has Emergency Response Procedures and Emergency Evacuation Plans that cover the whole of the adjacent site. This has been updated before completion and occupation of the facility with the appropriate training provided to staff who work in this area to account for the new works. Refer to Appendix 6 for the School Emergency Evacuation Plan.

9. Complaint Management

The existing Wee Waa High School has a Complaints Policy which covers parents, students and members of the local community has been reviewed to incorporate the new High School facility. Refer to Appendix 3 for the School Complaints Handling Procedure.

10. Incident Management

Wee Waa High School utilises the Department of Education (DoE) Accident/Incident & Injury Reporting Policy and procedures that apply to all employees, students, volunteers and contractors. The policy and procedures provide a mechanism for reporting and recording incidents in accordance with legislative requirements, analysing the data to implement corrective action, monitor and improve the safety of all who may be impacted on by the business of the High School. This policy will be reviewed and revised as required to incorporate the new high School facility. Refer to Appendix 4 for the School Incident Register.

Appendix 1 - School Travel Plan

School Transport Plan

Wee Waa High School

Prepared for School Infrastructure

23 November 2023

211022

Revision Register

Rev	Date	Remarks	Prepared By	Reviewed By	Approved By
0	22/03/2023	Draft for comment	AA	GC	PY
1	25/08/2023	Following comments	AA	GC	PY
2	13/09/2023	Following comments	AA	GC	PY
3	27/10/2023	Following comments	AA	GC	PY
4	10/11/2023	Following comments	AA	GC	PY
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Contents

Section 1	Introduction	5
Section 2	Transport Goals	7
2.1	Travel Plan Objectives.....	7
2.2	Mode Share Targets.....	8
Section 3	Policies and Procedures	12
Section 4	School Transport Operations	17
4.1	Site Access	17
4.2	Pedestrian Facilities	17
4.3	Cyclist Facilities.....	19
4.4	School Bus Operations.....	20
4.5	Delivery and Service Vehicle Operations	22
4.6	Pick-up and Drop-Off (PUDO) Operations	23
4.7	Car Park Operations.....	24
4.8	Community Use and Special Events Operations	24
4.9	Emergency Vehicle Operations	25
Section 5	Transport Encouragement Programs.....	27
Section 6	Communications Plan.....	31
6.1	Channels.....	31
6.2	Messages	31
6.3	Travel Access Guide (TAG).....	31
Section 7	Data Collection and Monitoring	33
7.1	Data Collection.....	33
7.2	Program Evaluation.....	34
7.3	Documentation Updates	35
Section 8	Governance Framework.....	36
8.1	Travel Coordinator.....	36
8.2	Internal School Working Group.....	36
8.3	External Transport Working Group	36
Appendix A	38	
Travel Access Guide.....		38
Appendix B	39	
Conditions of Development Consent.....		39
Appendix C	41	

Authority Consultation Records	41
Transport for NSW	42
Appendix D 43	
Proposed Bus Routes.....	43
Appendix E 44	
CV of Key Personal.....	44

Section 1 Introduction

A School Transport Plan (STP) is a way to sustainably manage the transport needs of staff, students, and visitors to a development. The aim of the STP is to reduce the environmental impact of travel to and from the site and to provide a clear plan of management for vehicle and pedestrian movements within and around the site.

This STP has been prepared for Wee Waa High School, particularly to address condition of development consent D23 associated with a State Significant Development Application (SSD-21854025) for recent construction and operation of Wee Waa high school. The conditions of consent dated 09 March 2022 relating to the preparation of a STP are listed in Appendix B, including how each item has been addressed in this document.

This report has been prepared following consultation between the design team and relevant stakeholders including Narrabri Council, Transport for NSW (TfNSW) and Wee Waa High School. Consultation events and outcomes relevant to the design occurred as follows:

Meeting with Council 19/03/21

- Council reviewed the initial concept.
- Council requested hours not be reduced for road train vehicles on Mitchell Street.
- Council advised they were unaware of any crash issues near the adjacent school.

Meeting with Council 30/03/21

- Adjusted concept was tabled for review.
- Council requested additional car parking was to be provided.

Meeting with Council 30/04/21

- Options assessment was requested for Mitchell Street.
- Council requested consideration of roll kerbs along Mitchell Street for any narrowing works.
- Culgorga Road mentioned as a potential future road train route.

Meeting with TfNSW 21/06/21

- Pick up and drop off location was requested to be shifted from Mitchell Street.
- Additional on site parking was requested.
- Potential for pedestrian crossing to be reviewed with projected pedestrian trips.

Meeting with Council 6/10/21

- Update was provided regarding the change to pick up and drop off, bus movements and car parking numbers.
- Endorsement was received regarding the design.

Meeting with TfNSW 7/10/21

- Update was provided regarding the relocation of pick up and drop off to be away from Mitchell Street.
- It was requested that separation be provided between the pick up and drop off location to prevent overflow of pick up and drop off movements into the bus layover area. It was also requested that bus layover be relocated to Charles Street to separate these movements.
- It was stated that a pedestrian crossing at Mitchell Street would not be supported on the basis of delays to through vehicle movements.
- It was requested that traffic modelling be conducted of a potential future midblock crossing to ensure no impact to the surrounding intersections.

Meeting with TfNSW & Council 25/09/23

- Collaboration with local stakeholders for the installation of School Zone Flashing Lights, Signage, and Line Marking.
- Removal of references to Opal Card Train Travel and Pedestrian Crossings in the School Travel Plan (STP) and Travel Access Guide (TAG).
- Update all drawings, including S138 applications, to reflect the removal of pedestrian crossing references and changes to roads.
- Bus Operator to coordinate with the High School on proposed bus route changes due to school enrolments.
- TfNSW addressing Bus Interchange Issues; updates to be communicated to the TWG when resolved.
- Redirect the current bus service to the new school.
- All comments from TfNSW and Council, as well as the corresponding actions, have been implemented in the STP.

Section 2 Transport Goals

2.1 Travel Plan Objectives

A School Transport Plan is a way to sustainably manage the transport needs of staff, students, volunteers and visitors to a development. The aim of the Plan is to reduce the environmental impact of travel to and from Wee Waa High School. This includes encouraging alternate travel methods such as active transport and car-pooling, while reducing dependence on private vehicles. This Plan contains travel plan objectives for the development, the proposed design features that contribute to meeting these objectives, and management strategies intended to fulfil the outlined objectives.

The Plan provides a review of existing facilities and travel habits and offers estimations and targets for future sustainable travel use. Details of the site's sustainable travel objectives are outlined in this section and includes specific programs, design features and actions proposed to help achieve these goals. These objectives vary across any School Transport Plan but may include aims to:

- Reduce traffic congestion
- Implement student safety measures
- Support healthy and active users
- Provide sustainable travel education
- Reduce emissions
- Optimise site layout
- Find cost efficiencies
- Reduce journey times
- Improve site accessibility

The four most important and relevant objectives for this development are to implement student safety measures, optimise site layout, improve site accessibility, and increase active transport usage. Details of these goals are outlined below.

2.1.1 Implement Student Safety Measures

The safety of students attending site is of critical importance and measures to increase sustainable transport usage will aid in achieving a high level of safety. By reducing traffic volumes along the network surrounding the school, especially those traversing Mitchell Street, the safety of students walking and cycling to and from the site is maintained.

To encourage students and parents to select active transport modes, student safety must be a main focus of travel management measures. If safety measures such as these are present and operational, students are more likely to participate in a sustainable transport option. Education and training courses on the topic of road safety are additional factors in implementing student safety and are further discussed in Section 2.1.4. Providing students with the information and skills required to safely travel to school using active transport improves their overall safety and therefore the desirability of that mode of travel.

2.1.2 Optimisation of Site Layout

A critical component of the design and development of a school consists of outdoor recreation and play areas. These features may include sports fields, paved space or covered outdoor learning areas (COLAs). The provision of car parking on a school site can significantly reduce the availability of outdoor recreational areas, and so minimising the number of car parking spaces is beneficial. The application of this School Transport Plan and the provision of no through site link will ensure that other facilities which are critical to the function of the school and the development of its students can be achieved with sufficient funds and available space.

2.1.3 Improve Site Accessibility

Pedestrian access to site will be available along George Street and Mitchell Street. Pedestrian pathways are proposed to allow access between these three entry points.

School bus and PUDO zones are provided along George Street adjacent to the site to allow ease of entry for students utilising these travel modes. Private vehicle access is also provided along George Street.

2.1.4 Increase Active Transport Usage.

Increasing the active transport usage for staff and students is an important factor in producing a sustainable transport plan. Encouraging the use of active transport facilities is highly effective in reducing congestion issues, alleviating parking constraints and increasing pedestrian safety. Achieving this objective will result in decreasing any local traffic congestion by reducing the number of students being driven by their parents. Furthermore, by reducing the number of vehicle movements, less on-site parking spaces are required, and the likelihood of pedestrian crashes also decreases, thereby creating a safe and low risk environment.

2.2 Mode Share Targets

Mode share targets have been identified separately for students and staff due to the identified variable travel requirements between the two categories. The targets have been generated in accordance with the recent travel mode survey conducted at Wee Waa High School, as well as the relevant JTW Usual Residence and Place of Work Data. The goal of attaining the mode share targets for both students and staff is set to be accomplished within a span of five years.

2.2.1 Student Mode Share

Students mode share targets are shown in Table 2.1.

Travel Mode	Wee Waa High School Travel Survey	Mode Share Targets
Car	20%	10%
PUDO	45%	40%
Bus	20%	25%
Bicycle	0%	5%
Walk	15%	20%

Table 2.1 Student mode share

2.2.2 Staff Mode Share

Several assumptions have been made to capture the unique requirements for commuting teaching staff. These include a need to transport and carry teaching equipment to and from the workplace which is difficult to execute utilising public transport modes. Additionally, it is recognised that from the Travel Mode Survey that several members of staff are required to travel large distances and time between the school site and home. Review of the JTW data and the travel mode survey data from this perspective has led to the estimates in Table 2.2.

Travel Mode	Wee Waa Staff Travel Survey	Mode Share Targets
Car	94%	90%
Carpooling	6%	10%

Table 2.2 Staff mode share

2.3 Design Features

As outlined above, the main objectives of this School Transport Plan are to:

- Implement student safety measures
- Optimise the site layout
- Improve site accessibility

To achieve these objectives, several strategies relating to proposed design features and ongoing management techniques are advised. The following section outlines the development's proposed design features that will contribute to the fulfilment of these objectives.

2.3.1 Bus Facilities

A designated bus bay is located east of site along George Street immediately adjacent to the primary pedestrian entry gate to site. The proximity to site combined with additional safety of the bay will encourage additional students to adopt school bus use as a primary travel mode. There is also potential for bus services to be directed to students who have expressed interest in utilising bus travel modes, proposed school bus routes are attached in Appendix D.

2.3.2 Bicycle Facilities

Cyclist improvements including bicycle storage have been included for the equivalent of 3% of current students, with area for future provision as the school increases in enrolments.

2.3.3 End of Trip Facilities

Showers and change rooms are provided within Building B located to the south of site.

2.3.4 Pick-up and Drop-off Zones (PUDO)

PUDO zones are located adjacent to the site's east along George Street. These operate within the same bay as the school buses and are to be separated via the use of signage during peak school hours. The PUDO zone is located adjacent to a primary pedestrian access point to site, and it is hoped that this encourages the use of carpooling as opposed to personal vehicular transport modes.

2.4 Management Strategies

This section contains details about various initiatives and strategies that have been proposed to assist in the success of the School Transport Plan's objectives. Five strategies are outlined in the following section of this School Transport Plan and they are as follows:

- Information campaigns
- Active transport
- Public transport
- Car parking management
- School Transport Plan management

Actions to encourage and inform users of the use and benefits of active and carpooling, will aid in reducing vehicular volumes accessing the site and therefore the surrounding road network. This will assist in achieving the outlined objectives of combating vehicle safety associated with Mitchell Street, implementing student safety and optimisation of the site layout. By ensuring staff and students are provided with information required for the continual management of these sustainable strategies, the School Transport Plan objectives can be accomplished.

Each strategy contains relevant actions required to fulfil the overall objectives of this Plan. These actions can be used as a checklist to assess the progress and effectiveness of the school's sustainable transport initiatives and management procedures. Regular reviewing may also bring attention to any deficiencies in the development's progression or opportunities for improvement.

2.4.1 Strategy 1: Information Campaigns

Action 1: Transport Access Guide

The aim of a Transport Access Guide is to present staff and students with information about the available safe and sustainable transport options in the Wee Waa local area. This action involves presenting this information in a simple and understandable manner, such as through an educational brochure. Staff and students are more likely to change their travel behaviour after being made aware of the active transport options and how to safely and easily utilise these alternatives.

Recommendations for the brochure content includes a summary of bus routes servicing the development as well as how to access these from the site. It should also include information about end-of-trip facilities and safe routes to surrounding neighbourhoods for staff and students able to participate in active transport.

Transport Access Guides can be distributed to staff, students and parents and can be developed in-house or by an external consultant. The brochure should also be accessible online through the school's website for ease of access for both users and visitors to site. A Transport Access Guide is provided in Appendix A.

Action 2: Induction Information for New Travellers

To ensure new travellers have information regarding all their travel options, a Transport Access Guide has been provided. This brochure can easily be included as part of an induction or orientation package. This is especially important for travellers new to the area and who may be completely unfamiliar with the transport options especially distances of travel to the school.

By emphasising the benefits of active transport through a brochure, sustainable travel alternatives are more likely to be selected. Information provided directly to users and eliminating the need to seek out information independently increases the likelihood for engagement with sustainable options.

Induction information should also include details about on-site facilities, such as bicycle storage areas for staff and students, as well as any end of trip facilities.

Action 3: Periodic Reminders

The changing nature of transport means regular updating and conveying of new information is required to ensure travellers have the most accurate and recent information. Through regular and periodic communication, the information will reach a wider audience and have a more significant impact.

One method to enable periodic information sharing is to include a sustainable travel section within a school newsletter. The recommended content to be included would consist of details about new travel initiatives, mode share progress updates, upcoming events or changes, as well as reminding travellers about the importance of sustainable travel. It should also allow for feedback or questions regarding any travel-related concerns.

2.4.2 Strategy 2: Active Transport

Action 4: 'Walk Safely to School Day' and Health Events

Various organisations and groups develop programs and events to encourage active transport. For example, Bicycle Network coordinates a Ride2Work and Ride2School Day each year. These events provide a good opportunity for organisations to encourage staff and students to participate in cycling. Additionally, these initiatives create awareness and are useful for influencing the school community's travel behaviours. The school should investigate avenues to promote this event to those students living locally within Wee Waa, noting

that 63% of students are located within 2.4 kilometres of the proposed school. An additional suggestion is to introduce incentives such as competitions or rewards. These are not required to be extravagant and may be as simple as a free breakfast.

Bicycle training workshops can also be a component of these programs to enable users to become familiar with bicycle maintenance, recommended cycling routes and general bicycle and road safety. Rideability is an example of a cycling education service that delivers workshops in schools with an emphasis on road safety and cycling skills. This would be of additional benefit due to the age of the students and the likelihood of bicycle use outside of the context of travel to and from site, such as exercise or entertainment.

Other health events encouraging active transport include Bike Week, Walk Safely to School Day and Health and Wellness Fairs. These initiatives expose staff and students to the many benefits of choosing active transport.

Notifying students of those currently utilising active transport may also increase the number of users due to the desire for increased social interactions amongst friendship and year groups.

Annually hosting these events provides the community with a continual reminder and is therefore more likely to influence their behaviour.

2.4.3 Strategy 3: Car Parking Management

Action 5: Staff Pairing

A strategy to encourage staff to carpool involves a pairing system that notifies staff members of other staff who live in nearby areas or along their travel route. It is accepted that this method of car parking management is unlikely to be as effective as in an urban setting due to the large distances many staff travel to and from work, many originating from outside of the suburb of Wee Waa. However, it would still remain beneficial and allow staff the option should carpooling become an available option.

Initiating this system might involve a meeting to provide an opportunity for staff members to discuss carpooling options, including coordination of staff by region or place of residence.

Action 6: Priority Parking

Staff committed to carpooling should be allocated priority parking spaces in a desirable area of the staff car park, such as those accessed via George Street. Having a designated parking space ensures that users will be able to park on-site. This may act as an incentive for others to investigate carpooling opportunities. Priority spaces could also come with other benefits such as a prime location with good accessibility as a further encouragement.

2.4.4 Strategy 4: School Transport Plan Management

Action 7: Regular Reviews of the School Transport Plan

The School Transport Plan and other associated documentation including the Transport Access Guide should be regularly reviewed and updated as required. It is recommended that an annual review would be an appropriate schedule. The review should include an updated travel mode survey, consultation with staff, students and visitors, and adjustments to initiatives and targets.

Action 8: Staff Responsibility

To ensure the ongoing review of this Plan is carried out as expected, responsibility of this task should be allocated to a specific staff member.

Section 3 Policies and Procedures

The following sections outline the main policies, procedures and management strategies which Wee Waa School will follow and implement through this STP.

3.1 Policies, Procedures and Management Strategies

3.1.1 Car Park Regulation

The provided off-street staff car park is only accessible via the gate on George Street. The parking modules can be accessed from this point via the parking aisles.

This car park is for the exclusive use of staff members. As George Street is also the primary entry point for emergency and service vehicles to site, the car park is equipped with an automated gate system that is administered through the use of FOBs by the school's administration. This protocol is in accordance with SSU requirements, ensuring that only authorised vehicles have access to the school grounds.

3.1.2 School Bus Operations

Careful management of the bus facilities at the site is required to ensure student safety and promote the successful operation of the bus system. It is recommended that staff members take on the responsibility of controlling and monitoring the bus stop operations at George Street.

It is recommended that a staff member is stationed at the bus zone in the morning and afternoon period to ensure the safety of students and to encourage smooth operation. Currently one staff member performs this task during current operation. This is anticipated to increase over time and as the school population grows, and regular reviewing should be undertaken according to the recommendations contained in Section 3.1.11. A suggestion for the bus bay staff duties are as follows:

- Monitoring student behaviour and discouraging unsafe conduct such as running and jaywalking
- Assisting students in locating the correct bus
- Ensuring an orderly loading and unloading of students from the bus
- Completing a post-trip check to ensure all students have exited the bus
- Assisting students in forming an orderly queue while waiting for the bus arrival

It is advised that staff members wear a high-visibility vest so students or bus staff can easily locate a staff member if they need assistance. This is also important for staff safety so that they can be easily visible to drivers and other road users.

George Street Bus Bay

The George Street bus bay will operate as the primary bus stop servicing the High School site and will service school buses only. This bay has capacity for up to two buses at any one time, and careful organisation and signage is likely important for the smooth operation of this facility with the pick-up and drop-off zone. Suggestions for bus bay management techniques are provided in Table 3.1.

Option	Description
1	Allocate zones along the bus bay for different bus numbers so that students can easily locate the appropriate bus. Students would wait in this zone until the bus arrives.
2	Organise students into queues according to their desired bus number within the school site. This allows for students to be removed from the main roadway to encourage student safety. A staff member would then lead the queue of students to the relevant bus at the appropriate time.

Table 3.1 Recommended guide to bus operations.

3.1.3 Pick-up and Drop-off

Activities relating to pick-up and drop-off can produce significant safety concerns and impacts on the local traffic conditions. Accordingly, PUDO zones require deliberate management to ensure user safety and maintain an acceptable traffic flow. Table 3.2 outlines a number of techniques that shall be implemented in isolation or in conjunction with one another.

Technique	Description
Staff team to be stationed in zone	<ul style="list-style-type: none"> • Stationing a team of staff in the PUDO zone will encourage sensible user behaviours. Any unsafe student behaviour or reckless driver behaviour must be reported to the school principal for further investigation. • Staff members shall assist drivers in locating spare parking spaces • Staff members shall encourage drivers to pull up to the space furthest along the zone to maximise capacity. • Vehicles are not to queue on Mitchell Street. In the event that the pick up and drop off facility in George Street is full, the traffic marshal with direct these vehicles to continue through George Street to recirculate
Parking restrictions during peak hour	<ul style="list-style-type: none"> • The on-street parking is generally unrestricted in the surrounding network. To ensure the PUDO zone remains for the exclusive use of Wee Waa High School and Primary School parents and carers, a parking restriction during the morning and afternoon peak hours shall be implemented. • The school should discuss parking restriction options with the relevant authorities including Narrabri Shire Council.

Table 3.2 Recommended guide to PUDO zone operations.

3.1.4 Delivery Scheduling

Wherever practical, all deliveries should be scheduled at least 15 minutes apart to avoid any conflicts and allow a buffer for unexpected delays. Additionally, deliveries are recommended to be scheduled outside of school hours either before 8:00am or after 3:20pm. Other considerations for the scheduling of deliveries include:

- Personnel to be available to marshal vehicles through the site for access to the main loading areas (to manage conflict and movements through pedestrian areas)
- Nominated external personnel (if available) to be recorded and provided with induction information if necessary (refer to Section 3.1.6 for further information)
- Relevant staff in departments or classrooms adjacent to loading areas to be advised of any scheduled activities which may be noisy or disruptive to classes.
- Once deliveries are completed, a record of deliveries is to be kept for at least four years after the deliveries occurred, to assist with future planning or any incidents which may occur.
- Vehicle size to be determined, and necessary traffic control measures to be considered if necessary and planned for within the scheduling system.
- Vehicle requirements (e.g. reversing alarms) are to be made clear to contractors.

To schedule a delivery, contact details for the site manager are:

- Name:
 - *Jacqueline Neil*
- Role:
 - *Principal*
- Phone:
 - *6795 4477*
- Email:

- *Jacqueline.Neil@det.nsw.edu.au*

3.1.5 Service and Loading

Delivery and service vehicles will enter the site in a forward direction via the George Street access. On completion of unloading or servicing activities, the truck should exit the site from the same access in a forward motion.

All delivery and service trucks are advised to be fitted with reversing alarms and cameras to assist truck drivers in performing reverse manoeuvres and avoiding any conflict with other vehicles and pedestrians. Given that deliveries are generally occurring outside of school hours, there is a minimal chance for any such conflict to occur. However, as a minimum safety requirement delivery and service vehicles should be fitted with the above recommended safety features.

3.1.6 School Communications

Safe and efficient management of the site will require all users to have a thorough understanding of operations and their responsibilities. Two key parts of this will be staff communications and student/parent communications (for pick-up and drop-off activity). Communication strategies may include:

- Staff reminders / staff intranet information
- All regular contractors and delivery personnel to be advised of management strategies and requirements
- Staff road safety training seminars
- Student and parent newsletters
- Transport details on school website
- Direct advice to students/parents as required (e.g. responding to unsafe activities during pick-up times)
- Classroom education or extra-curricular transport safety activities (e.g. Learn to Ride), particularly for younger students

3.1.7 Incident Recording System

It is recommended that the school should keep and maintain an on-site traffic incident record. This record would contain a description of the incident, including contact details and what actions were taken by the school in response to the incident. It is advised that records of incidents be kept for at least four years following the incident occurrence.

The school should be able to provide the traffic incident register to the Council on request.

3.1.8 Complaints Management

It is recommended that the school should keep and maintain a record of all complaints made in relation to any transport or access issues in a complaint register. Suggestions for what the record may include are:

- The date and time of the complaint
- The method by which the complaint was made (e.g. phone or email)
- Any personal details provided by the complainant
- The nature of the complaint
- Any action taken by the school in relation to the complaint including any follow-up communication

It is advised that records of the complaint be kept for at least four years after the complaint was made. The school should be able to provide a copy of the complaints register to Council on request.

3.1.9 Signage and Wayfinding

Students, staff and visitors benefit from comprehensible signage and intuitive pathways to their destinations. It is recommended for the school to implement signage and wayfinding systems. There are several methods for the design and management of these systems including the following suggestions:

- Building colour assignments
- Exterior signage visible from street-level at major entrances
- Wall signage
- Directional signposts
- A wayfinding-specific website
- Printed maps and directions available from the school reception
- Pedestrian footpath and crossing signs

3.1.10 Data Collection

Data collection is required for the ongoing management and reviewing of this Plan. These investigations are intended to evaluate whether a particular operation, facility or management system is still successfully functioning and meeting demands. Table 3.3 contains suggestions for the data collection context and the types of data to be collected.

Context	Data to be collected
PUDO Zone	<ul style="list-style-type: none"> • Number of users (morning, afternoon and overall) • Set down times • Arrival and departure times • Number of students exiting/entering vehicles • Number of any non-formal pick-up and drop-off occurrences as well as the time and location • Observational assessments (e.g. queuing, illegal stopping, safety concerns)
Car Parking	<ul style="list-style-type: none"> • Number of daily vacant and occupied spaces • Number of passengers per vehicle • Arrival and departure times
Pedestrian Facilities	<ul style="list-style-type: none"> • Number of pedestrians entering through gates • Arrival and departure times through school gates • Number of pedestrians using pedestrian crossings • Number of pedestrians jaywalking as well as the time and location
Cyclist Facilities	<ul style="list-style-type: none"> • Number of daily vacant and occupied bicycle parking spaces • Number of cyclists entering through each site access point • Number of end-of-trip facility users

Table 3.3 Data collection recommendations.

3.1.11 School Transport Plan Management

This STP is to be maintained by the school and shall be distributed to all the concerned logistic personnel and managers. The school is also responsible for distributing appropriate information to staff and contractors as necessary. A copy of the STP is always to be held on-site and available for review.

This STP should be reviewed regularly and updated as required. It is recommended that an initial review should take place twelve months of operation and subsequently every 2 years. This review should include detailed

observations of the transport operations of the site and adjustments to procedures where necessary.

Following this initial review, a review every two years would likely be an appropriate schedule. To ensure that the ongoing review of this STP is carried out as expected, responsibility for this task should be allocated to a specific staff member or school principal.

Best management of the site will occur when there is as little vehicle movement as possible. Therefore, a critical element of transport management for the site will be implementation of this School Transport Plan. Management procedures for the STP may include:

- Nominated staff member to be responsible for reviews and implementation
- STP to be regularly updated to ensure latest advice is correct
- STP to be distributed to new staff and new students

3.1.12 External Authorities

If external authorities are required to be contacted (such as for enquiries, suggestions, or local traffic issues), the School should liaise with the Narrabri Shire Council.

Contact details for Council's nominated representative are:

- Name:
 - *To be advised by Council.*
- Role:
 - *To be advised by Council.*
- Phone:
 - *To be advised by Council.*
- Email:
 - *To be advised by Council.*

Section 4 School Transport Operations

4.1 Site Access

4.1.1 Car Park Access

Primary vehicular access to site will be located on George Street due to both proximity to site as well as to enable safe use for vehicle users as they are removed from the traffic volumes and heavy vehicle movements associated with Mitchell Street.

4.1.2 Pedestrian Access

Pedestrian access to site will be through the primary gate located along George Street to the site's east. This is to align with the relocation of bus services and pick-up and drop-off zones to George Street. An additional point of entry is located south of site bordering Mitchell Street and will include a footbridge providing access to the site. It's important to note that this additional access point will be closed during the morning and afternoon student arrival and departure times.

4.2 Pedestrian Facilities

Following feedback from local students, staff and guardians, significant pedestrian infrastructure developments are to be introduced to promote user compatibility and safety. Primarily, pedestrian walkways are to be implemented around the proposed development site. There will be only one pedestrian entrance gate on Mitchell Street, which will be closed and locked during the morning and afternoon student arrival and departure times to ensure the safety of students on Mitchell Street / Kamilaroi Highway, refer to Figure 4.1.

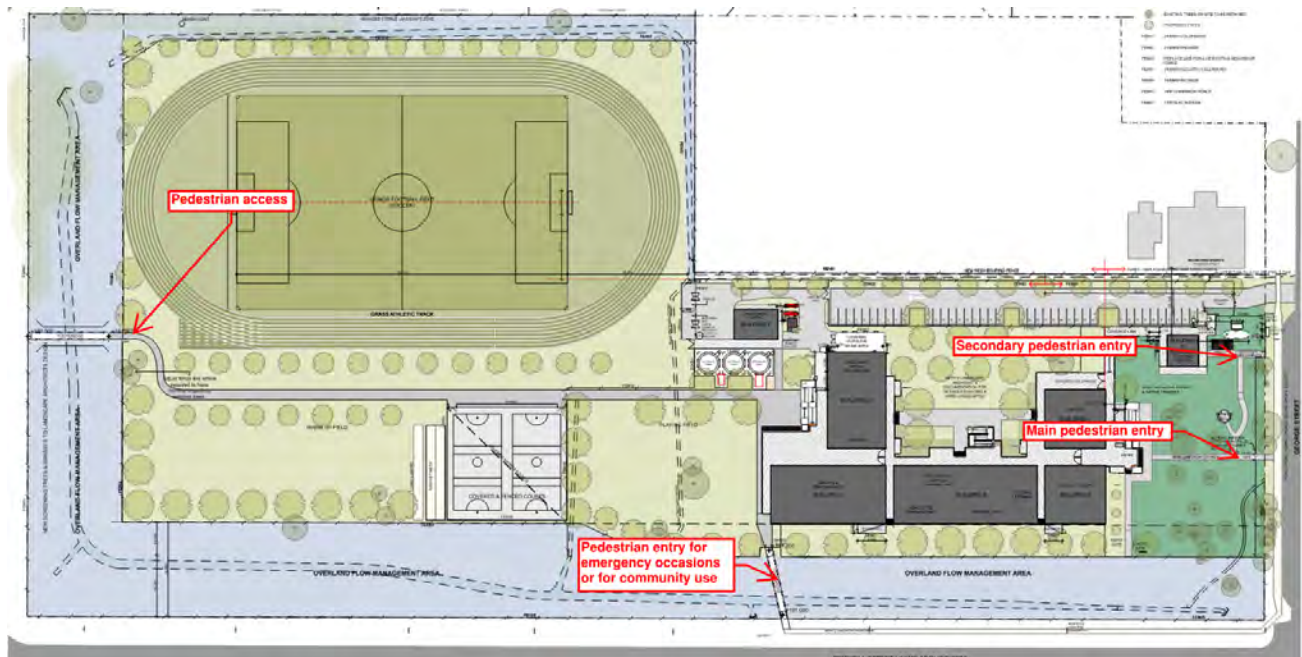


Figure 4.1 Pedestrian infrastructure and points of entry to site

4.2.1 Pedestrian Travel Analysis

The TAIA ¹conducted in 2021 by TTW reveals that as shown in Figure 4.2 the catchments for Wee Waa High School, as provided by the NSW School Finder of the NSW government.

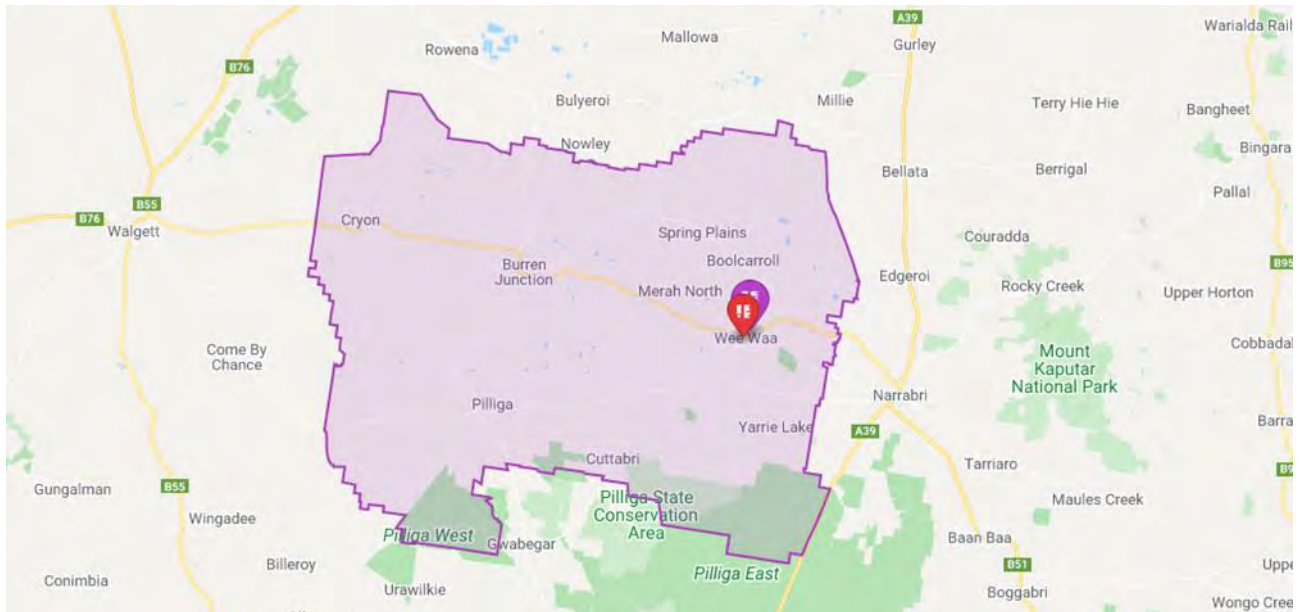


Figure 4.2: Wee Waa High School Catchment Area

It is acknowledged that the substantial catchment area of Wee Waa High School, compared to urban schools, is likely to lead to a significant reliance on private vehicle travel modes.

Wee Waa High School has identified student residences to ascertain the percentage of students living within various walking distances from the school (5-minute, 10-minute, 15-minute, 30-minute, or greater). This data serves as a guide in assessing the likelihood of students adopting alternative travel means such as public and active transport modes, as detailed in Table X below.

Table 4.1: Walking Analysis

	WWHS			
	Notional (#)	Notional (%)	Actual (#)	Actual (%)
< 400m (5-minute walk)	25	18.1%	16	11.6%
< 800m walk (10-minute walk)	78	56.5%	53	38.4%
< 1200m (15-minute walk)	88	63.8%	86	62.3%
< 2400m in catchment	92	66.7%	87	63.0%
> 2400m in catchment	138	100.0%	138	100.0%
Total enrolments within catchment	138	100.0%	138	100.0%

¹ Transportation and Accessibility Impact Assessment (TTW, 2021)

Considering the proximity of Wee Waa Public School to the proposed site, the movement patterns of the public school have also been taken into account when reviewing external transport networks.

The kerb blistering on Mitchell Street, adjacent to Dangar Park, was finalised by Narrabri Shire Council in mid-2021. This measure was aimed at implementing traffic calming measures in close proximity to the existing Public School and reducing the pedestrian crossing distance.

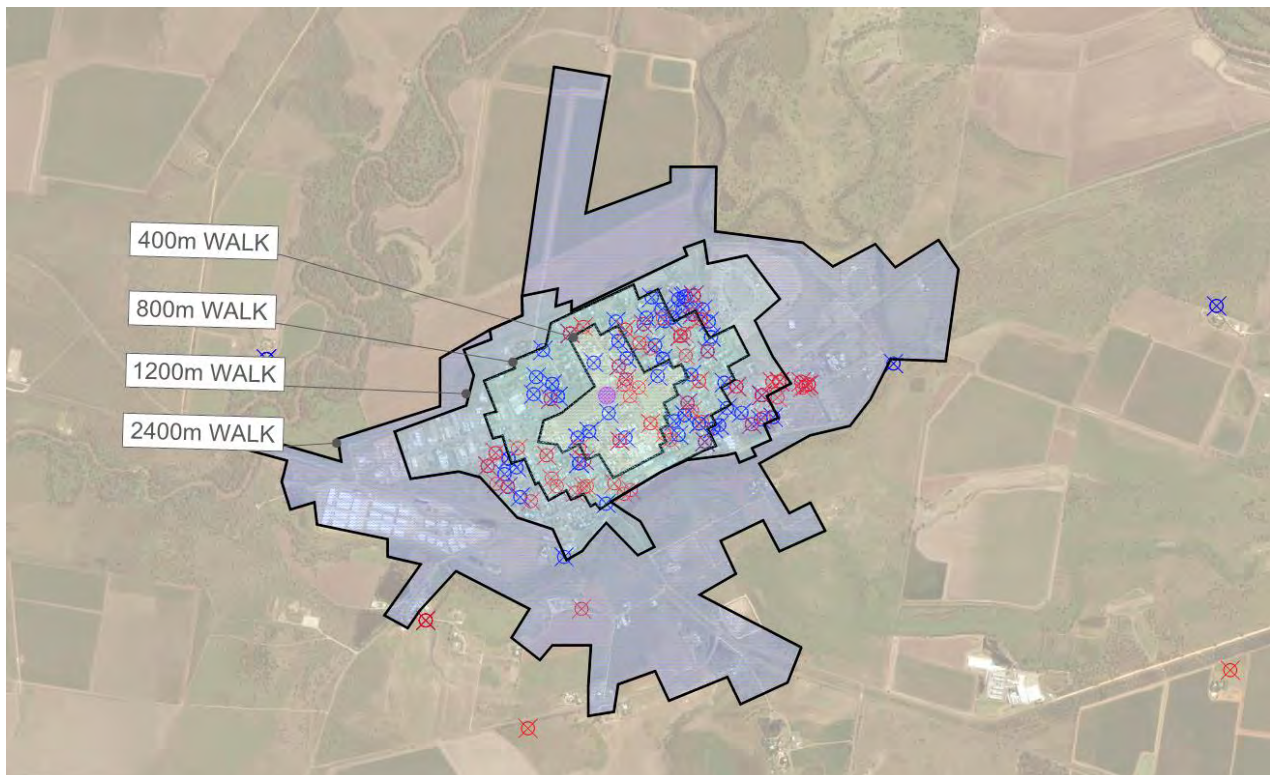


Figure 4.3: Map of student pedestrian travel distances between school site and place of residence

Note: High School Student addresses shown in blue and Public School addresses in red.

The (TAIA) conducted pedestrian counts, in addition to traffic counts, at the intersections of Mitchell Street with George Street and Mitchell Street with Charles Street. The goal was to identify the necessary pedestrian infrastructure improvements along Mitchell Street. The analysis revealed that pedestrian movements along Mitchell Street were common, but crossing Mitchell Street was infrequent. It was observed that existing infrastructure heavily influenced pedestrian movements, with fewer pedestrians walking along Mitchell Street to the north; instead, they tended to use pedestrian footpaths south of Mitchell Street before crossing when needed.

Given these findings, it is reasonable to assume that once appropriate infrastructure is developed north of Mitchell Street, pedestrian crossings are likely to increase. This effect is expected to intensify with the development of the High School site and the anticipated movements of staff and students between the High School and Primary School sites.

To assess the potential impact of a pedestrian crossing at Mitchell Street, a network SIDRA model was created. The results indicated that the intersection of George Street and Mitchell Street would maintain a high Level of Service A.

4.3 Cyclist Facilities

Secure cyclist facilities are provided on site to allow for the safe storage of vehicles and equipment during school hours. Provisions for bicycle storage are located to the north of site in a bicycle enclosure with capacity for 12 bicycles. This is in line with surrounding school areas and represents the minimal number of students

who have expressed interest in cycling as a primary mode of travel. Should the use of cycling increase as an active transport mode, additional provisions for bicycle racks may be provided on hard paving where appropriate. End of trip facilities are located to the east of building B.

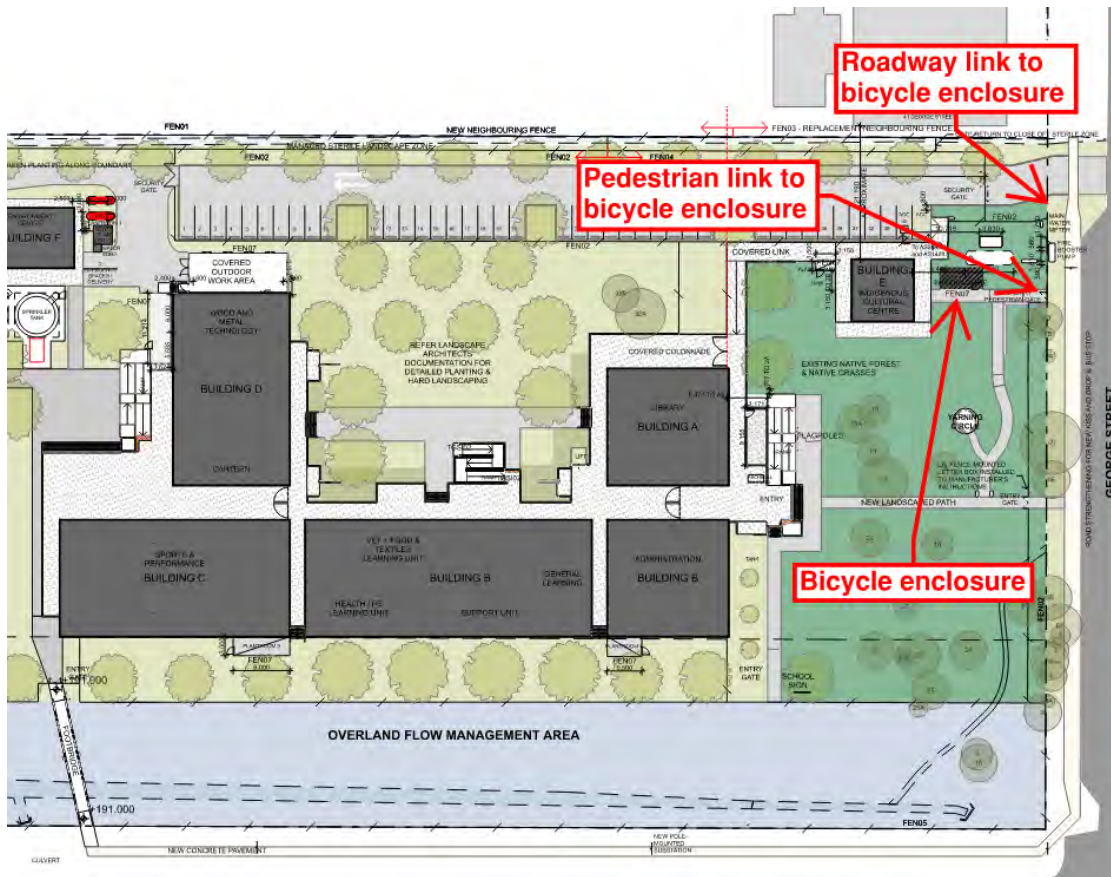


Figure 4.4 Bicycle facilities

4.4 School Bus Operations

4.4.1 Bus Route

Through consultation with the users, it was requested that direct access from the bus stop be provided into the school as close as possible to the main entry as staff currently monitor students boarding and alighting to ensure they safely enter the school grounds. It's important to note that there is no public transportation available in Wee Waa, except for the school bus.

Due to requirements for staff to monitor students entering and exiting the site and the need for access near to the administration building, the bus stop location is adjacent to the site on George Street. Works include road widening of George Street, allowing for a kerb layover that will service both public transport as well as PUDO movements. The bus zone is to service the school only and therefore will only be in operation during peak school morning and afternoon hours.

The two methods for bus bay management are provided below:

- Allocate zones along the bus bay for different bus numbers so that students can easily locate the appropriate bus. Students would wait in this zone until the bus arrives.
- Organise students into queues according to their desired bus number within the school site. This allows for students to be removed from the main roadway to encourage student safety. A staff member

would then lead the queue of students to the relevant bus at the appropriate time.

The school has confirmed that the tentative bus schedule for the proposed bus operations will occur after the primary school drop-offs. Drop-offs will take place between 8:30 – 9:00 am, and pick-ups are scheduled for 3:10 – 3:25 pm. This bus will stop at 10 locations prior to reaching the school site. These locations are largely around Narrabri Town Centre (refer to Figure 4.5).

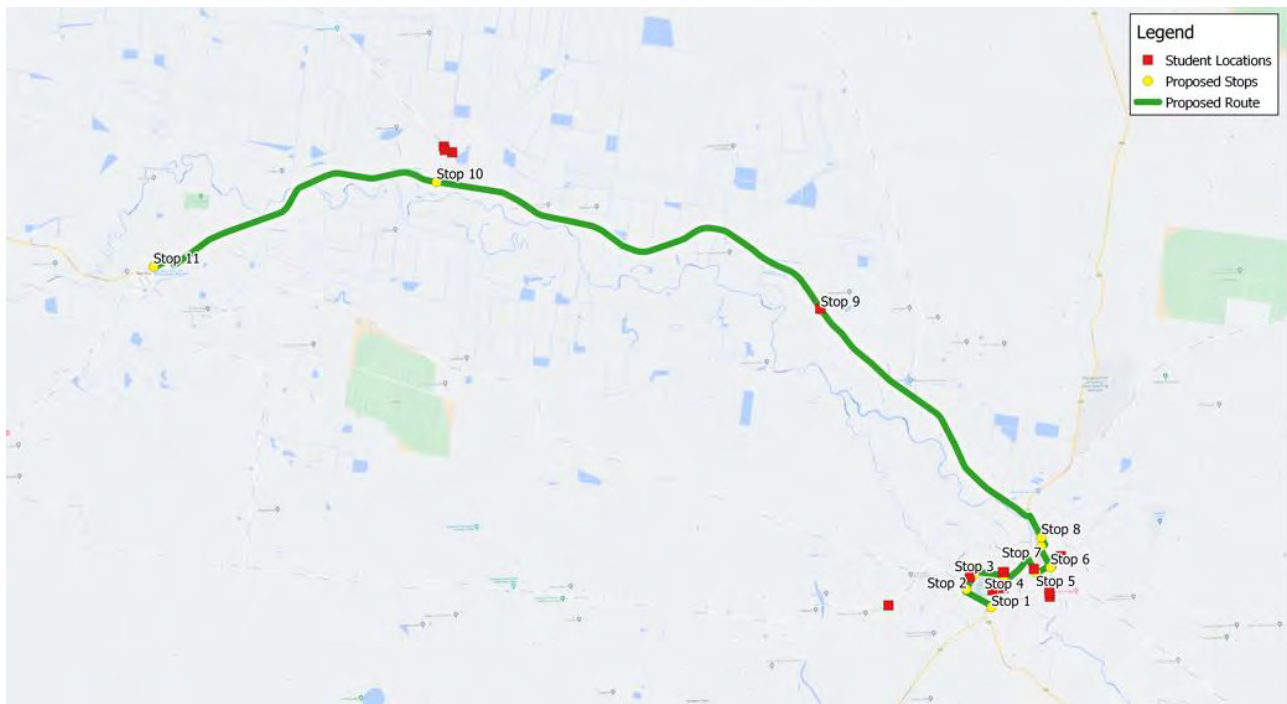


Figure 4.5: School Bus Route

Based on inspections carried out on site, it is anticipated that a maximum of 2 buses are required to queue at any one time in future. It is not expected that future growth will exceed this demand, however the management and operation of the school bus stops will require modification according to the changing demands.

Departure for bus vehicles is anticipated to involve a left turn onto Boundary Street, followed by another left turn onto Charles Street, and a direct continuation through Charles Street. The design has integrated swept paths to ensure the feasibility of bus movements along these alternative routes. Moreover, it's important to note that the bus bays on George Street will not be overwhelmed and are deemed sufficient for the intended operational purposes.

School bus movements at the bus stop will be monitored by school staff only at peak times. However, students are encouraged to safely use the available pedestrian crossings rather than jaywalking or crossing at other locations.

The staff supervisor will be required to wear a high-visibility vest so students or bus drivers can easily locate a staff member if they need assistance. This is also important for staff safety so that they can be easily visible to drivers and other road users. Bus bay staff supervision duties will include the following:

- Monitoring student behaviour and discouraging unsafe conduct such as running and jaywalking
- Ensuring orderly loading and unloading of students from the bus
- Assisting students in forming orderly queues while waiting for the bus arrival
- As student and bus numbers increase, organise students into multiple queues if necessary

The bus layover area has provision for both buses with draw in length and draw out length for both vehicles.



Figure 4.6 Bus and PUDO zones

4.4.2 Transport to Agricultural Plot

Due to site requirements, the existing agricultural plot on the previous high school site will remain and be utilised by the school. Transport to this location will occur through the use of the school's mini-bus, of which will be parked on site near the loading area. Students will be shuttled to the location of the agricultural plot when required for study.

4.5 Delivery and Service Vehicle Operations

Service and loading vehicles will also utilise the vehicle access point connection to George Street. Waste facilities on site are to be located to the north-west of Building F. The largest anticipated vehicle is a large rigid vehicle used to refill gas facilities on site and for waste collection.

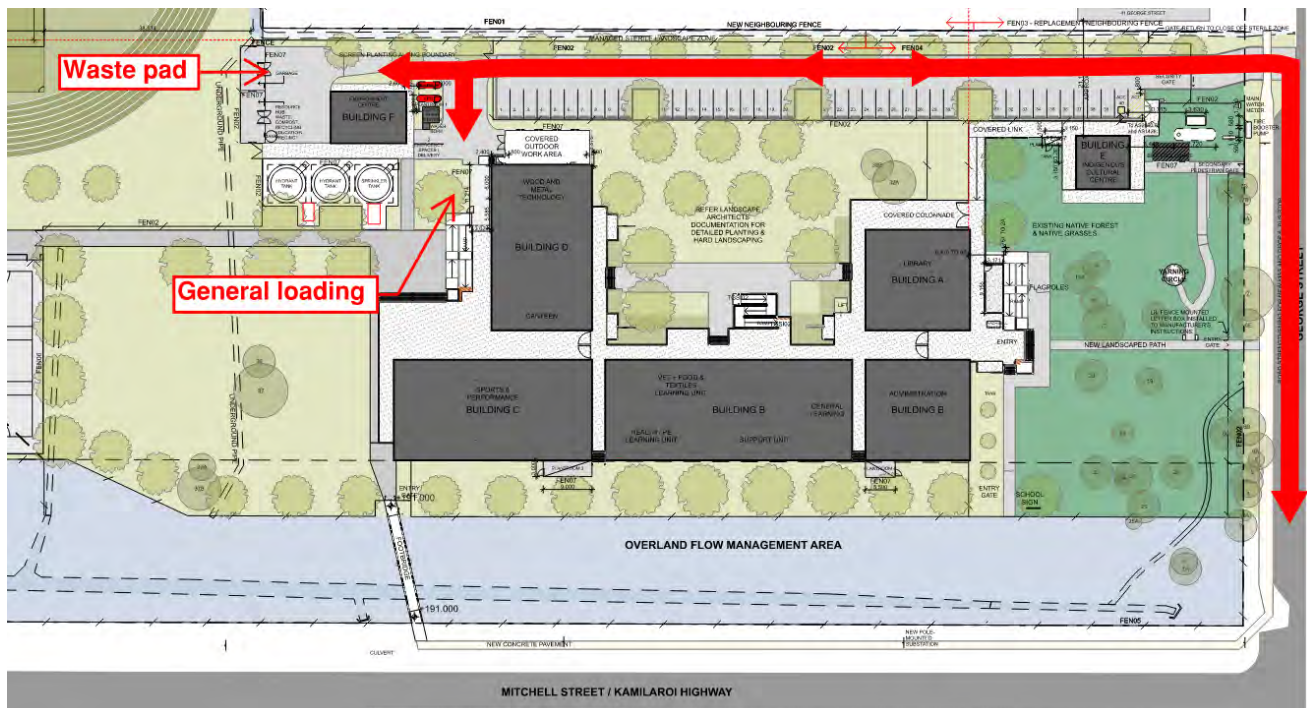


Figure 4.7 Service vehicle and loading route

4.6 Pick-up and Drop-Off (PUDO) Operations

The Travel Mode Survey identified that 45% of high school students are picked up and dropped off. At the current enrolment of 150 students, there are 68 students that will be using the PUDO location. The pick-up and drop-off capacity has been designed to accommodate this future capacity, in the meantime, the capacity of this area will be twice that of the current enrolment requirements.

To maintain access near to the main entry, the pick-up and drop off zone is provided along George Street and includes road widening to allow for parents/carers to pull into a bay and not impede traffic flows along George Street. This zone is to be shared with school bus services and therefore signage is to be implemented to distinguish between the two zones.

The proposed zone allows for a queueing of 7 vehicles which is sufficient for the full development of the school. Refer to Figure 4.6 for the location of this zone.

The activities associated with student pick-up and drop-off can give rise to significant safety concerns and have notable impacts on local traffic conditions. Effective management of PUDO zones is crucial to ensuring user safety and maintaining a smooth traffic flow. The management of the PUDO zone shall encompass the following considerations:

- **Staff Presence:** Assigning a staff member to oversee the PUDO zone can play a role in encouraging responsible user behaviours. Instances of unsafe student conduct or reckless driving can be reported to the school principal for further investigation.
- **Optimised Utilisation:** Staff members can guide drivers to occupy spaces further along the zone, optimising the usage of the area's capacity.
- **Pedestrian Safety:** If relevant, stationing a staff member near nearby pedestrian crossings can help manage traffic flow and ensure the safety of students.

4.6.1 Impact Mitigation Measures

To efficiently and safely manage the PUDO zones and implement measures to minimise impacts, the following management system shall be implemented:

- Staff member(s) along the PUDO zone to assist students as required and encourage responsible user behaviours. School staff won't serve as traffic controllers or enforcers but can contribute to maintaining orderly operations. Given the increasing independence of high school students, there will be at least 1 staff member assisting students along the PUDO zone.
- Provide families with vehicle identification labels. These labels could be in the form of family surnames or unique identifying numbers. Labels will be easily visible on the windshield, such as under the sun visor or mirror.
- Separate PUDO zones with identifying markers like coloured cones. These markers will be easy for staff to install and remove during daily pick-up periods.
- Position a staff member near the entry or arrival point of the PUDO zone to identify vehicles on or before arrival. This information can then be relayed to waiting staff and students. Students will be directed to the marked zone where their vehicle is expected based on its position in the queue. This allows students to be in place before or shortly after their vehicle arrives, resulting in quicker turnover.
- If a vehicle occupies a PUDO space without a child boarding (due to a delay, for example), the driver will be directed to exit the PUDO zone and return to the site's circulation area. This approach ensures that the spaces are available for other vehicles to use.

4.7 Car Park Operations

The site includes 40 parking spaces with access via George Street. Current travel modes indicate that the majority of staff will continue travel via personal vehicle due to large distances and time between home and work. All of the 40 spaces will be designated exclusively for staff or employee parking, clearly indicated through signage.



Figure 4.8 Location of the on-site carpark in relation to site

4.8 Community Use and Special Events Operations

Site access for pedestrians will primarily be through the main gate along the eastern side of the site on George Street. Additionally, there will be a supplementary entry point situated to the south of the site, connected via a footbridge bordering Mitchell Street. To enhance pedestrian movement, footpaths will be established as depicted in Figure 4.9.

Some community use of the School hall and sports field is anticipated to occur. During these events on-site parking will be available for visitors with potential for overflow to occur to Charles Street immediately adjacent to the school suitable for approximately 28 vehicles if required.

These events will exhibit varying degrees of scale, potentially drawing substantial numbers of participants to the site, thus generating heightened transportation requirements. In the case of each significant event (those expecting over 500 attendees), the school's must integrate site access and transportation considerations into their event planning. If applicable, travel access guides might be distributed to event participants. For particularly significant events, the possibility of securing off-site parking along Charles Street, Boundary Street and George Street could be explored.

Community use and special events are expected to occur outside of school peak hours such that traffic and parking impacts will not be compounded.

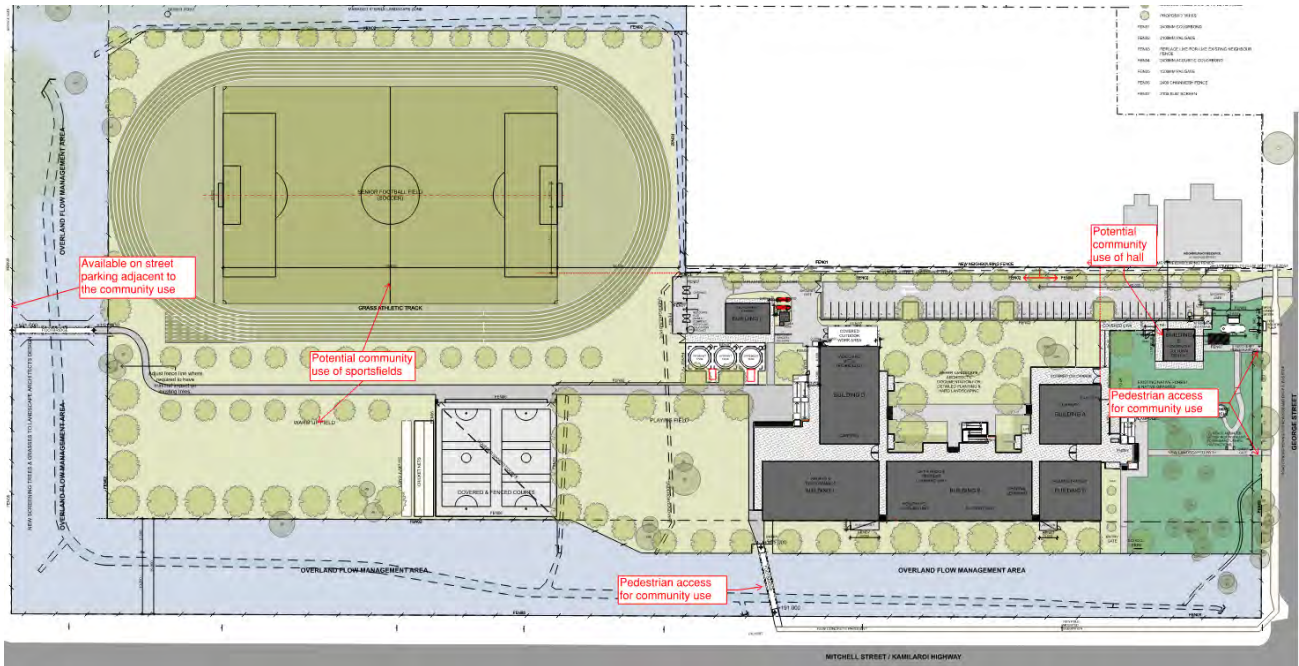


Figure 4.9: Community use facilities and access

4.9 Emergency Vehicle Operations

Emergency vehicle (e.g. police, fire, ambulance) access will be located at the vehicular entry point along George Street. Emergency protocols for the school would include on-site staff assisting with emergency access. Any vehicles located in and around the on-site carpark or access route should be cleared, and any planned vehicle movements should be temporarily suspended.

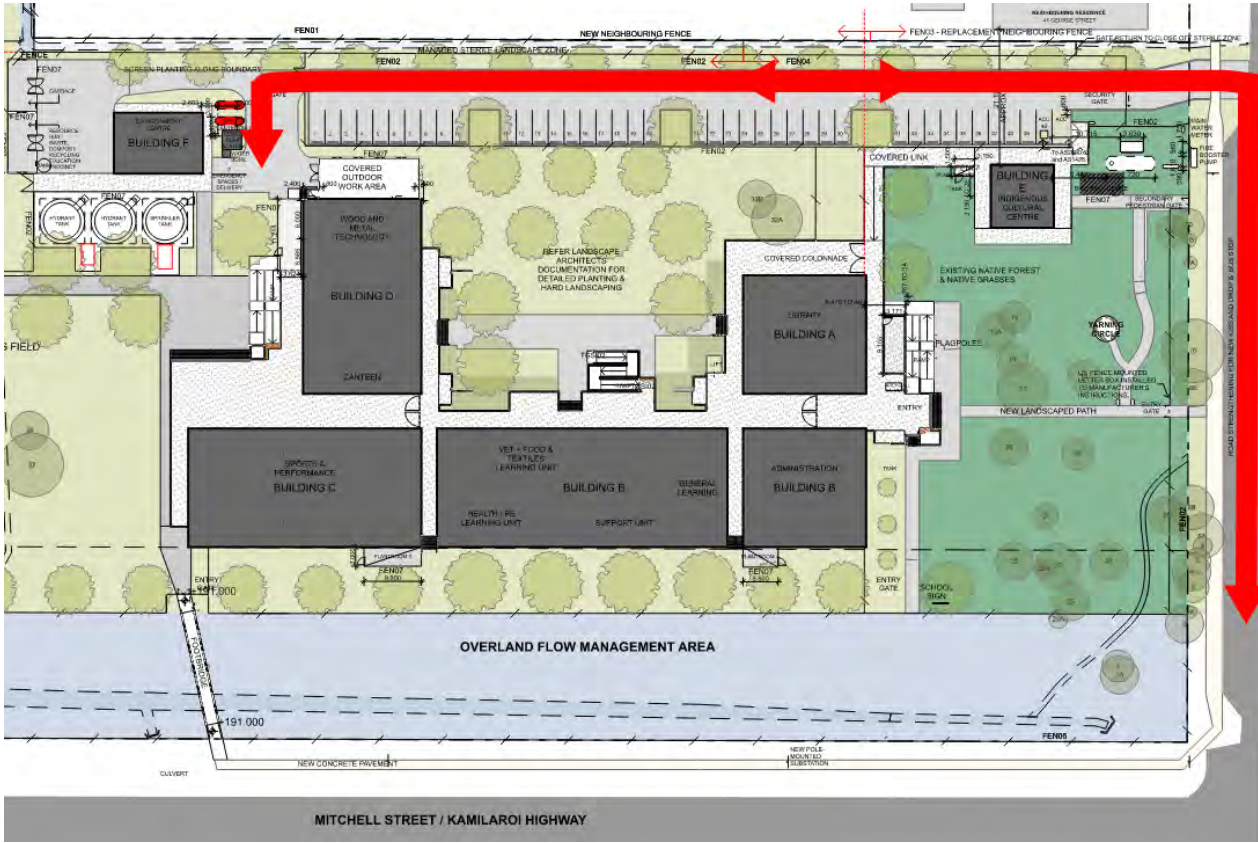


Figure 4.10 Emergency vehicle access route

Section 5 Transport Encouragement Programs

This section details various strategies targeted at encouraging sustainable travel choices for students and staff at WWHS. The following programs and initiatives are to be implemented to achieve the visions and goals of this STP.

Table 5.1: Transport encouragement programs and activities

Program / activity	Description and target outcomes	Frequency / timing	Responsible parties
New starter kits	<p>It is important that all students and staff are aware of the travel options available to them. Particularly for new users, the default option may be to drive to the site if they are unfamiliar with the area.</p> <p>To ensure that users are aware of their options, a TAG (discussed above) and any other relevant information such as health and activity leaflets will be distributed to all users. Information could be included in induction or orientation packages for new staff and students. Inductions could also promote the benefits of cycling, walking and use of active transport for people’s health. Furthermore, sustainable travel information may be shared via the school website or other online distribution (see Section 6.1.1). Users are more likely to engage in sustainable travel when provided information directly, rather than being required to seek it out independently.</p>	Annually	<p>TTW for providing the Travel Access Guide leaflets (see Appendix A).</p> <p>Travel coordinator (or equivalent) for any additional health and activity leaflets. Travel coordinator to develop (or arrange) future updates to Travel Access Guides.</p> <p>WWHS for distributing leaflets.</p>
Periodic reminders	<p>Bus and train schedules often changes and may update regularly. Staff and students are to be notified of the changes that happen to ensure they will be equipped with most recent and accurate information. As such, periodic reminders will be necessary to improve accessibility to sustainable travel through ensuring accurate conveying of information. Details of this initiative can be found in Section 6.1.2.</p>	Annually, or when any known changes occur	<p>Travel Coordination to stay up to date with regards to the changes and make reminders when necessary.</p>
School website information	<p>It is expected that any updated information can be found on the school’s website. Students and parents, staffs and visitors will be able to depend on the website as its central source of updated information.</p>	Annually, or when any known changes occur	<p>WWHS to update the website when needed.</p>

Program / activity	Description and target outcomes	Frequency / timing	Responsible parties
Transport Access Guide (TAG)	<p>The Travel Access Guide (TAG) is a consolidated document providing information of safe and sustainable modes of travel in the local area for students and staff. It is an educational brochure that can be distributed as a starter kit. A detailed description can be found in Section 6.3.</p>	Annually	<p>TTW (first time) Travel Coordinator (update annually)</p>
Ride to School Day	<p>Various organisations and groups develop programs and events to encourage active transport. For example, Bicycle Network coordinates a National Ride2School Day each year. These events provide a good opportunity to encourage staff and students to participate in cycling, and each event can also assist in influencing the travel behaviour of others through general publicity and awareness. Events hosted at the school could include organised preferred cycling routes, bike safety programs, bike maintenance instructions, and more.</p> <p>At time of writing, the next Ride2School Day will be held on Friday 22nd March, 2024.</p>	Annually	<p>WWHS to participate in regional and national programs and events.</p>
Bus Safety Week	<p>At time of writing, the next Bus Safety Week will run in February 2024. This annual campaign raises awareness for all road users on how to stay safe on and around buses, helping to reduce injuries and fatalities.</p> <p>The School will stay in contact with Transport for NSW and Hillsbus to review and consider any promotional material or advice that could be distributed to students and the school community.</p>	Annually	<p>WWHS to run the annual campaign. WWHS to keep up with promotional material or advice to be distributed.</p>

Program / activity	Description and target outcomes	Frequency / timing	Responsible parties
<p>Carpool matching incentives</p>	<p>A strategy to encourage staff to carpool involves a pairing system that informs of other staff who live in nearby areas or along their travel route. Initiating this system may involve a meeting to provide an opportunity for staff members to discuss carpooling options, including coordination of staff by local area. Off-the-shelf alternatives such as the Liftango app may also be an option for staff to utilise.</p> <p>A strategy to encourage carpooling further is to allocate priority parking spaces to those committed to carpooling. Priority parking ensures that carpooling staff will be able to park on-site, once demand grows and may exceed supply in future. This may act as an incentive for others to investigate carpooling opportunities. Priority spaces could also come with other benefits, such as a better location of configuration (such as avoiding the Small Car parking spaces).</p>	<p>Meeting within 12 months of opening</p> <p>Incentives and programs all year round</p>	<p>WWHS for initiating meetings or systems and providing incentives through parking space allocation.</p>
<p>Remote kiss & ride reminders</p>	<p>To ensure correct usage of the remote / off-site kiss & ride zones, reminders may need to be issued to students and parents about the available formal facilities. If correct usage of the facilities occurs (noting that at time of writing the facilities do not yet exist), there may be no need for this type of communication.</p>	<p>Issue information on new arrangements within 1 month of opening.</p> <p>Communicate with Council if and when needed.</p>	<p>WWHS to issue warning reminders to parents.</p> <p>WWHS to communicate with Council if needed.</p>
<p>Bike network maps</p>	<p>To encourage uptake of bicycle travel and ensure awareness of safe and convenient routes, a network map of available facilities and infrastructure could be issued to students. This could either be prepared by the Travel Coordinator (if available) or be requested from Narrabri Shire Council.</p>	<p>Within 12 months of opening</p>	<p>Travel Coordinator to liaise with Narrabri Shire Council.</p>

Program / activity	Description and target outcomes	Frequency / timing	Responsible parties
<p>Bus network maps</p>	<p>To encourage uptake of bus travel and ensure awareness of available services, a network map of available school buses could be issued to students. This could either be prepared by the Travel Coordinator (if available) or be requested from the bus service provider.</p> <p>The school will also remain up to date with any proposed plans by TfNSW to increase the school services as the local area goes through future development. If the current public transport services are not meeting the demand, the school may consult with Council and TfNSW about potential upgrades to the offered services.</p>	<p>Within 12 months of opening</p>	<p>Travel Coordinator to contact Council / TfNSW</p>
<p>Travel Coordinator</p>	<p>Subject to future arrangements by SINSW, a travel coordinator may be appointed for the site. This role's responsibility will be to further encourage sustainable transport measures (including those actions listed above), plus undertake all other elements of this School Transport Plan.</p>	<p>TBC (target within 12 months of opening)</p>	<p>SINSW to decide and appoint a travel coordinator</p>
<p>Road Safety Education</p>	<p>The Road Safety Education website offers a wealth of valuable resources, including information about the RYDA workshop.</p> <p>RYDA is a comprehensive school partnership program that assists educators in equipping their students with the knowledge and skills necessary to view themselves as engaged and responsible members of the road community.</p> <p>The website for the road safety education is https://rse.org.au/</p>	<p>Issue information on new arrangements within 1 month of opening.</p>	<p>WWHS to liaise with the teachers and the program provider</p>

Section 6 Communications Plan

Safe and efficient management of WWHS will require all users to have a thorough understanding of operations and their responsibilities. The two separate parts of this will be staff communications and student / parent communications. Communication strategies are described in the following sections.

6.1 Channels

6.1.1 New Starter Kits

To ensure new travellers have information regarding all their travel options, the Travel Access Guides (TAGs) are provided. This can easily be included as part of an induction or orientation package. This is especially important for travellers new to the area and who may be completely unfamiliar with the transport options.

6.1.2 Periodic Reminders

Travel options can change over time and regular updating and conveying of new information is required to ensure travellers have the most accurate and recent information. Periodic reminders can assist in providing continued information to users and aim to provide a greater reach and impact. One convenient way to reach a broad user base is to include information and reminders in periodic staff and parent newsletters or updates. Content could include details on new travel initiatives, mode share progress, and upcoming events or changes, as well as reminding users of the importance of sustainable travel.

This style of communication could also request feedback from staff, students and parents regarding current initiatives and any other travel-related concerns.

One method to enable periodic information sharing is to include a sustainable travel section within a school newsletter. The content may include details about new travel initiatives, mode share progress updates, upcoming events or changes, as well as reminding travellers about the importance of sustainable travel. It will also allow for feedback or questions regarding any travel-related concerns.

6.1.3 School Website

The school website is to be utilised to provide up-to-date transport information, and to provide a central source of information for students and parents. External visitors will also have access to the website.

6.2 Messages

Key points of information and typical messages to the school community could include:

- Transport goals, safety requirements, and parent expectations
- On-site bicycle storage areas and end-of-trip facility locations
- School Student Transport Scheme (SSTS) and School Term Bus Pass availability
- Changes to local public transport routes (as they occur)
- Changes to local pedestrian and cyclist facilities (as they occur)
- Any available memberships or discounts
- How to contact the Travel Coordinator or governance committee

6.3 Travel Access Guide (TAG)

The aim of a TAG is to present staff and students with information about the available safe and sustainable transport options in the local area. This involves presenting information in a simple and understandable manner through an educational brochure. Staff and students are more likely to change their travel behaviour after being

made aware of the school bus and active transport options and how to safely and easily utilise these alternatives.

TAGs can be distributed to staff, students and parents, and also be accessible online through the school's website for visitors and ease of access.

The TAG prepared for WWHS is included in Appendix A.

Section 7 Data Collection and Monitoring

A key component of STP success is program evaluation and ongoing improvement. This section includes consideration of how the school and their communities will be able to adaptively respond to meet the STP goals over time.

7.1 Data Collection

The school will collect the following data:

- Transport catchment
 - GIS analysis of the school catchment boundaries and current student locations is to be undertaken whenever this STP is reviewed, using depersonalised student location data.
 - The school catchment is to be assessed against the latest available public transport data available from TfNSW and the latest pedestrian and cyclist networks.
- Staff and student travel demand
 - Annual questionnaires are to be undertaken to accurately determine travel habits and transport usage.
- Transport audits and travel data
 - As part of annual monitoring (or more frequently if required), pedestrian and vehicle counts are to be undertaken at the bus zone to review demand for individual bus services and to observe general operations. Feedback is to be provided to TfNSW if necessary.
 - As part of annual monitoring (or more frequently if required), counts and measurements are to be undertaken at each kiss & ride zone. Measurements are to include average set-down times and total duration of operations. Observations are to include any issues with queuing or problem points in the system.
 - As part of annual monitoring (or more frequently if required), spot checks of staff car park capacity are to be undertaken, to gain an understanding of trends in travel behaviour.
 - As part of annual monitoring (or more frequently if required), spot checks of bicycle storage and End of Trip Facilities (EOTF) are to be undertaken, to gain understanding of trends in travel behaviour.
 - As part of annual monitoring (or more frequently if required), pedestrian movement counts are to be undertaken at all entry / exit points into the site, to accurately determine the spread of demand across the site and the local precinct.
- Transport events and initiatives
 - Where the school hosts any transport events or initiatives (for example, a Ride 2 School Day), attendance rates at these events is to be recorded.
 - Where these events involve or are relevant to external authorities such as Council or TfNSW, consider consulting with these authorities about the types of data to be collected, or share data with them once collected.
- Digital communication strategies
 - Where available, data is to be recorded on any available digital communication such as hit rates for travel articles on the school website, click-through of links provided through email or the school apps, or downloads of the TAG.
 - Any digital communications that relate to specific events (for example, a Ride 2 School Day) should also include data collection that can correlate digital engagement to event attendance.

7.2 Program Evaluation

The data collected as outlined in Section 7.1 shall be used to evaluate the STP performance as follows:

- Progress on mode share targets
 - The outcomes of annual questionnaires and the transport audits and travel data outlined in Section 7.1 are to be reviewed against the travel targets put forward in the most current revision of the STP at the time.
 - Where mode splits fall short of sustainability targets, initiatives and communications are to be reviewed in these areas. Targets could be shifted to other sustainable travel modes if appropriate (for example, low uptake of cycling could be better addressed with higher public transport targets).
 - Where mode splits have been achieved beyond sustainability targets, these targets could be made more ambitious and some resources may be able to be re-directed to other areas.
- Bus network and operations
 - Usage of the bus zone, in particular the usage and demand for different bus routes, is to be closely analysed with information provided to TfNSW for review. Services in high demand may need to be bolstered with additional services, subject to TfNSW servicing capacity. Services with low demand may be able to be re-routed or adjusted to better suit the overall population.
- Car park occupancy and on-street parking spill over
 - Usage of the staff car park is to be closely monitored (as described elsewhere in this STP), in order to understand demand for on-site car parking over time.
 - Any usage of on-street parking is to be monitored and reviewed with consideration of the locations being used. If residential areas are being impacted, the STP is to be reviewed (and communications increased if necessary) to reduce potential parking impacts.
- Engagement with school transport articles and links
 - Varying types of articles and links should be reviewed for engagement and success. For example, “bite-sized” pieces of information might have more engagement with particular audiences or content, and longer form “articles” may have success in different areas.

7.3 Documentation Updates

This STP, and other associated documentation (such as the TAG) are to be reviewed regularly and updated as required. It is recommended that this occurs 12 months after opening the new school, and then every 2 years.

The review and update process shall include:

- Updating to reflect any travel-related changes in the local area such as bus services, new cycle routes or pedestrian crossings (this should occur as changes arise)
- Reviewing progress against the proposed mode share targets and update targets if required
- Identifying any shortfalls in the STP and updating sustainable initiatives and programs to address these shortfalls
- Distributing an updated travel mode survey to all staff and students. Collect data including residential postcodes to inform where staff and students are travelling from.
- Consulting with staff, students and parents to understand travel behaviours and any barriers and facilitators to shift to sustainable travel.
- Adjusting initiatives and targets based on the updated survey results and in response to any issues that may arise.

Section 8 Governance Framework

8.1 Travel Coordinator

Transport programs must be implemented to achieve travel behaviour change. The school principal and teachers are not travel coordinators, so a dedicated role must be provided to implement and manage these programs.

To ensure that the ongoing review of this STP is carried out as expected, responsibility of this task will be allocated to a specific staff member or Travel Coordinator. This staff member could form a sustainability group that will assist in updating the STP and champion the travel initiatives. Responsibilities of the Travel Coordinator may include:

- Liaise with the school principal as the nominated transport representative for the school
- Liaise with other internal stakeholders
- Coordinate communications and publications to staff and students as required
- Directly oversee implementation of transport programs where relevant
- Consult and engage external parties to implement transport programs where relevant
- Liaise with the Contractor prior to the construction phase to review and approve proposed construction traffic and access methodologies
- Liaise with the Contractor during the construction phase to maintain safe operations at and around the site

At time of writing, arrangements for this role are under discussions between the School, SINSW, the Department of Education, and TfNSW.

In the interim period until a Travel Coordinator is appointed, the School will endeavour to undertake the School Travel Plan procedures and initiatives on an ongoing basis.

8.2 Internal School Working Group

An internal school working group is recommended to be formed to support the Travel Coordinator and other important school leaders. The group may include the following relevant stakeholders:

- School Principal
- Other school Executive Staff as relevant
- Road Safety Education Officer
- Asset Management
- Grounds Management
- WHS Representative
- P&C

This group must meet on a regular basis (say, quarterly) within the first 12 months of operation. Following this, the group is recommended to meet annually or as needed.

8.3 External Transport Working Group

An external Transport Working Group (TWG) provides a forum for discussing transport-related issues and seeking opportunities for improving the traffic and transport systems at WWHS. The group consists of stakeholders including Council, TfNSW and the bus operator.

It is recommended that this group meet after the first six months of operation to review the initial progress of the STP and the various transport operations at the school. The Travel Coordinator (once available) will organise and chair these meetings.

Items to be discussed within this group may include the following:

- Progress of achieving the goals of the STP and implementing recommended programs and strategies
- Operation of kiss & ride zones and any impacts to local traffic
- Usage of on-street parking by staff or students and any impacts to community
- Usage of the bus zone, taking note of capacity along the school bus route

Appendix A

Travel Access Guide



Wee Waa High School

Travel Access Guide

November 2023

Project overview

Wee Waa High School is a new high school with a capacity of 200 students in a two-storey building, an Indigenous learning centre, sporting fields and associated civil and utilities works.

Active ways to get to school

Walking is an active and healthy way to get to school



- Cross the road at crossings or traffic lights if possible
- Remember to share the footpath and stick to the left
- Look out for vehicles entering or leaving driveways
- Put away distractions such as phones and earphones



Ride your bike or scooter

- Always wear a helmet
- Children under age 16 can ride on the path, but remember to share the footpath and stick to the left
- Look out for vehicles entering or leaving driveways
- Give pedestrians right of way



Kiss and drop expectations

- The pick up and drop off zone is at George Street.
- The zone is to be shared with school bus services and signage will be implemented to distinguish between the two zones.
- Any unsafe student behaviour or reckless driver behaviour should be reported to the school principal for further investigation.

Get a discount on your Bicycle NSW membership

Bicycle NSW is offering a 15% discount on membership for families at our school. This includes insurance and discounts for recreational bike rides.

Take up the offer today:

- Visit bicyclensw.org.au
- Sign up for a membership
- Use this discount code for 15% off your membership:

nswtag

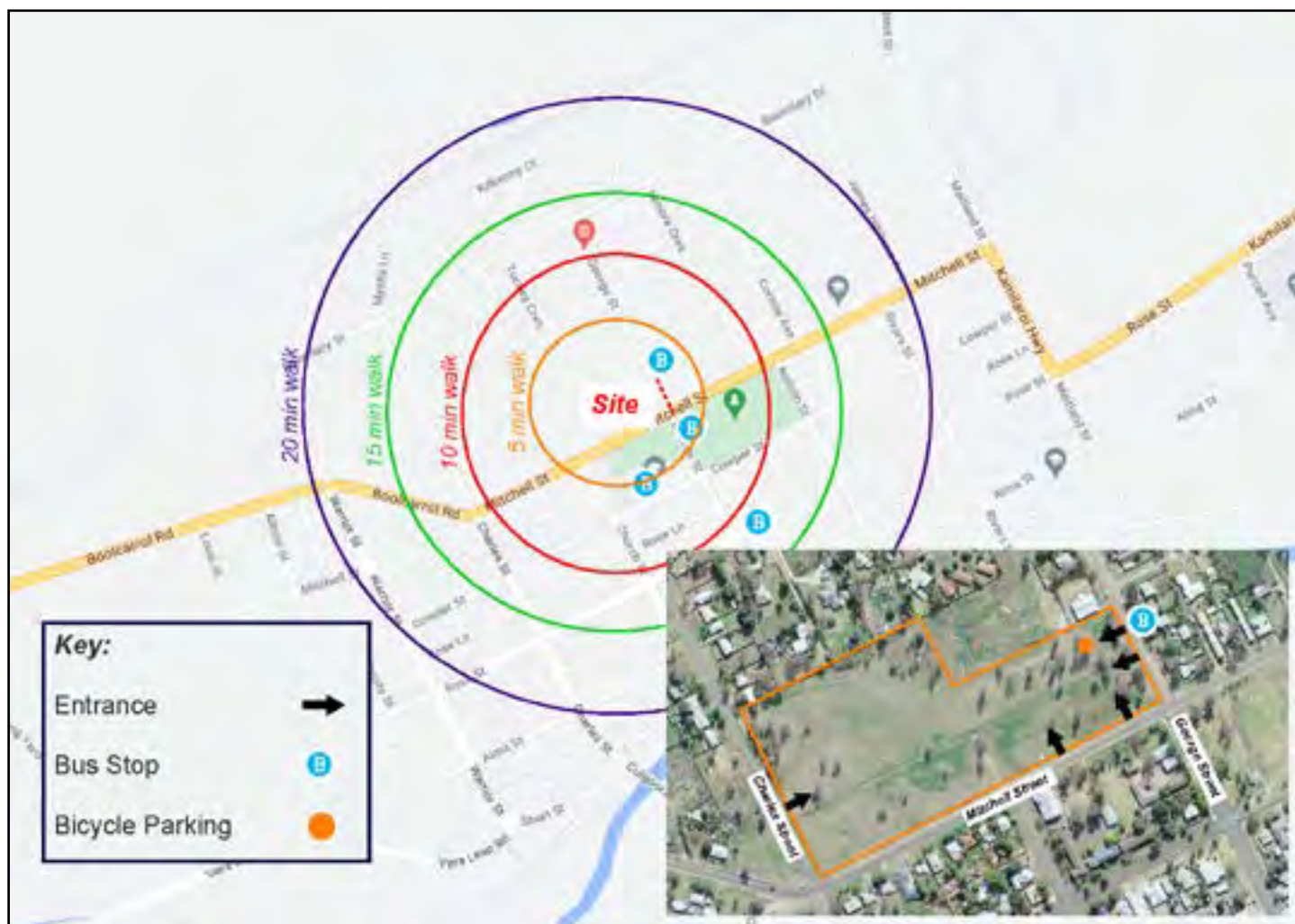
The code expires on 31 May 2024.
Don't miss out!



For more information contact:

School Infrastructure NSW
Email: schoolinfrastructure@det.nsw.edu.au
Phone: 1300 482 651
www.schoolinfrastructure.nsw.gov.au

Local map: Active Travel



For more information contact:

School Infrastructure NSW
Email: schoolinfrastructure@det.nsw.edu.au
Phone: 1300 482 651
www.schoolinfrastructure.nsw.gov.au



Wee Waa High School

Travel Access Guide

November 2023

Project overview

Wee Waa High School is a new high school with a capacity of 200 students in a two-storey building, an Indigenous learning centre, sporting fields and associated civil and utilities works.

Using the school bus to get to school



School buses and public buses

- Bus stops will be manned by teaching staff during operational hours to ensure students are entering the school after departing the bus.
- Bus stop located on George Street
- Bus zones are to service the school only and will only be in operation during peak school morning and afternoon hours.
- Transport to the Agricultural Plot location will be through the use of the school's mini-bus, students will be shuttled to the of the agricultural plot.

Safety on the School Bus

For Students

- Maintain a safe distance between you and the road when waiting for a bus
- Mind your step when getting on and off the bus

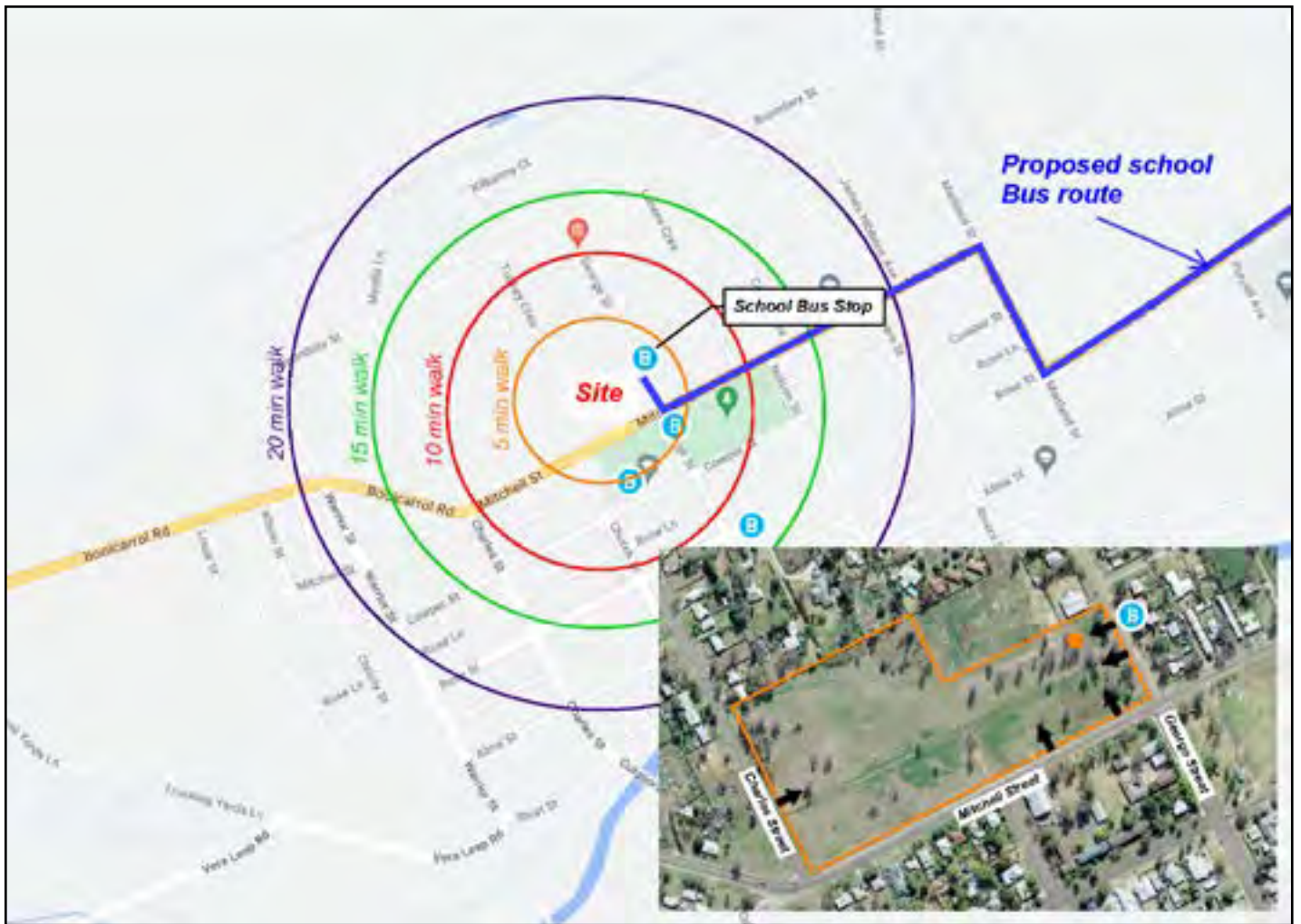
For Parents / Carers

- Talk to your child about what to do if they get lost or you are running late to meet them at a bus stop
- When meeting your child at a bus stop, never call them across a road

For more information contact:

School Infrastructure NSW
Email: schoolinfrastructure@det.nsw.edu.au
Phone: 1300 482 651
www.schoolinfrastructure.nsw.gov.au

Local map: Public transport



Tap on and tap off every time

Use your School Opal card every time you catch public transport to school.

It tells us how many people are using public transport to help us plan buses, trains and ferries to suit you.

For more information contact:

School Infrastructure NSW
Email: schoolinfrastructure@det.nsw.edu.au
Phone: 1300 482 651
www.schoolinfrastructure.nsw.gov.au

Appendix B

Conditions of Development Consent

Table 8.1: SSD consent conditions (SSD-9579147)

	Condition	Comments & references
D23	Prior to the commencement of operation, a School Transport Plan, must be submitted to the satisfaction of the Planning Secretary. The plan must:	
(a)	be prepared by a suitably qualified consultant in consultation with Council and TfNSW	Consultation was undertaken with Council and TfNSW for preparation of the overall transport strategy at the site. This includes the development of mode share targets, kiss & ride locations, and bus/loading zone operations. Consultant (key personal) CVs attached in Appendix E.
(b)	include arrangements to promote the use of active and sustainable transport modes, including:	-
(b)(i)	objectives and modes share targets (i.e. Site and land use specific, measurable and achievable and timeframes for implementation);	Section 2.1 – Travel Plan Objective Section 2.2 – Mode Share Targets
(b)(ii)	specific tools and actions to help achieve the objectives and mode share targets	Section 3 – Policies and Procedures Section 5 – Transport Encouragement Programs
(b)(iii)	details regarding the methodology and monitoring/review program to measure the effectiveness of the objectives and mode share targets, including the frequency of monitoring and the requirement for travel surveys to identify travel behaviours of users of the development	Section 7 – Data Collection and Monitoring
(c)	Include operational transport access management arrangements, including:	-
(c)(i)	detailed pedestrian analysis including the identification of safe route options to identify the need for management measures such as staggered school start and finish times to ensure students and staff are able to access and leave the Site in a safe and efficient manner during school start and finish	Section 4.1.2 – Pedestrian Access Section 4.2 – Pedestrian Facilities
(c)(ii)	the location of all car parking spaces on the school campus and their allocation (i.e. staff, visitor, accessible, emergency, etc.)	Section 4.7 – Car Park Operations Figure 4.8 – On-site car parking layout

	Condition	Comments & references
(c)(iii)	the location and operational management procedures of the drop-off and pick-up, parking, including staff management/traffic controller arrangements.	Section 4.6 – PUDO Operations
(c)(iv)	The location and operational management procedures for the drop-off and pick-up of students by buses and coaches including staff management/traffic controller arrangements.	Section 4.4 – School Bus Operations
(c)(v)	Delivery and services vehicle and bus access and management arrangements.	Section 4.5 – Delivery and Service Vehicle Operations
(c)(vi)	Management of approved access arrangements.	Section 4.1 – Site Access Section 4.7 – Car Park Operations
(c)(vii)	Potential traffic impacts on surrounding road networks and mitigation measures to minimise impacts, including measures to mitigate queuing impacts associated with vehicles accessing drop-off and pick-up zones.	Traffic impacts to the surrounding road network, including mitigation measures to minimise impacts, were assessed during the SSDA. Refer to the Transport and Accessibility Impact Assessment for traffic impacts. Mitigation measures include pedestrian crossings, new kiss & ride zones, on-site cyclist facilities and improvements to the bus zone. See also Section 4.6 – PUDO Operations
(c)(viii)	Car parking arrangements and management associated with the proposed use of school facilities by community members.	Section 4.7 – Car Park Operations Section 4.8 – Special Event Operations
(d)	detailed schedule for the proposed bus operation to ensure the bus bays on George Street are not overloaded and remain sufficient for the purposes of the operation	Section 4.4 – School Bus Operations
(e)	confirm that the two secondary pedestrian entrance gates on Mitchell Street / Kamilaroi Highway are closed and locked during the morning and afternoon student arrival and departure times or alternative measures to manage student pedestrian safety on Mitchell Street / Kamilaroi Highway agreed to by TfNSW	Section 4.2 – Pedestrian Facilities
(f)	access arrangements and management associated with the proposed use of school buildings and sporting facilities by community members	Section 4.8 – Community Use and Special Events Operations
(g)	measures to promote and support the implementation of the plan, including financial and human resource requirements, roles and responsibilities for relevant employees involved in the implementation of the plan; and	Section 8 – Governance Framework
(h)	a monitoring and review program.	Section 7 – Data Collection and Monitoring

Appendix C

Authority Consultation Records

Meeting Minutes

School Infrastructure NSW & Narrabri Shire Council

Wee Waa High School

Date and Time	Thursday 29 July 2021 @ 3:00pm
Venue	Via Zoom
Enquiries	Matthew Arnett
Teleconference Details	Refer meeting invitation for Teams Meeting details

Members	Organisation	Role	Attendance (Y, N or T/C)
Matthew Arnett	SINSW	Senior Project Director	Y
Alana Alford	SINSW	Project Officer	Y
Alejandra Rojas	SINSW	Principal Statutory Planner	Y
Fiona Larkin	Ontoit	Project Director	Y
Richard Sheraton	Ontoit	Project Director	Y
Andrew Brown	NSC	Director, Planning & Strategy	Y
Eloise Chaplin	NSC	Director, Infrastructure Delivery	Y
Donna Ausling	NSC	Manager Strategic Planning	Y
Anthony Smetanin	NSC	Manager Design Services	Y
Stewart Todd	NSC	General Manager	N
Justin Hamilton	SHAC	Director	Y
Grace Carpp	TTW	Technical Director	Y
Paul Yannoulatos	TTW	Technical Director	Y

Item	Description	Responsibility
1	Introduction & Apologies	
1.1	Attendance and apologies as above	Note
2	Design Update	
2.1	JH – Key design considerations aim to meet the specific needs of Wee Waa high school. The school has been consulted at length and design team have responded to the needs outlined in the Educational Rationale	Note
2.2	JH – The design aims to respect the site and environment, and to reflect the Indigenous presence of the school community.	Note
2.3	JH – The design comprises three precincts; the buildings precinct, sports recreation and wellbeing, and the agriculture precinct where students can continue to develop their links with local industry	Note
2.4	JH – The existing stand of trees to the east is maintained, and there are civic connections to the Public School and to Dangar Park	Note
2.5	JH – The entry has been moved to George Street with an approach to the east	Note
2.6	JH – The Banalba Aboriginal Learning Centre is immersed in the landscape and is a place for learning and sharing, and quiet engagement and interaction with the school	Note
2.7	JH – A covered outdoor line-up area next to the multi-purpose hall which can be open after hours and on weekends. The library can be jointly used as a community engagement centre	Note
2.8	JH – We've reached a positive solution for the kiss and drop. Students staff and visitors will arrive through a single controlled covered entrance	Note
2.9	JH – Built form is designed to a grid that can be assembled in a kit of parts and established quickly and efficiently	Note
2.10	JH – A range of engineering elements are being employed dealing with water on the site. Overland flow and drainage are key considerations of the design. Buildings will be raised above flood level which will allow for airflow. Onsite water detention will be employed	Note
2.11	AB - 20 parking spots are now showing which is more palatable to us – is there a reason that there's only 20?	Note
3	Transport Update	
3.1	GC - Current school catchment for the High School and Public School are quite different. The HS catchment is much bigger. Given that the PS is adjacent, TTW have looked at how these two will interact.	Note
3.2	GC – The HS current student enrolment is 150, with 50 staff. The PS current student enrolment is 117 with 11 staff	Note

3.3	GC - Pick up and drop off has moved to George Street. We've looked at the number of students expected to arrive at any one time. We can fit peak demand for drop off as well as the bus-bay on George Street. Teachers have said they like to be able to see the students as dropped off and picked off	Note
3.4	GC – The diagram presented shows onsite parking and loading area, and pedestrian pathways through the site	Note
3.5	GC – It is noted that Council are concerned about safety and the current parking situation on Mitchell Street and temporary and permanent management measures are proposed	Note
3.6	GC – As Mitchell Street is a TfNSW road, we are limited as to what we can do. We are in correspondence with TfNSW to see what is possible in the interim	Note
3.7	Temporary measures <ul style="list-style-type: none"> ▪ Instruct staff and parents/carers to not park on Mitchell Street ▪ Provide temporary signage to Public School facing Mitchell Street to alert them not to park there for safety reasons ▪ Provide map of alternative parking locations to staff and parents/carers 	Note
3.8	Permanent Measures <ul style="list-style-type: none"> ▪ Investigate potential for “No Stopping” zones to both sides of Mitchell Street fronting both the Public School and High School during school hours ▪ Works to form part of the wider High School project to allow for the approvals process with TfNSW ▪ Investigate potential to provide planting (for example low height shrubs) to act as a physical barrier from the kerb to the footpaths 	Note
3.9	GC - Current parking demand for the PS and HS is 60 spaces. Once the HS is open, the PS car park will be operational	Note
3.10	GC – Following feedback, car spaces have been increased to 20 which is in line with the facilities at the existing school. Sustainability is a key consideration	Note
3.11	GC - There are available street spaces that do not front residential properties on George Street. On Charles Street to the west, there are almost 30 spaces. We think this solution provides enough spaces on the site and enough spaces in total	Note
3.12	GC – Traffic and pedestrian counts are being organised to see if we meet the numbers for a warrant for a street crossing	Note
3.13	GC – The design response to SEARs feedback includes <ul style="list-style-type: none"> • Relocation of pick-up/drop-off to George Street • Temporary traffic control measures on Mitchell street • Proposed permanent measures • Increased parking on site in line with existing provision • Suitable locations for overflow parking 	Note
4	Discussion	
4.1	AB - We've got councillors asking us questions about how we're dealing with community concerns. It may become a political issue owing to the timing of the local elections as relates to this project	Note
4.2	AB – We appreciate the work that's gone into this but carpooling is not a realistic option for teachers. 20 simply isn't enough on-site spots. The existing	Note

	school is not beside a primary school nor surrounded by houses – it's a very different site	
4.3	AS - We are looking at having no on-street parking and all staff accommodated on-site	Note
4.4	GC - There are 11 staff at PS and 10 spaces. Some staff currently carpool. We can look at the driving rate we have from the travel mode survey. The number is likely to be about 45	Note
4.5	AR - Expanding the parking will affect the green space and the EFSG allocation of green space per student	Note
4.6	AB – I'm concerned with your comment that some of the teachers carpool. This is circumstantial and is unlikely to be the case in the future	Note
4.7	PY – Sustainability is a key consideration and Council has sustainability policies	Note
4.8	AB - At this stage, our Councillors are more concerned about the concerns of constituents. This could cause legacy issues for Council	Note
4.9	AR - Expansion of on-site parking will affect all of the other targets we have to meet from a planning and design point of view and it might affect the benchmarks we work with	Note
4.10	AR – Will develop 2 options for review – one that involves the full off-street parking allowance, and an option that moves towards greater sustainability	Note
4.11	AB - What is the reason we can't provide more parking?	Note
4.12	There is a vacant parcel right next to the site which could be acquired to deal with the parking	Note
4.13	GC – The design is at the stage where everything fits now, if you change one element, it impacts all others. We can be very clear in the pros and cons	Note
4.14	AB - The local government election has been pushed to 4 December. That gives this issue a platform. There are people who will be running in Wee Waa on platforms against decisions you've made. It is going to make everything harder	Note
4.15	AB – Key issues remain the location, parking, flooding etc. We would like the ability to say you've considered everything and we've got the absolute best option	Note
4.16	SI can provide options and opportunity constraints for each issue. It'd be good to understand what the councillors issues are and the sooner we know the sooner we can present something back to you	Note
4.17	AB - We've provided councillors with our SEARs response and they will be coming back to us with key issues	Note
4.18	EC – Flooding is key, as is the raising of the site, the fill material and the downstream implications for stormwater	Note
4.19	EC - Transport and police will be in our traffic committee meeting	Note
4.20	The demolition and remediation of the old site will become a political issue with the upcoming election	Note
4.21	MA – We are onboarding a structural engineer to do a comprehensive structural report for the existing site. This will take about the month	Note
4.23	AB – We want to know that the old site hasn't been left behind and that there is at least a plan to have it resolved. The State Member will continue to raise this particular issue	Note

4.26	RS – Can you give more detail on the neighbour concerned about raising the school and being overlooked	Note
4.27	EC - The councillor has raised concerns about what it will look like as well as the fill material to be used on site	Note
4.28	MA - Lyall and Associates flood consultant has all the background modelling for the whole town. That data will inform what's happening on the site and any required downstream works. In 2 weeks we'll be a lot better informed. The intent is not to impact neighbours	Note
4.30	MA – Scenarios need to be tested. We will ascertain if our project can afford it and if there's a compromise to be made with Council	Note
4.31	PY – Regarding the road blister happening just east of the site - is that because of the need for a crossing?	Note
4.32	The PS requested about 10 years ago that Blistering be put in for the residential boundary of the school	Note
4.33	AS - RMS will not want a pedestrian crossing. I do not believe you will meet the warrants required for a crossing	Note
4.35	AS – I believe any pedestrian crossing would be stopped because of the wide vehicles. I would be opposed to a pedestrian crossing because the wide vehicles	Note
4.36	AS – The National Heavy Vehicle Regulator is the federal body for heavy vehicles. They have all the information	Note
4.37	AS – Council is happy to meet with project consultants on-site	Note
4.38	MA - Lyall & Associates mentioned that possible piping improvements will be required to alleviate flooding. If there are sections Council wants to improve, now's the time to consider.	Note
4.39	RS - I'd like to thank the council for bringing forward the concerns of councillors and neighbours. We do appreciate that, thank you.	Note
5	Close	

Meeting Notes

21 June 2021

Wee Waa High School – Transport Strategy Review

Date	21/06/2021
Time	1:00pm
Location	MS Teams
Sensitivity classification	Sensitive: Standard
Attendees	<ul style="list-style-type: none">• Belinda Roberts - TfNSW• David Vant - TfNSW• Matthew Arnett – SINSW• Grace Carpp - TTW

Meeting Notes

KEY FEEDBACK & DISCUSSION POINTS

- TfNSW: Crossings must be supervised
- TfNSW: On site parking not enough, community use and event parking, parent parking etc
- TfNSW: Kiss n drop preferred off Mitchell Street

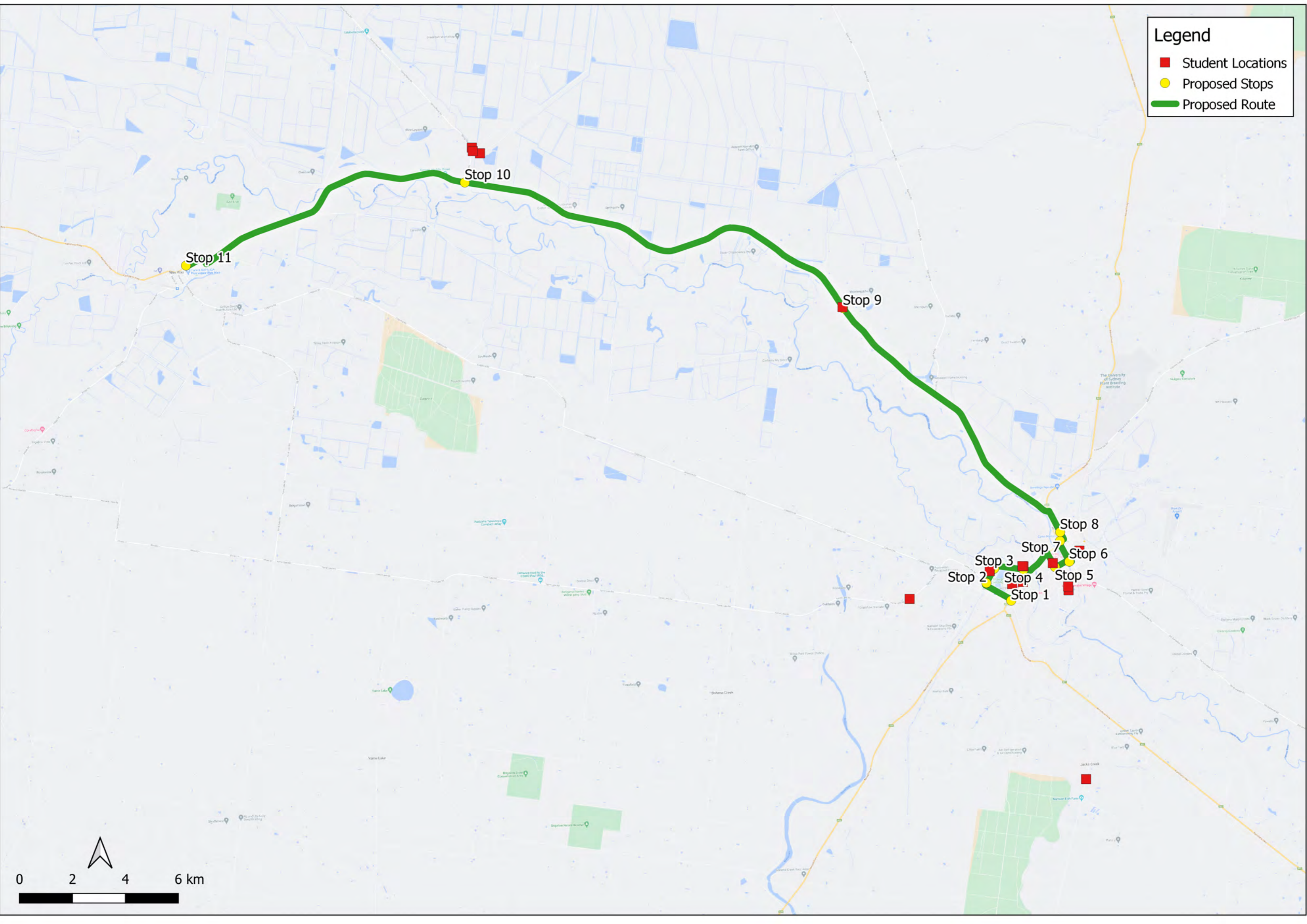
- TfNSW will be on site 26th 2:30pm and would like to have an SI rep present
- TfNSW will attend traffic committee meeting at same time
- TfNSW will get freight numbers
- TTW to get traffic numbers from council.
- Gave ok to Belinda to bring in bus company to talk about changing contract, Bus company requests change, TfNSW approved.
- TTW: Can provide traffic count in 3 weeks.
- TTW / SINSW: Provide rough numbers crossings between PS/HS per day

Appendix D

Proposed Bus Routes

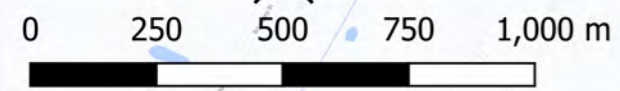
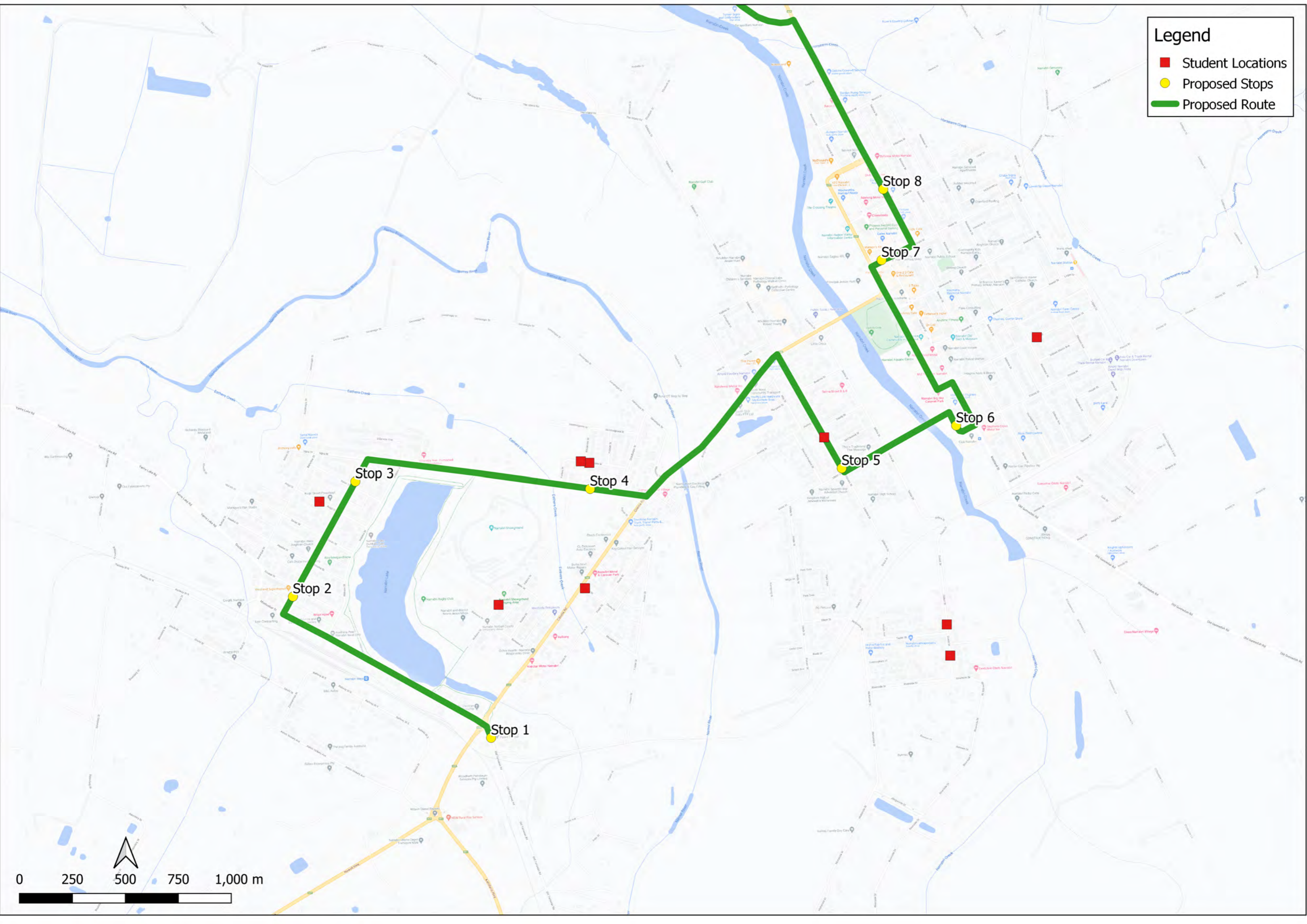
Legend

- Student Locations
- Proposed Stops
- Proposed Route



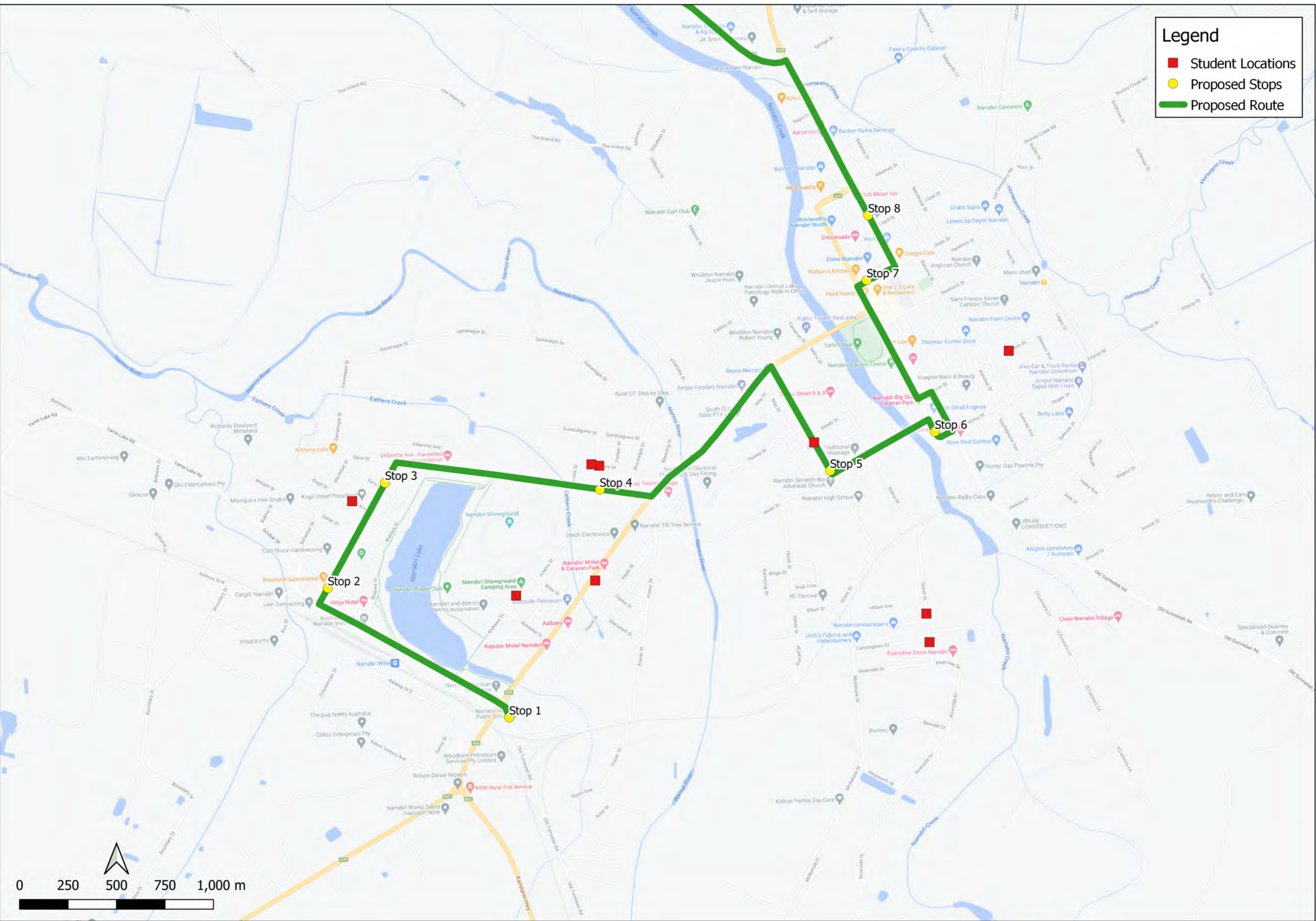
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- Student Locations
- Proposed Stops
- Proposed Route



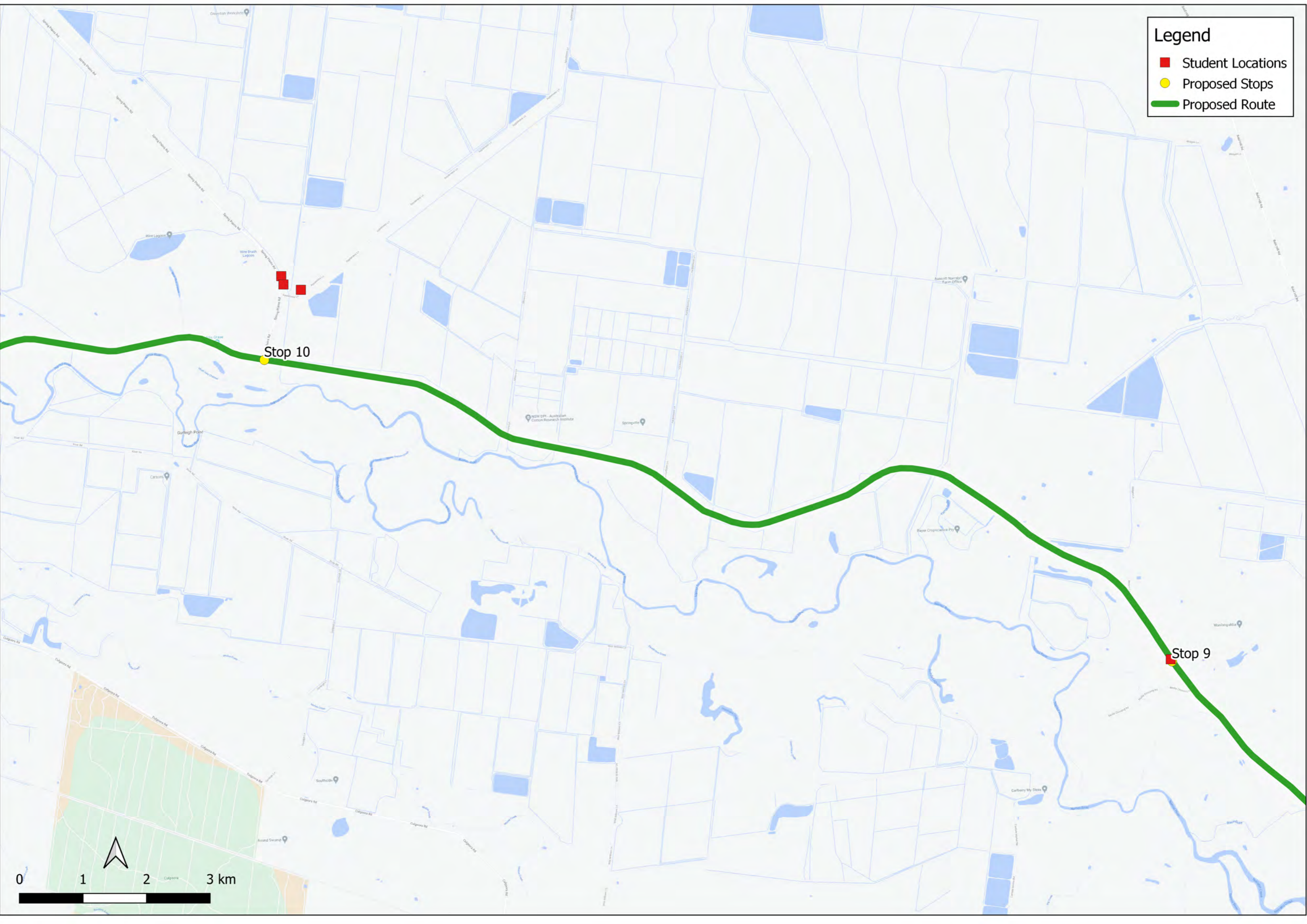
Legend

- Student Locations
- Proposed Stops
- Proposed Route



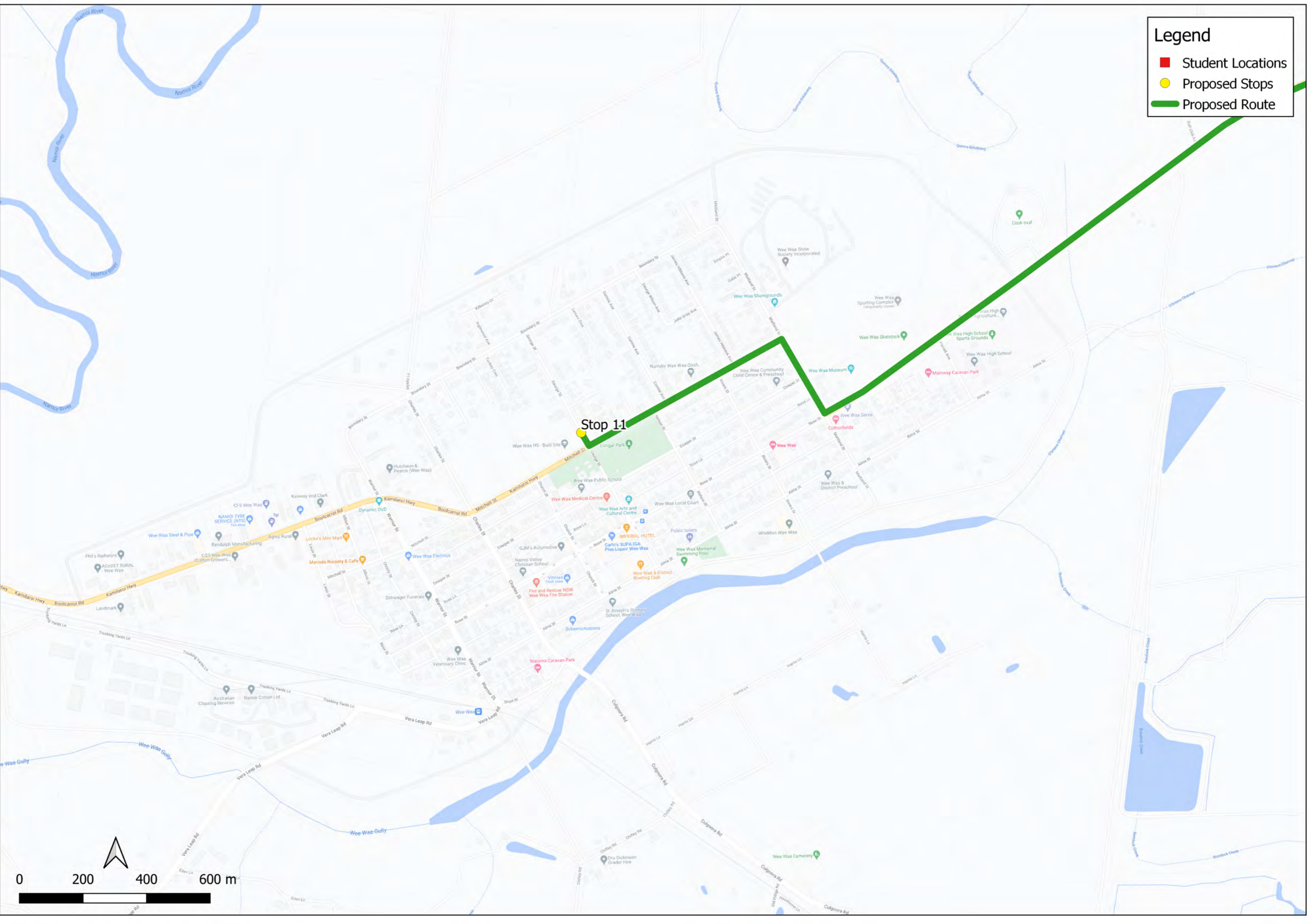
Legend

- Student Locations
- Proposed Stops
- Proposed Route



Legend

- Student Locations
- Proposed Stops
- Proposed Route



Appendix E

CV of Key Personal



Ammar Ahmed

Engineer, Traffic

BEng (Hons) in Civil Engineering

ammar.ahmed@ttw.com.au

Experience

2022 - Current
Traffic Engineer, TTW

During his tenure at TTW, Ammar has actively participated in numerous traffic engineering projects spanning diverse sectors, including education, health, commercial ventures, art facilities and community initiatives.

His expertise extends to the design development of car parks and various traffic elements, encompassing traffic data analysis, loading docks, and pick-up and drop-off bays. This proficiency extends to addressing intricate and project-specific requirements.

Ammar possesses valuable experience in preparing comprehensive traffic impact assessments, construction traffic management plans, school transport plans, and green travel plans across a variety of projects types, notably in the domains of schools, hospitals, and community facilities. His knowledge extends to intersection modelling and traffic data analysis, and he is proficient in utilising various software programs, including AutoTURN, AutoCAD and SIDRA

Education

UNE Tamworth Campus
Brigidne College
St Vincent's College
University of Sydney
Jerrabomberra HS stage 2
Wee Waa HS
Meriden School

Health

Bathurst Hospital

Residential + Accommodation

Wahroonga Estate Stage 3
Boarding House Project for Loreto

Commercial

NEXTDC 54 Data Centre

Community + Public

Uniting Edinglassie
Mt Druitt Hub
Barangaroo Cutaway Fitout



Grace Carpp

Associate

BE(Hons) Road Safety Auditor (Level 1)

grace.carpp@ttw.com.au

Experience

2021 – Current
Associate, TTW

2019 – Current
Senior Traffic and Civil Engineer, TTW

2015 – 2019
Traffic and Civil Engineer, TTW

Grace is part of TTW's Senior Management team and is experienced in both civil and traffic engineering as well as Road Safety Auditing, leading to solutions that are integrated and consider user safety in all aspects of design. Her experience extends across a number of sectors and regions with a particular focus on Education and Health projects. With a focus on project planning, Grace works collaboratively with the consultant design team to establish key design criteria early in the project planning process prior to these becoming critical items.

Hospitals

Cowra Hospital Redevelopment
Bathurst Hospital Redevelopment
Hornsby Ku-ring-gai Hospital Redevelopment
Lismore Base Hospital
Goulburn Hospital and Health Services Redevelopment
Bulli Aged Care Centre of Excellence
Campbelltown Hospital Multi Storey Car Park
Wyong Hospital

Aged Care

Uniting Edinglassie ILU and RACF
Schofields Age Exclusive Village
Uniting Epping ILU and RACF
Sir Moses Montefioe Jewish Home
Opal Fernleigh

Schools

St Vincents College
Meriden School
Edmondson Park High School
Brigidine College
Oxford Falls Grammar School
Knox Preparatory School
Wee Waa High School
St Catherines School
Murrumbidgee School
Willoughby Public School
Willoughby Girls High School
Russell Lea Infants School
Loreto Normanurst Early Learning Centre
Ravenswood
Barker College Master Plan

Arts & Culture

Australian Museum Master Plan
Museum of Applied Arts and Sciences
Western Sydney Performing Arts Centre
Mosman Civic Centre

Public Infrastructure

Macquarie Park Innovation Precinct
Edmondson Park North and South
Commuter Car Parks
Leppington Commuter Car Park
Bondi Surf Bathers Life Saving Club
Brookvale Oval
City of Sydney Small Parks
Wombeyan Caves Precinct Plan
Young Street Plaza
Mittagong Station Transport Access Program
Hughes Street Car Park
Edgecliff Station Transport Access Program
T Way Cycleway Stage 2
Kevin Betts Stadium

Universities

TAFE Gosford Campus
CSU Port Macquarie
UOW Molecular Life Sciences Building Master Plan
UOW Arts and Social Sciences Building
UNSW Electrical Engineering Building Capital Renewal and Modernisation Project
UNSW Sciences and Engineering Building

Commercial

MADE Marrickville
Wicks Park Mixed Use
Rosenthal Avenue Redevelopment

Residential

Wahroonga Estate
Lotus Apartment
Elara Medium Density Stages 10 and 11
9A 9B Green Square
Spencer Street Rose Bay



Paul Yannoulatos

Technical Director

BE(Hons) Grad Dip LGE CPEng NER

paul.yannoulatos@ttw.com.au

Experience

1996 – Current
Technical Director, TTW

1989 – 1996
Executive Engineer - Chief Engineer,
Botany Bay Council

1980 – 1989
Snr Design Engineer, Waverley
Municipal Council

1979 – 1980
Surveying Engineer, Denny Linker &
Co

1978 – 1979
Engineer Surveyor, Panos
Constructions Pty Ltd

Technical Director of Civil and Traffic Engineering at TTW, Paul Yannoulatos has a fervent approach to every project. His work is informed by his experience as a surveyor in local government before he transitioned to engineering in 1980. With 20 years at TTW, Paul's dedication has grown the TTW Civil and Traffic division to be a major player in NSW.

His expertise extends across a folio of sectors including industrial, commercial, education, government projects, expert witness, healthcare, public buildings, parks, residential, subdivisions, traffic and transportation.

Paul has outstanding long-term relationships with both the private and government sectors and has a collaborative approach to ensure that clients receive the target civil and traffic solution.

Accommodation

46 George Street, Sydney
Esplanade Norwest
Abbotsford/Concord – Department of
Housing accommodation
Crown on Palmer, Townsville
Shell Cove Precinct 2
UNSW – Kensington and Coogee
Colleges, Student Accommodation

Retail

Charlestown Square Shopping Centre
Gateway Plaza, Circular Quay
Lake Macquarie Fair Shopping Centre

Education

Gosford TAFE
CSU Wagga Campus civil and traffic
CSU National Life Sciences Hub
CSU Port Macquarie
USyd Darlington Public Domain
USyd Nanoscience
USyd St Paul's College
Loreto Normanhurst
Meridan School
Rydalmere Education Campus
Cumberland High School
Marsden Park High School
The Kings School
UNSW Bioscience Renewal
UNSW – Scientia (Great Hall), Dalton
Upgrade

Art + Culture

ANZAC War Memorial – new café and
car park
Luna Park – café, carpark and circus
tent
Sydney Football Stadium
Barangaroo Cutaway
National Art Gallery Melbourne

Commercial

Baxter Road Hotel Mascot
Revesby Workers Club
Resmed, Norwest Business Park and
Carpark
Riverside Corporate Park

Government + Public

Ryde Central
Lane Cove Council – River Road
improvement
City of Canada Bay Council – Blaxland
Road Marina
Warringah Council – traffic calming
NSW Department of Justice – Newcastle
Courthouse
Parramatta Museum
Taronga Zoo – Eco Retreat, Asian Exhibit
Merrylands Civic Square
Riverstone Village Masterplan
Sydney City Council – Small Parks projects
Queens Square Law Courts

Sports + Leisure

Dee Why Multipurpose Sports Centre
Strathfield Golf Course
Sydney Grammar Prep School, multi-
purpose sports court
Abbotsleigh School - multi-purpose sports
hall and hockey fields
Royal Sydney Golf Club
Land Cove Sports Centre

Paul Yannoulatos

What is so great about Civil and Traffic engineering?

It's a bit of everything. In these disciplines we get involved in a project very early in the master-planning phase so are able to develop a strong relationship with the client. I enjoy the planning, creativity and being able to influence and advise on a project to achieve the desired result.

Healthcare + Research

Southern Cross Care, Turramurra
Hammondcare - Cardiff, Miranda and Nerringah
UnitingCare - Belrose, Edinglassie Village
Allity Aged Care, Pemulwuy
Catholic Healthcare, Gorman Hill Bathurst
Estia Health - St Ives Development
Cardinal Freeman Village
Northern Beaches Hospital Masterplan
Hornsby Hospital
Newcastle Strategy – John Hunter, Belmont and Mater Hospitals
Royal Prince Alfred
Campbelltown Hospital
Wyong Hospital
Sutherland Hospital
The Tweed Hospital, Tweed Heads
Shoalhaven Hospital
Cowra Hospital
Bathurst Hospital

Accessways + Car Parks

TfNSW – Commuter Carparks – Blacktown, St Marys, Warwick Farm and Seven Hills
Sydney Port Operations at Port Botany
Macquarie University
Science and Humanities Campus, Canberra
Sanitarium Private Hospital
Nepean Hospital
American Embassy
Sydney Uni Carparks

Flood Mitigation

Dunmore Equestrian Centre – flood study
Flood Relief Villages – Ballina Coraki

Subdivision + Infrastructure

Berkeley Road, Wollongong – Industrial 20 lots
Dover Heights - residential 10 lots
Market Drive, Homebush – business 6 ha
IBC Technology Estate – commercial 8.5 ha
Endeavour Enterprise Taren Point - industrial 25 ha

Traffic and Transport

Transportation Study – Westmead Hospital Master Plan
Sydney Airport Ground Transport Interchange and Hotel
Wagga Wagga Transportation and Traffic Study
North Sydney CBD Access Study
Redfern Traffic Management Scheme
Ryde Traffic Management Study
Liverpool CBD – 40km/hr study
Camden Town Centre
St Vincent's Research and Biotechnology Precinct
Kings Avenue Bridge, Canberra
Balfour Park
Woolwich Function Centre
La Perouse – Loop road and park improvements
Ravenswood School for Girls
TfNSW – Commuter Car Parks - Blacktown, St Marys, Warwick Farm, Seven Hills, Granville

Appendix 2 - Flood Emergency Management Plan



Flood Emergency Response Plan

Wee Waa High School

TSA Management

21 March 2024



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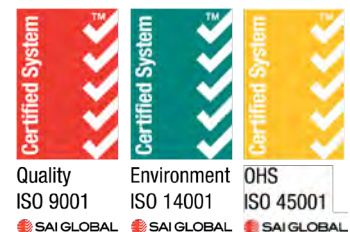


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ACKNOWLEDGEMENT OF COUNTRY

The Board and employees of Water Technology acknowledge and respect the Aboriginal and Torres Strait Islander Peoples as the Traditional Custodians of Country throughout Australia. We specifically acknowledge the Traditional Custodians of the land on which our offices reside and where we undertake our work.

We respect the knowledge, skills and lived experiences of Aboriginal and Torres Strait Islander Peoples, who we continue to learn from and collaborate with. We also extend our respect to all First Nations Peoples, their cultures and to their Elders, past and present.





CONTENTS

1	IMPORTANT: WHAT TO DO DURING A FLOOD EMERGENCY	1
2	INTRODUCTION	2
2.1	Context and Background	2
2.2	Scope of this FERP	2
2.3	Location and Overview	3
2.4	Floor Levels and Access	6
2.5	Topography	7
2.6	Site Operations	7
3	FLOOD RISKS	9
3.1	Flood Generating Weather	9
3.2	Flood Probabilities	9
3.3	Flood Behaviour	9
3.4	Riverine Flooding	10
3.4.1	Flood Levels, Depth and Hazard	10
3.4.2	Rate of Rise and Duration of Inundation	10
3.5	Overland Flooding	15
3.5.1	Flood Levels, Depth and Hazard	16
3.5.2	Rate of Rise and Duration of Inundation	23
4	FLOOD FORECASTS AND WARNINGS	27
4.1	Bureau of Meteorology (BoM)	27
4.2	NSW State Emergency Service	30
4.3	Local Radio Stations	30
4.4	Observations	31
5	EMERGENCY MANAGEMENT CONSIDERATIONS	32
5.1	Flood Emergency Response Strategy	32
5.2	Evacuation Capability Assessment	32
5.3	Shelter in Place Capability Assessment	34
5.4	Flood Emergency Response Triggers	34
5.5	Flood Risk Management Features	36
6	FLOOD EMERGENCY RESPONSE PLAN (FERP)	38
6.1	Priorities	38
6.2	Roles and Responsibilities	38
6.2.1	NSW State Emergency Services (NSW SES)	38
6.2.2	NSW Department of Education	38
6.2.3	Principal / Chief Flood Warden	39
6.2.4	Flood Wardens	40
6.2.5	Staff, Students and Visitors	40
6.2.6	Parents and Caregivers	41
6.3	What to do Before, During and After a Flood	41



6.3.1	Prevent: Before a Flood	41
6.3.2	Prepare: When a Flood is Possible	43
6.3.3	Respond: During a Flood	45
6.3.4	Recover: After a Flood	46
7	REFERENCES	48

APPENDICES

Appendix A	Flood Emergency Response Plan (FERP) Action Checklist
Appendix B	Flood Emergency Messages
Appendix C	Flood Emergency Items
Appendix D	Flood Emergency Contact List
Appendix E	Evidence of Consultation with NSW State Emergency Services

LIST OF FIGURES

Figure 2-1	Site Location of New High School	4
Figure 2-2	Site Plan	5
Figure 2-3	Topography in existing conditions	8
Figure 3-1	Flood Depths in The Riverine Extreme Flood (Lyll and Associates, 2011)	11
Figure 3-2	Hydraulic Hazard in The Riverine Extreme Flood	12
Figure 3-3	Flood Hazard Vulnerability Curves (AIDR, 2017)	13
Figure 3-4	Flood Depths in the 5%AEP Riverine Flood (Lyll and Associates, 2021)	14
Figure 3-6	Hydraulic Hazard in the 20% AEP Overland Flood (Lyll and Associates, 2022)	18
Figure 3-9	Flood Depths and Flood Levels (contoured in white) in the 1% AEP Overland Flood (Lyll and Associates, 2022)	21
Figure 3-11	Flood Depths and Floor Levels (contoured in white) in the Overland PMF (Lyll and Associates, 2022)	24
Figure 3-12	Hydraulic Hazard in the Overland PMF (Lyll and Associates, 2022)	25
Figure 3-13	Hydrograph of Flood Levels in Front of the Driveway on George Street in the 3-hr Duration Overland PMF	26

LIST OF TABLES

Table 2-1	Ground/Access Levels Around the Site	6
Table 2-2	Floor Levels of the School Buildings	7
Table 2-3	Summary Table of Site Operations	7
Table 3-1	Riverine Flood Behaviour on Site	13
Table 3-2	Overland Flood Levels	15
Table 4-1	Warning Products Provided by the Bureau of Meteorology	27
Table 4-2	Gauge Readings and Corresponding Flood Levels	29
Table 5-1	Triggers for Actions	35



1 **IMPORTANT: WHAT TO DO DURING A FLOOD EMERGENCY**

If you are reading this report because there is an ongoing flood emergency at Wee Waa High School, refer to Chapter 6 for a list of emergency triggers and response actions.

Alternatively, you can use the flood emergency response checklist provided in Appendix A. This has the same content as Chapter 6, but in the more convenient form of a checklist for use during a flood emergency.

All emergency contact details are included in Appendix D.



2 INTRODUCTION

2.1 Context and Background

A State Significant Development Application (SSDA) was submitted in 2021 for the development of the new Wee Waa High School on Lot 1 DP577294, Lot 2 DP550633 and Lots 124-125 DP757125 in Wee Waa, NSW. The existing Wee Waa High School site was closed in 2020 and the relocation of the high school to land owned by the Department of Education and Crown Land was proposed.

The new site is subject to local catchment runoff and to riverine flooding from the Namoi River.

As part of the SSDA review process it was agreed that a Flood Emergency Response Plan (FERP) should be prepared for the proposed development. The Response to Submissions letter prepared by Lyall and Associates (23 February 2022) specifies that a:

Flood Emergency Plan will be prepared for the high school which will incorporate the following as a minimum:

- *A description of the flood threat at Wee Waa and more specifically at the high school;*
- *A description of the existing severe weather and flood warning systems that are presently in place at Wee Waa;*
- *Details of the flood warning arrangements for the high school, including key trigger levels and contact details;*
- *Details of the flood evacuation arrangements for both students and staff; and*
- *Maps and schematics showing key features such as the indicative extent and depth of inundation at Wee Waa and more specifically in the immediate vicinity of the high school, primary and secondary flood evacuation routes, and refuge areas.*

A Flood Emergency Response Plan (FERP) must therefore be prepared for the approved development. This FERP details the most appropriate flood emergency management strategy for the school.

The strategy was prepared with reference to the following flood data:

- Technical Working Paper: Flooding Volume 1 – Report – prepared by Lyall and Associates (October 2021)
- Wee Waa Flood Mitigation Works Flooding Technical Working Paper – prepared by Lyall and Associates (April 2022)
- Wee Waa High School – Response to Submissions (Lyall and Associates, 23 February 2022)
- Letter from NSW SES (dated 27 July 2022).

2.2 Scope of this FERP

The primary focus of this FERP is managing flood risk to life, with some measures to reduce risk to personal property. It does not include measures to reduce the risks of flooding to school property or operational losses by the Department of Education.

The report is organised in the following sections:

- Chapter 1 points the reader to the appropriate sections of this FERP for use during a flood emergency.
- Chapter 2 contains:
 - a description of the context and location.



- a detailed description of the proposed development, including the relevant architectural plans.
- a description of the proposed site management arrangements (school hours, operational hours, school capacity and staff).
- Chapter 3 contains a description of flood behaviour and the site affectation.
- Chapter 4 reviews the available flood warnings for the area.
- Chapter 5 details key emergency management considerations, including a list of features to be incorporated on the premises to mitigate flood impacts.
- Chapter 6 details actions to be undertaken before, during and after a flood emergency to keep everyone safe. This includes a list of triggers, a description of the staff roles/responsibilities and an emergency checklist.
- Appendix A summarises the content of Chapter 6 in a checklist format for use before, during and after an actual emergency.
- Appendix B provides pre-prepared emergency messages to be sent to the school community should a flood occur.
- Appendix C provides a list of flood emergency items that should be kept on site.
- Appendix D provides a list of emergency contact details should a flood occur.

2.3 Location and Overview

The existing Wee Waa High School site was closed in 2020 and the relocation of the high school to land owned by the Department of Education and Crown Land was approved (see Figure 2-1). The new site is located at Lot 1 DP577294, Lot 2 DP550633 and Lots 124-125 DP757125 in Wee Waa, NSW and is bounded by Charles Street to the west, Kamilaroi Highway/Mitchell Street to the south, George Street to the east and residential development to the north.

Sports facilities will be located at the south-western end of the site, which include the following:

- Football field with athletics track.
- Covered sports courts (x 2).
- Warm-up field.
- Playing field.

The buildings are located on the north-eastern end of the site, and will include the following:

- At-grade car park with 40 parking spaces.
- Library (Block A).
- Building with several classrooms and administration area (Block B).
- Sports and performance building (Block C).
- Wood and metal technology building with attached canteen (Block D).
- Indigenous and cultural centre (Block E) and an environment centre (Block F).

A northern strip adjacent to George Street will be landscaped. Level 1 of Blocks A, B, C and D are all connected by raised walkways at an elevation of 195.93 m AHD (Table 2-2).

A channel for managing overland flows will run along the south-eastern and south-western boundaries of the site to drain the site towards the west (Figure 2-2).



Figure 2-1 Site Location of New High School

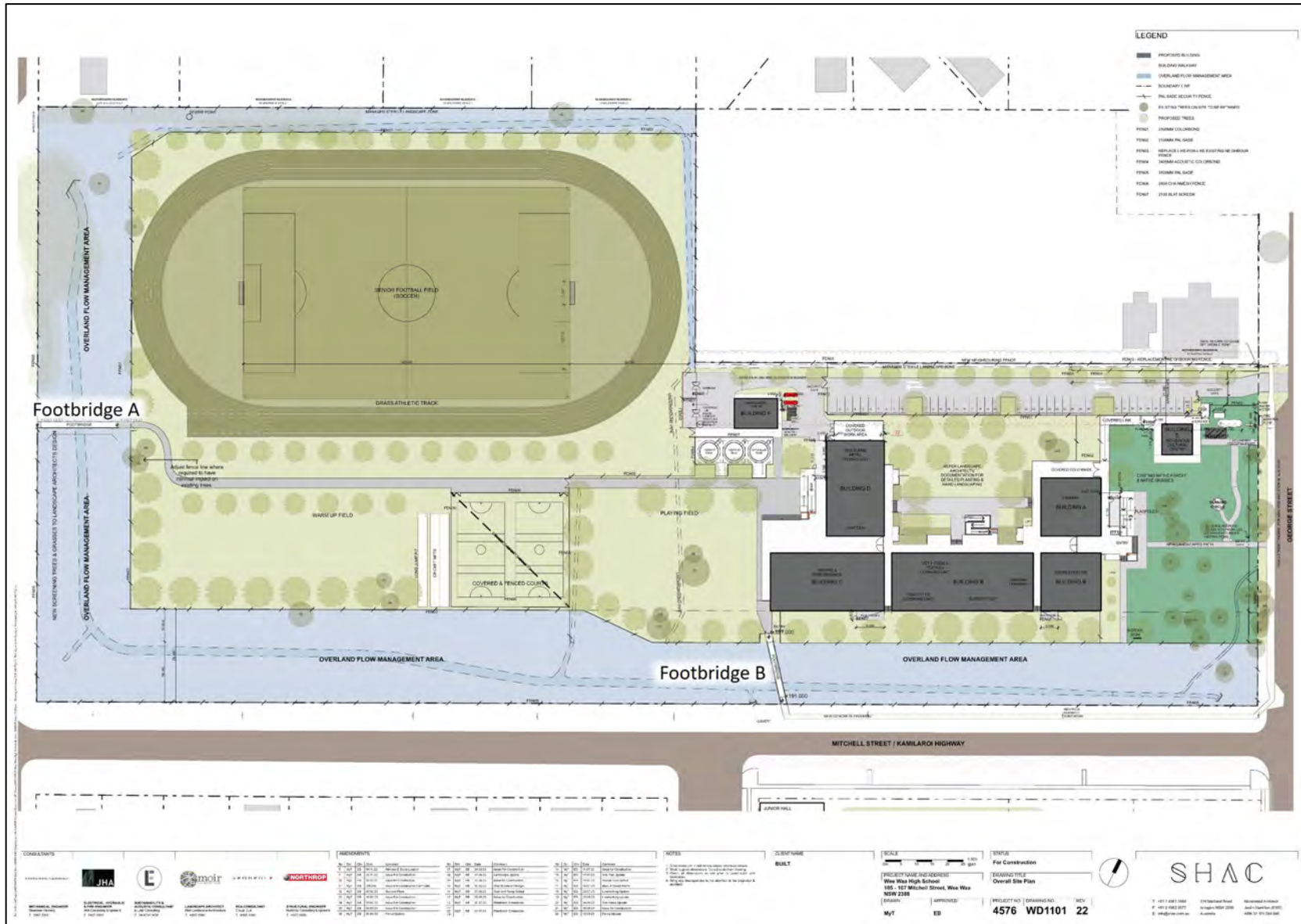


Figure 2-2 Site Plan



Two footbridges will cross this drainage channel with their decks set at 191.168 m AHD and their soffit levels set at 191.0 m AHD:

- Footbridge A: provides access from the football field and athletics track to Charles Street.
- Footbridge B: provides access from Block C to Mitchell Street.

Within the buildings themselves (and between buildings), access will be via a common covered colonnade along Level 1.

Figure 2-2 demonstrates the new high school configuration and the Finished Floor Levels (FFL) of the development are provided in Section 2.4.

2.4 Floor Levels and Access

Pedestrian access to the site is via 2 footbridges located on Mitchell and Charles Street respectively, while vehicle access to the site is via George Street with a designated carpark located immediately behind Buildings A and D.

Pedestrian access to buildings A-D is via a series of designated ramp/stairwells connected to a covered colonnade on Level 1. Access to the various sports fields is via a series of shared connected pathways at ground level. Each of the building entries connect to the shared pathway.

Finished ground levels and FFLs for all buildings on site can be found in Table 2-1 and Table 2-2 respectively.

Table 2-1 Ground/Access Levels Around the Site

Location	Level (m AHD)
Footbridge A	191.168
Existing Charles Street curb at Footbridge A	190.09
Footbridge B	191.168
Existing Mitchell Street curb at Footbridge B	190.73
Football field / athletics track	190.8 – 191.6
Warm-up field	190.6 – 191.0
Covered sports courts	190.8 – 191.0
Playing field	190.8 – 191.0
At-grade car park	190.8 – 191.6
George Street in front of driveway	191.13
George Street	191.13 – 191.22
Mitchell Street	190.83 – 191.26
Charles Street	190.83 – 191.12



Table 2-2 Floor Levels of the School Buildings

Building	Floor	Level (m AHD)
Block A	Ground Floor	192.33
	Level 1	195.93
Block B	Ground Floor	192.33
	Level 1	195.93
Block C	Ground Floor	192.33
	Level 1	195.93
Block D	Ground Floor	192.33
	Level 1	195.93
Block E	Ground Floor	192.00
Block F	Ground Floor	191.50

The levels indicate the lowest part of the site is at the curb of the existing Charles Street footbridge A, which confirms that the site drains in an east-west direction.

2.5 Topography

The site generally slopes downwards from east to west (Figure 2-3) and is typically a very flat grade (approximately <1% slope). The highest point of the study area is notably along George Street, with a road height of approximately 191.14 m AHD, and the low point along the invert of the drainage channel (runs in northerly direction towards Namoi River) with a height of approximately 190.05 m AHD.

2.6 Site Operations

The maximum number of people that could be on the school site at any given time is 350, including 300 students and 50 staff. There are 40 parking spaces on site allowing for a maximum of 40 vehicles (Table 2-3).

Normal school hours are 9:00 am to 3:20 pm Monday through to Friday. However, the site is in operation from 8:00 am to 4:00 pm on weekdays and occasionally events will be held on the school grounds outside of normal operational hours. The school is in operation approximately 40 weeks each year.

Table 2-3 Summary Table of Site Operations

Maximum number of people on site	350
Maximum number of cars on site	40
School's operating hours	8:00 am to 4:00 pm on weekdays

The school has a 12-seater bus and a 25-seater bus.

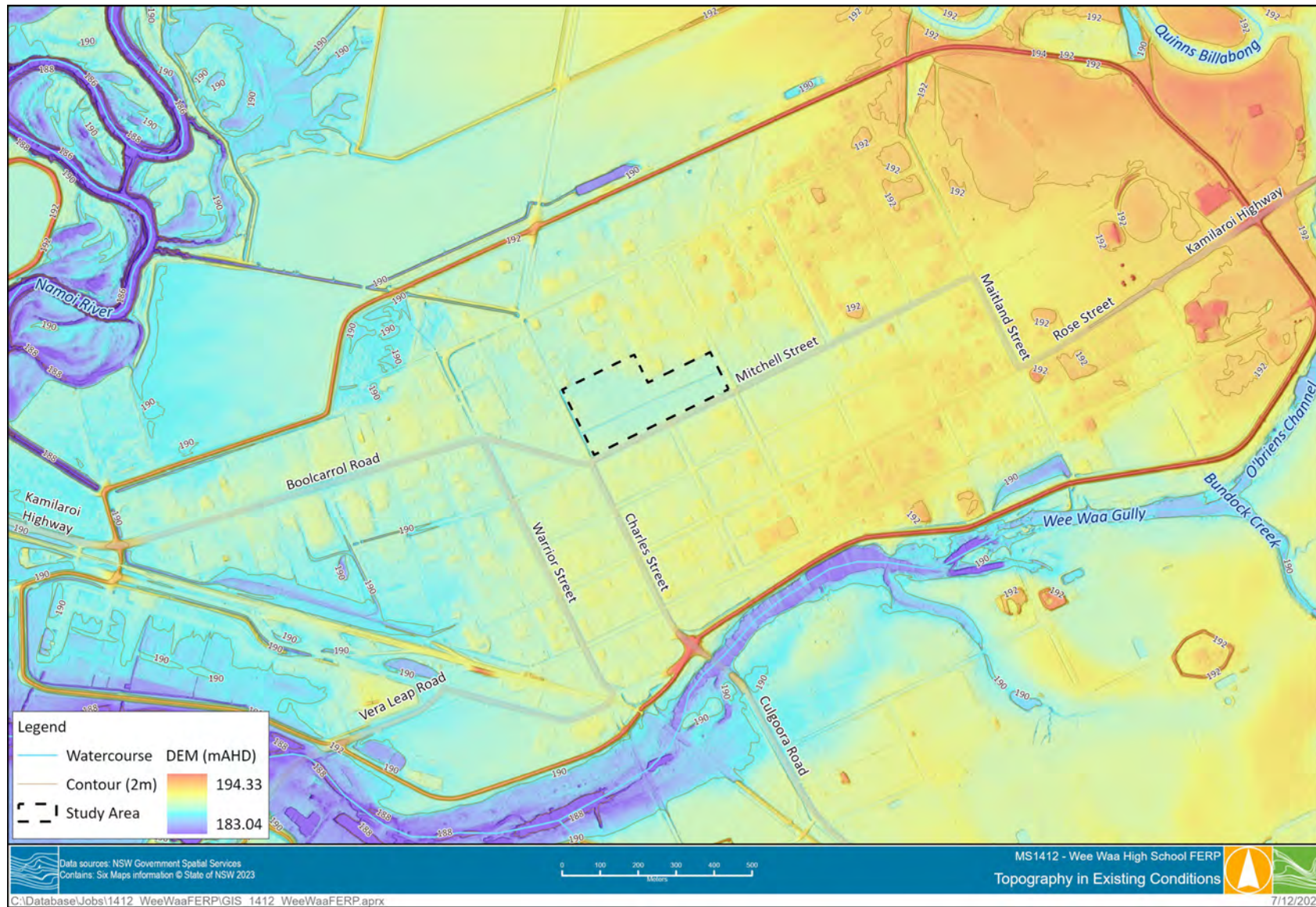


Figure 2-3 Topography in existing conditions



3 FLOOD RISKS

3.1 Flood Generating Weather

Regions of inland NSW mostly receive flooding rains when weather systems from the tropics, such as the Gulf of Carpentaria move southwards and form low pressure trough systems over inland areas in Queensland and NSW.

Depressions can develop at any time of year but are most likely when sea surface temperatures are high, and the air is humid. Therefore, these events usually occur in the summer months and over the first half of the year.

Rainfall patterns are also dependent on longer term weather patterns. Flooding is more prevalent in a La Niña year when rainfall is significantly greater than the mean average rainfall. Thunderstorms, which generally occur during the summer, can also result in localised flooding which could impact specifically on the site.

In summary, there are many different weather events which could cause intense rainfall in Wee Waa and in the Namoi River catchment upstream of Wee Waa, leading to riverine flooding. Although there is weak seasonality associated with flooding at Wee Waa, an event could occur at any time of day or night and on any day of the year.

3.2 Flood Probabilities

Flood probability can be expressed in more than one way. For example, a flood may be described as having a 100-year Average Recurrence Interval (ARI). This means that over many thousands of years, a flood of this magnitude would occur on average once in 100 years. This does not mean that a flood of this size only occurs once every 100 years. It is possible to have floods of this size in consecutive years or even 2 in the same year. This happened in several locations in Queensland and Victoria in 2010 and 2011.

Another way of expressing flood probability is in terms of Annual Exceedance Probability (AEP). A 100-year ARI flood has roughly a 1 in 100 AEP. That is, each year and every year it has a 1 in 100 or 1% chance of being reached or exceeded. This is perhaps a more helpful way of thinking about flood probabilities. A flood with a 1% AEP has about a 1 in 2 chance of being reached or exceeded in the average person's lifetime, the same probability of tossing a coin and getting a head. There were four floods of about this size on the Georges River between 1860 and 1889 but there has not been another since. This underlines the randomness of flood frequency.

Bigger floods can and do occur. There were several floods with greater than a 1% AEP experienced in NSW between 2020 and 2023. A flood with a 1 in 500 (0.2%) AEP has about a 1 in 6 chance of being reached or exceeded in the average person's lifetime, the same as tossing a die and getting a 6. This was about the frequency of the Lismore flood in 2022. The Eugowra flood in 2022 was larger than a 1 in 5,000 (0.02%) AEP event, which has about a 1 in 60 chance of being reached or exceeded in the average person's lifetime.

The largest flood that can occur is referred to as the Probable Maximum Flood (PMF). Although it has a very low probability of occurring in any one year (1 in 10,000 or less), events approaching a PMF have been recorded. For the Namoi River the Extreme Flood has been used to approximate the PMF and is assumed to be a multiple of the peak 1% AEP flow in the river. The Extreme Flood approximates the upper limit of flooding that could be reasonably expected to occur within the Namoi River floodplain (Lyall and Associates, 2021).

Flooding may occur at any time of year and at any time of day.

3.3 Flood Behaviour

The site and its surroundings (see Figure 2-1) are affected by 2 types of flooding:

- Riverine flooding from the Namoi River.



- Local overland flooding caused by rain over the upstream catchment flowing south-westwards along Mitchell Street and pooling against the eastern side of the Charles Street embankment.

The township of Wee Waa is surrounded by a levee. When the flood gates are open, i.e. the Namoi River is not in flood, all overland flows from the site drain south- westwards towards the Namoi River.

3.4 Riverine Flooding

3.4.1 Flood Levels, Depth and Hazard

The Wee Waa township is protected from riverine flooding up to a 0.2% Annual Exceedance Probability (AEP) flood by a ring of earthen levees (see Figure 2-1). Therefore, the proposed new high school site is not impacted by flooding in events up to and including the 0.2 % AEP. An event of this magnitude would have a 0.2% probability of occurring or being exceeded in any given year.

On the other hand, in the Extreme Flood the entire school would be inundated to depths of up to 2.6 m (Figure 3-1) with a maximum flood level of 192.94 m AHD (Table 3-1). This event would inundate the ground floors of all buildings on site, although level 1 of Blocks A, B, C and D would be 2.99 m above the Extreme Flood level. These floodwaters would have a hydraulic hazard of H5 (see Figure 3-2 and Figure 3-3).

Hydraulic hazard is a standard way to measure the threat posed by floodwaters to people and property, and it is based on the combination of maximum flood depth and velocity at any given location. Figure 3-3 shows the national hydraulic hazard classification and the threat to life and property associated with each hazard class from H1 (minimum hazard) to H6 (maximum hazard). H5 floodwaters can leave some buildings vulnerable to structural damage if these have not been designed to withstand the flow forces.

The town of Wee Waa can be isolated from Narrabri by riverine flooding in events more frequent than the 5% AEP event (Figure 3-4). In this event the Kamilaroi Highway east of Wee Waa (towards the Glencoe gauge) would flood to a depth of approximately 1 m, which would be unsafe for vehicles. Based on the Narrabri Shire Flood Emergency Sub Plan (NSW SES, 2015) Wee Waa would be isolated by road once flood levels reached 195.44 m AHD at the Wee Waa (Glencoe) gauge upstream of the town. This would occur in the 5% AEP riverine flood.

3.4.2 Rate of Rise and Duration of Inundation

Floodwater rate of rise is estimated using a fast-rising Extreme Flood as modelled by Lyall and Associates (2021), because any smaller event could rise just as fast. In a riverine flood rising as fast as the Extreme Flood the Kamilaroi Highway east of Wee Waa would be cut by floodwaters within 1.5 hours of flood levels reaching 193.5 at the Wee Waa (Glencoe) gauge. The town levee may be overtopped at Narrabri West Walgett Railway within another 12 hours.

The town could remain isolated for days to weeks, depending on the pattern and duration of rainfall over the Namoi River catchment upstream of Wee Waa. In a flood large enough to overtop the town levee the school may remain flooded for days to weeks.

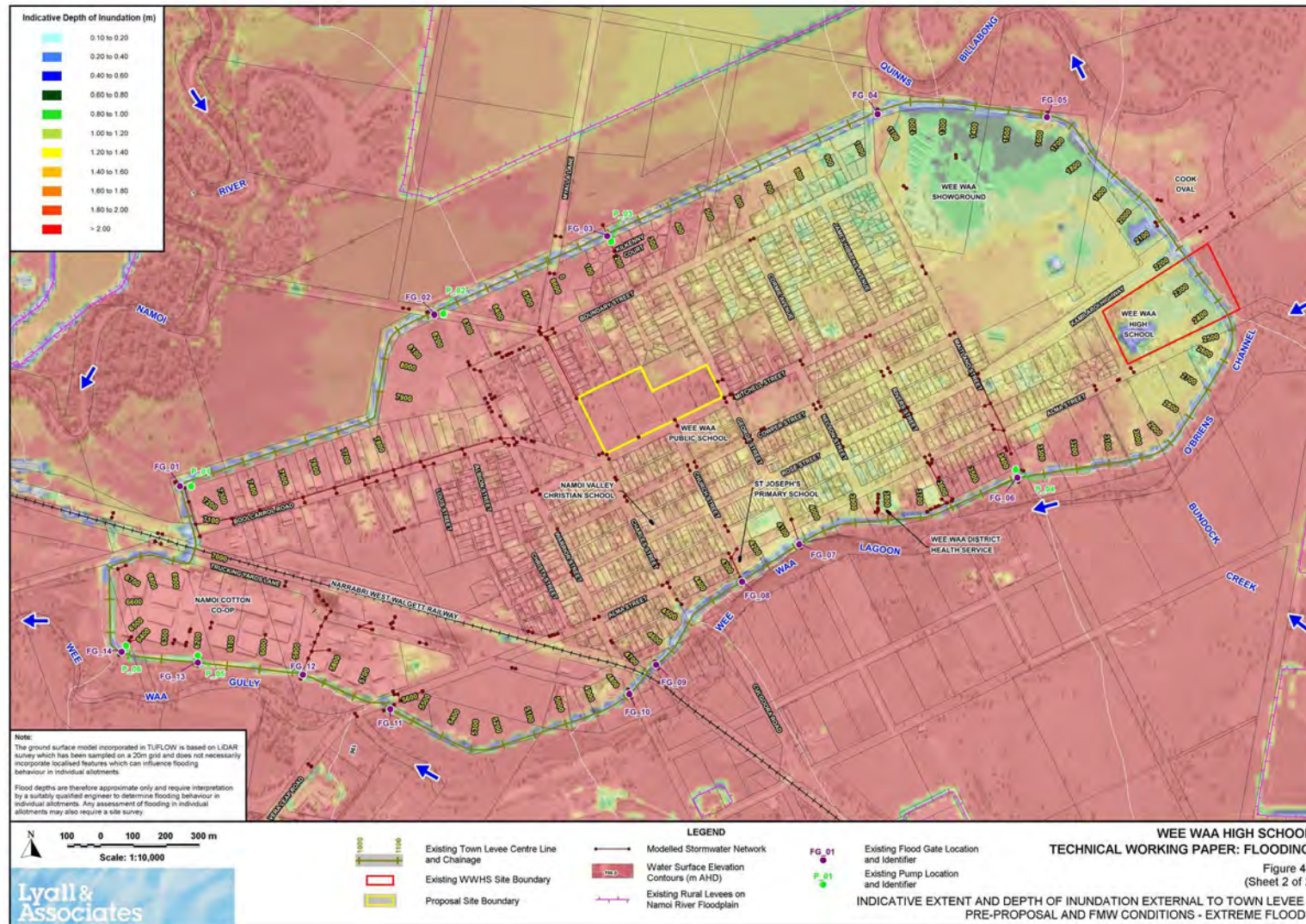


Figure 3-1 Flood Depths in The Riverine Extreme Flood (Lyaill and Associates, 2011)

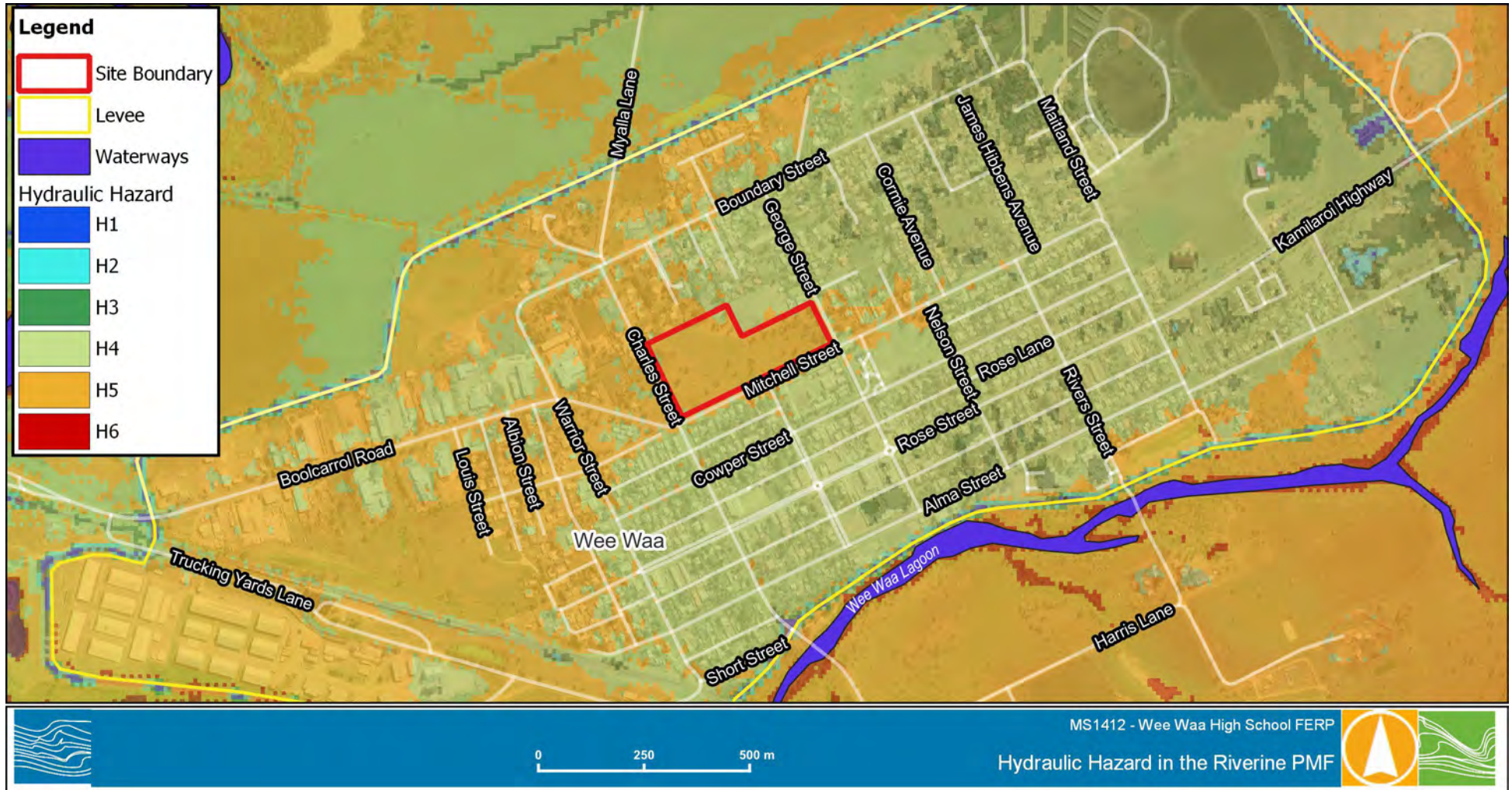


Figure 3-2 Hydraulic Hazard in The Riverine Extreme Flood



Table 3-1 Riverine Flood Behaviour on Site

Flood Probability	Flood Level (m AHD)	Max. Flood Depth (m)	Max. Hydraulic Hazard	Site Isolation from the rest of Wee Waa	Town Isolation
5% AEP	Not flooded	Not flooded	Not flooded	Not isolated	Isolated by high hazard floodwaters
1% AEP	Not flooded	Not flooded	Not flooded	Not isolated	Isolated by high hazard floodwaters
Extreme Flood	192.94	2.6	H5	Isolated by high hazard floodwaters	Isolated by high hazard floodwaters

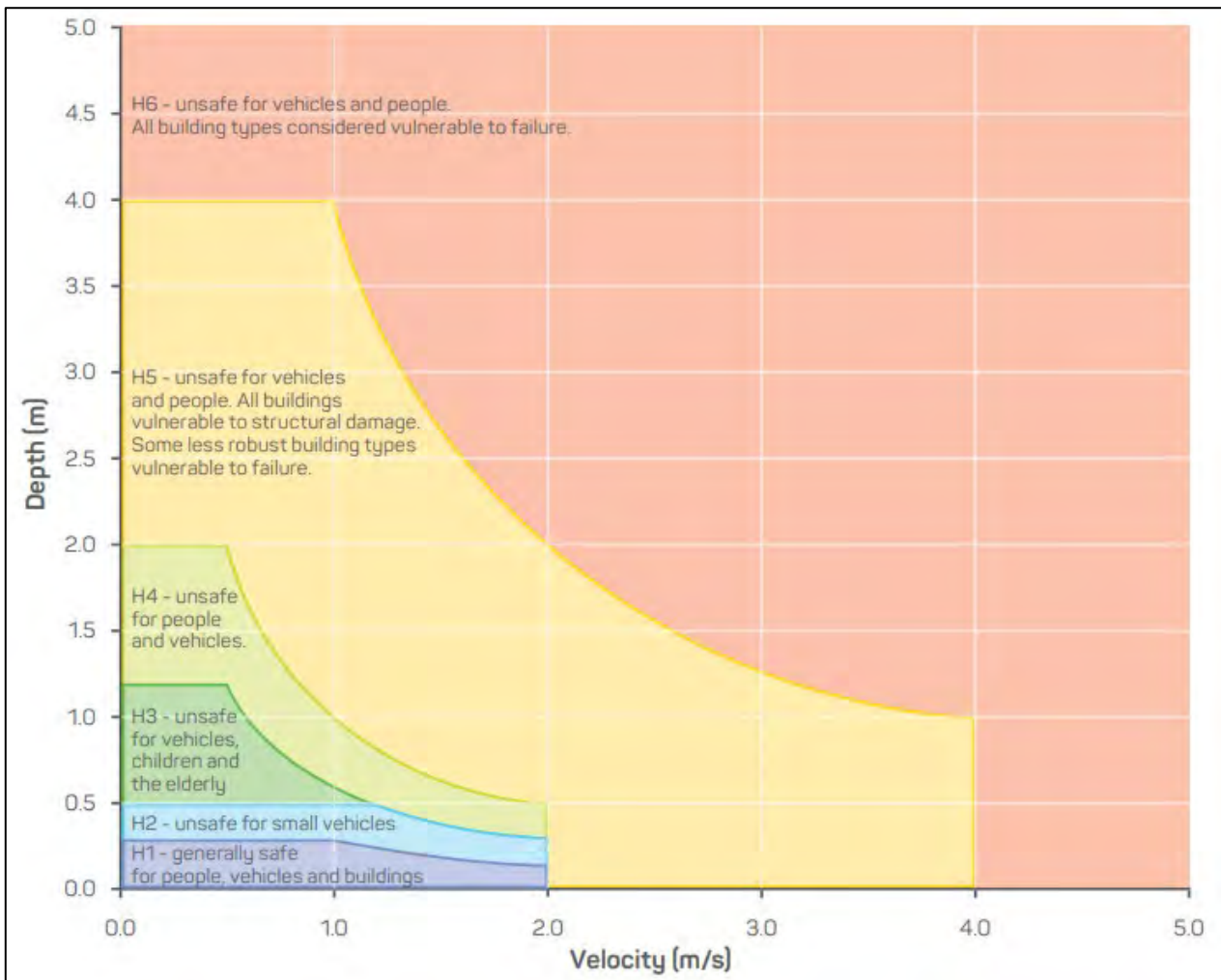


Figure 3-3 Flood Hazard Vulnerability Curves (AIDR, 2017)

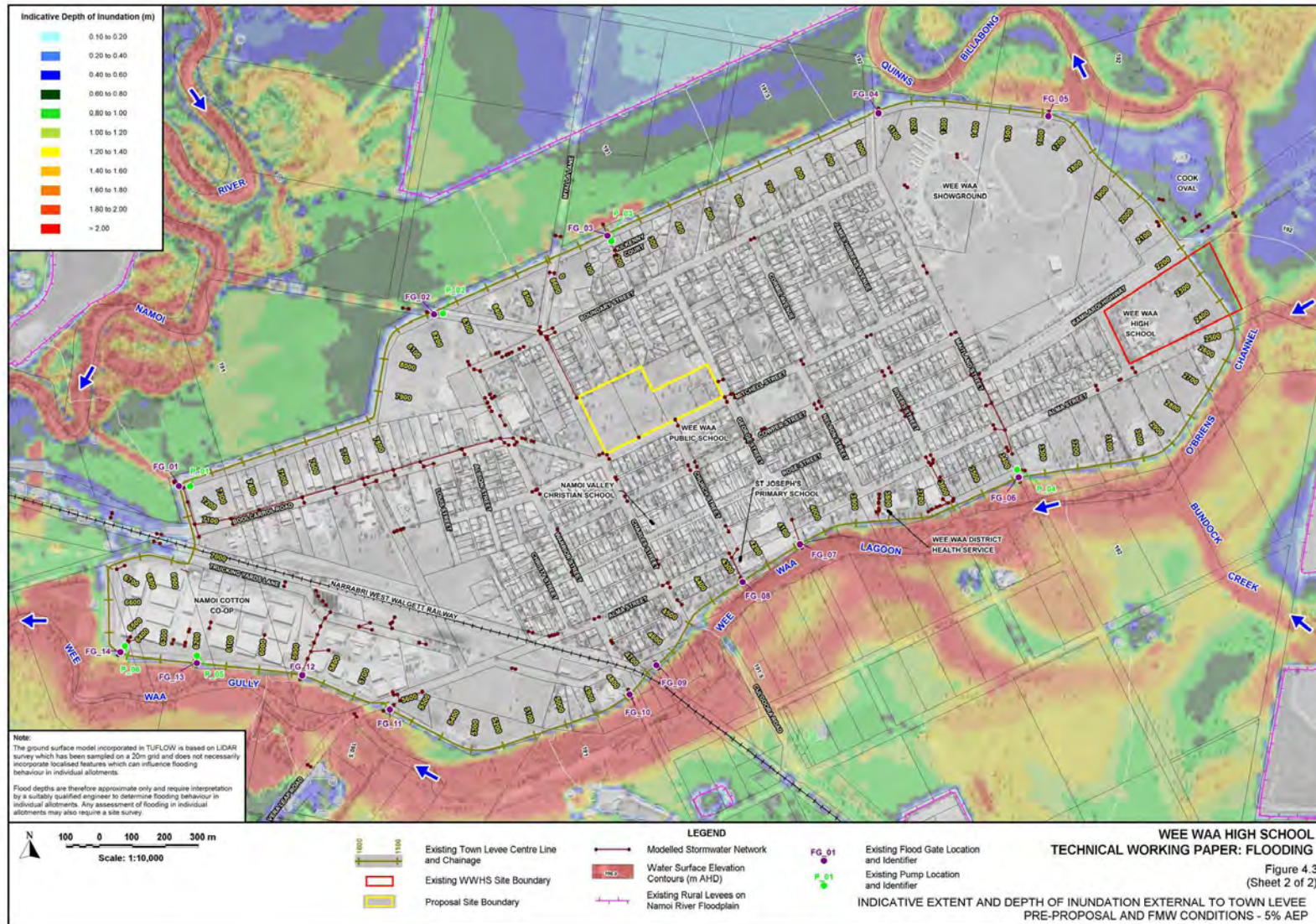


Figure 3-4 Flood Depths in the 5% AEP Riverine Flood (Lyll and Associates, 2021)



3.5 Overland Flooding

Overland flood levels are given in Table 3-2. These levels assume that the town levee gates are closed because of simultaneous flooding in the Namoi River.

Table 3-2 Overland Flood Levels

Overland Flood Probability	Location	Flood Level (m AHD)	Max. Flood Depth (m)	Hydraulic Hazard	Site Isolation
20% AEP	George St in front of driveway	Not flooded	Not flooded	Not flooded	Not Isolated
	Mitchell Street curb at Footbridge B	Not flooded	Not flooded	Not flooded	
	Block B Ground Floor	Not flooded	Not flooded	Not flooded	
	Block F Ground Floor	Not flooded	Not flooded	Not flooded	
5% AEP	George St in front of driveway	191.16	0.17	H1	Minor flooding at the George St driveway and negligible flooding at Footbridge B with no threat to cars or pedestrians*
	Mitchell Street curb at Footbridge B	190.78	0.05	H1	
	Block B Ground Floor	Not flooded	Not flooded	Not flooded	
	Block F Ground Floor	Not flooded	Not flooded	Not flooded	
1% AEP	George St in front of driveway	191.20	0.22	H1	Minor flooding at the George St driveway with no threat to cars or pedestrians*
	Mitchell Street curb at Footbridge B	190.94	0.21	H2	
	Block B Ground Floor	Not flooded	Not flooded	Not flooded	
	Block F Ground Floor	Not flooded	Not flooded	Not flooded	
PMF	George St in front of driveway	191.67	0.68	H3	Isolated
	Mitchell Street curb at Footbridge B	191.67	0.73	H3	
	Block B Ground Floor	Not flooded	Not flooded	Not flooded	
	Block F Ground Floor	191.67	0.17	H1	

Source: Lyall and Associates, 2021

*While H1 floodwaters do not pose a threat to cars or pedestrians, the NSW SES recommends to never walk or drive through floodwaters



3.5.1 Flood Levels, Depth and Hazard

3.5.1.1 20% AEP Flood

- **Site accessible.**
- **Site mostly not flooded.**
- **No above floor flooding.**

In the 20% AEP overland flood, the school would largely remain flood free (see Figure 3-5). Floodwaters would flow through the drainage channel along the southern boundaries of the site, reaching a hydraulic hazard of up to H4 (see Figure 3-6). The landscaped area along George Street would flood by up to 0.5 m with H1 and H2 floodwaters. Mitchell Street to the east of the intersection with George Street would be flooded with H1 floodwaters, but most other local streets would not be inundated.

3.5.1.2 5% AEP Flood

- **Site isolated.**
- **Site mostly not flooded.**
- **No above floor flooding.**

In the 5% AEP overland flood, most of the site would remain flood free, although flood depths in the landscaped area along George Street would increase to up to 0.7 m (Figure 3-7) and hydraulic hazard in this area would reach up to H3 (Figure 3-8). However, George Street in front of the driveway would flood by up to 0.3 m (Figure 3-7) with a hydraulic hazard of H1 (Figure 3-8). Although H1 floodwaters generally do not cause stability issues for vehicles or people, it is never safe to walk or drive through floodwaters of any depth. Therefore, vehicles should not access the site during a 5% AEP overland flood. However, the driveway and car park would be accessible to emergency service vehicles if required.

The decks of the footbridges will be above the 5% AEP flood level. However, the intersections of the footbridges with the existing Charles Street and Mitchell Street curbs would be below the 5% AEP flood level (Figure 3-7). The intersection of Footbridge B with the Mitchell Street curb would flood to a depth of 0.05 m with H1 floodwaters (Figure 3-8), isolating the school. Although such shallow depths and low hazard generally do not cause stability issues for pedestrians, it is never safe to walk through floodwaters and therefore the site should not be accessed via the footbridges in an event of this magnitude.

3.5.1.3 1% AEP Flood

- **Site isolated.**
- **Site mostly not flooded.**
- **No above floor flooding.**

In the 1% AEP overland flood, most of the site would remain flood free (Figure 3-9), although the warm-up field at the southern corner of the site would flood by up to 0.3 m with H1 floodwaters (Figure 3-10). The landscaped area along George Street would be inundated to depths of up to 0.8 m and with a hydraulic hazard of H3.

George Street in front of the driveway would be flooded with a hydraulic hazard of H1, which can be traversed by emergency service vehicles if required but should not be driven through generally. The intersection of Footbridge B with the Mitchell Street curb would have a hydraulic hazard of H2 (Figure 3-10).



Figure 3-5 Flood Depths and Flood Levels (contoured in white) in the 20% AEP overland flood (Lyll and Associates, 2022)

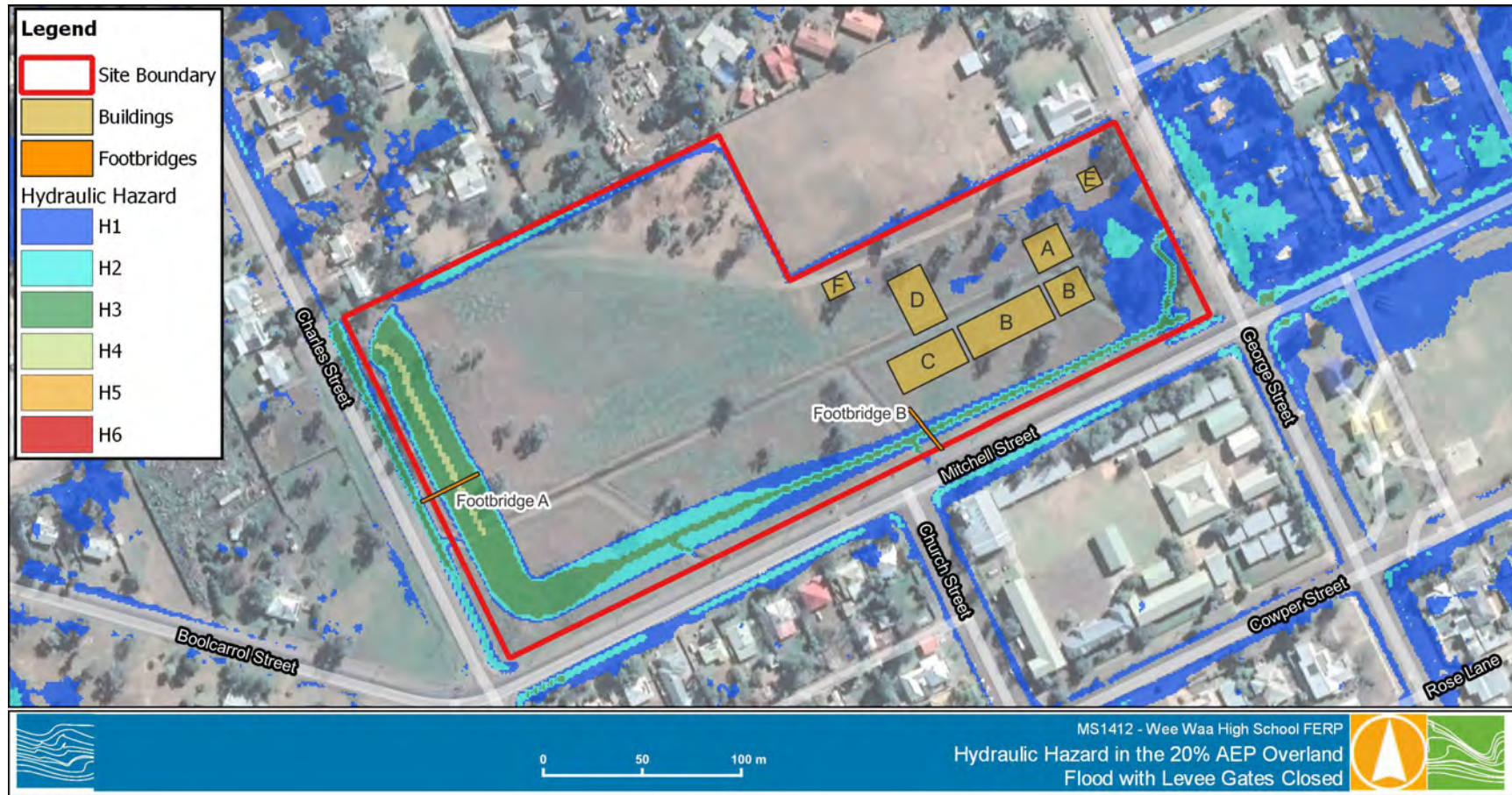


Figure 3-6 Hydraulic Hazard in the 20% AEP Overland Flood (Lyll and Associates, 2022)

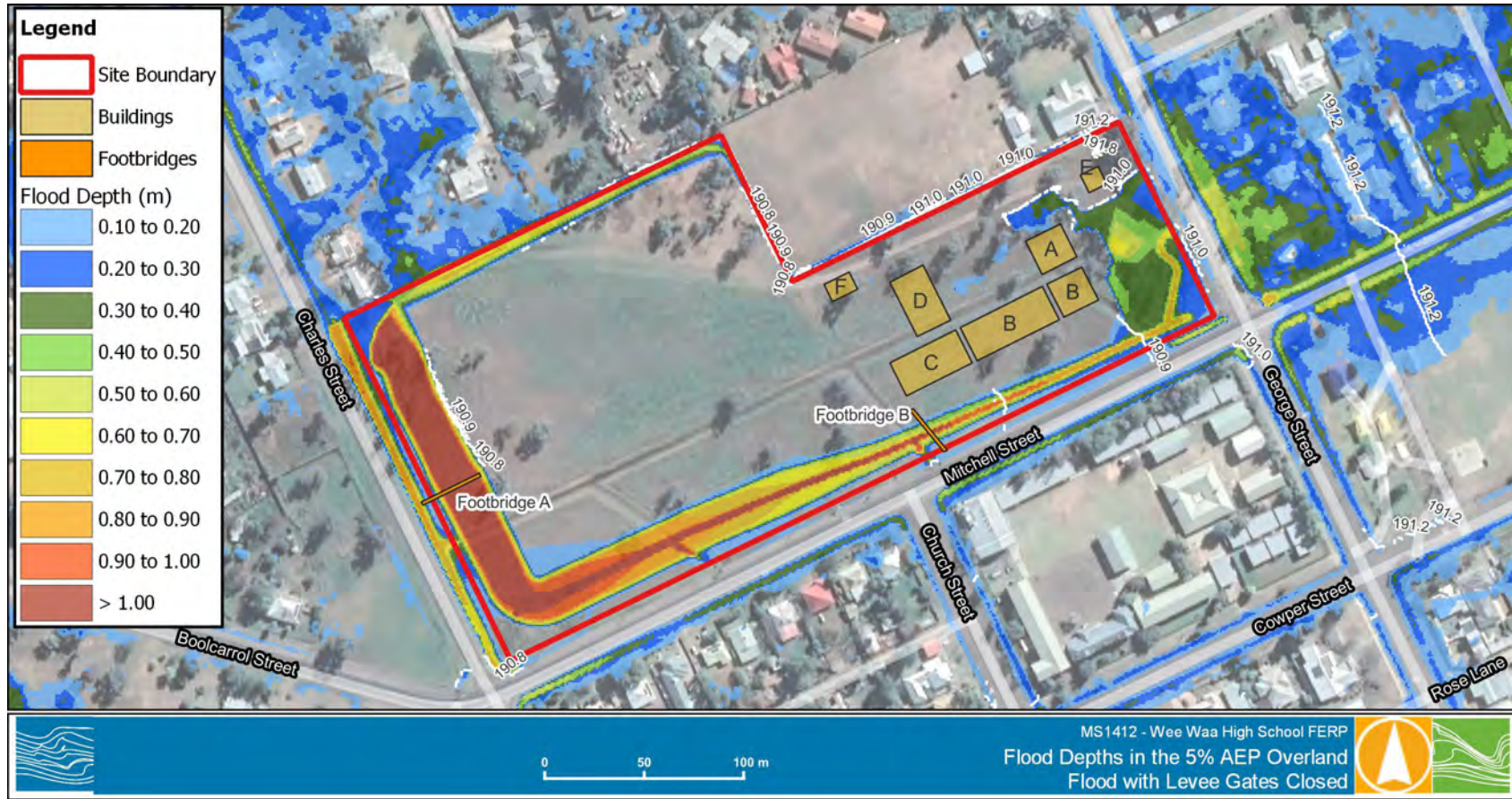


Figure 3-7 Flood Depths and Flood Levels (contours in white) in the 5% AEP overland flood (Lyll and Associates, 2022)

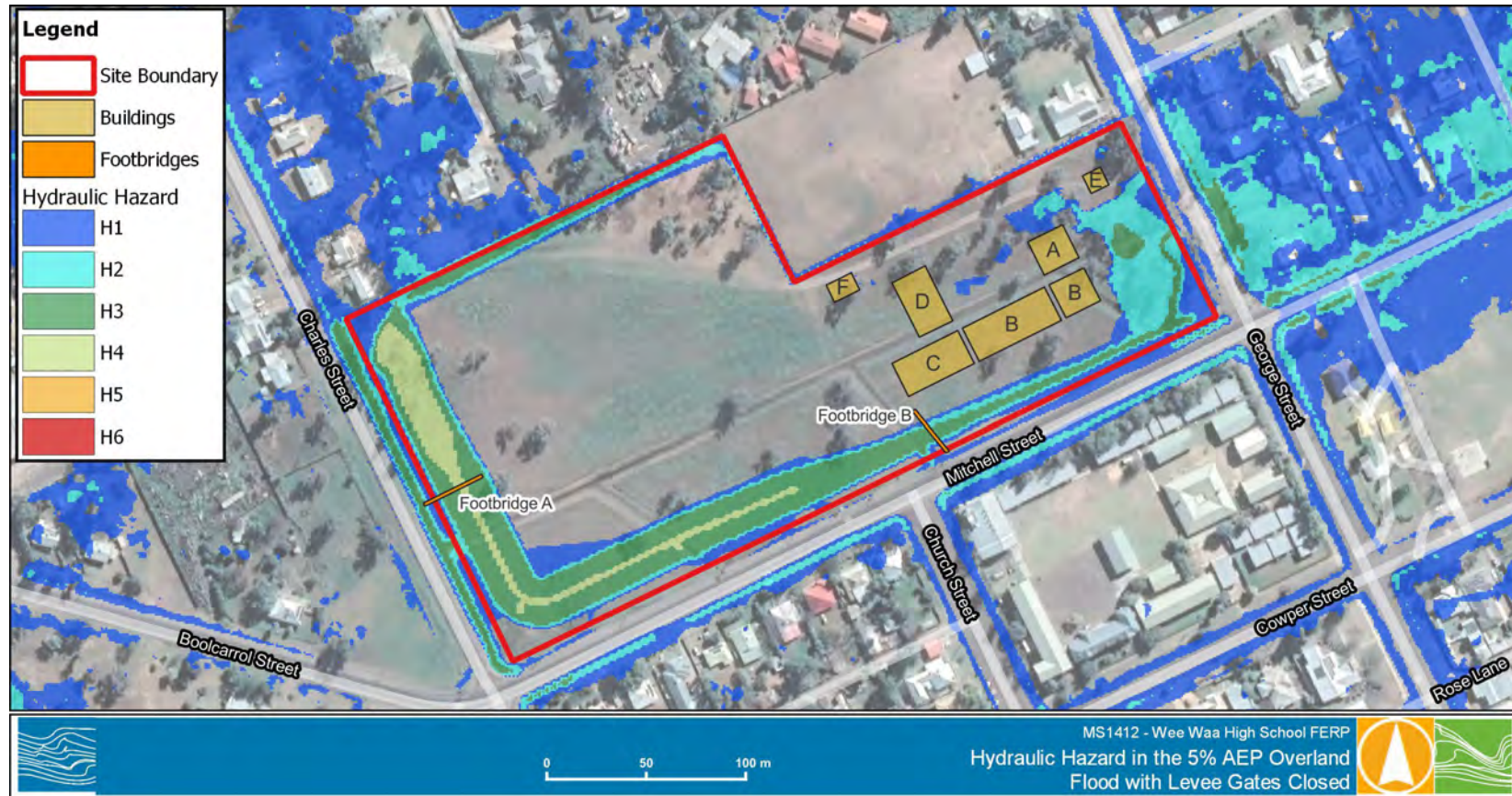


Figure 3-8 Hydraulic Hazard in the 5% AEP Overland Flood (Lyall and Associates, 2022)

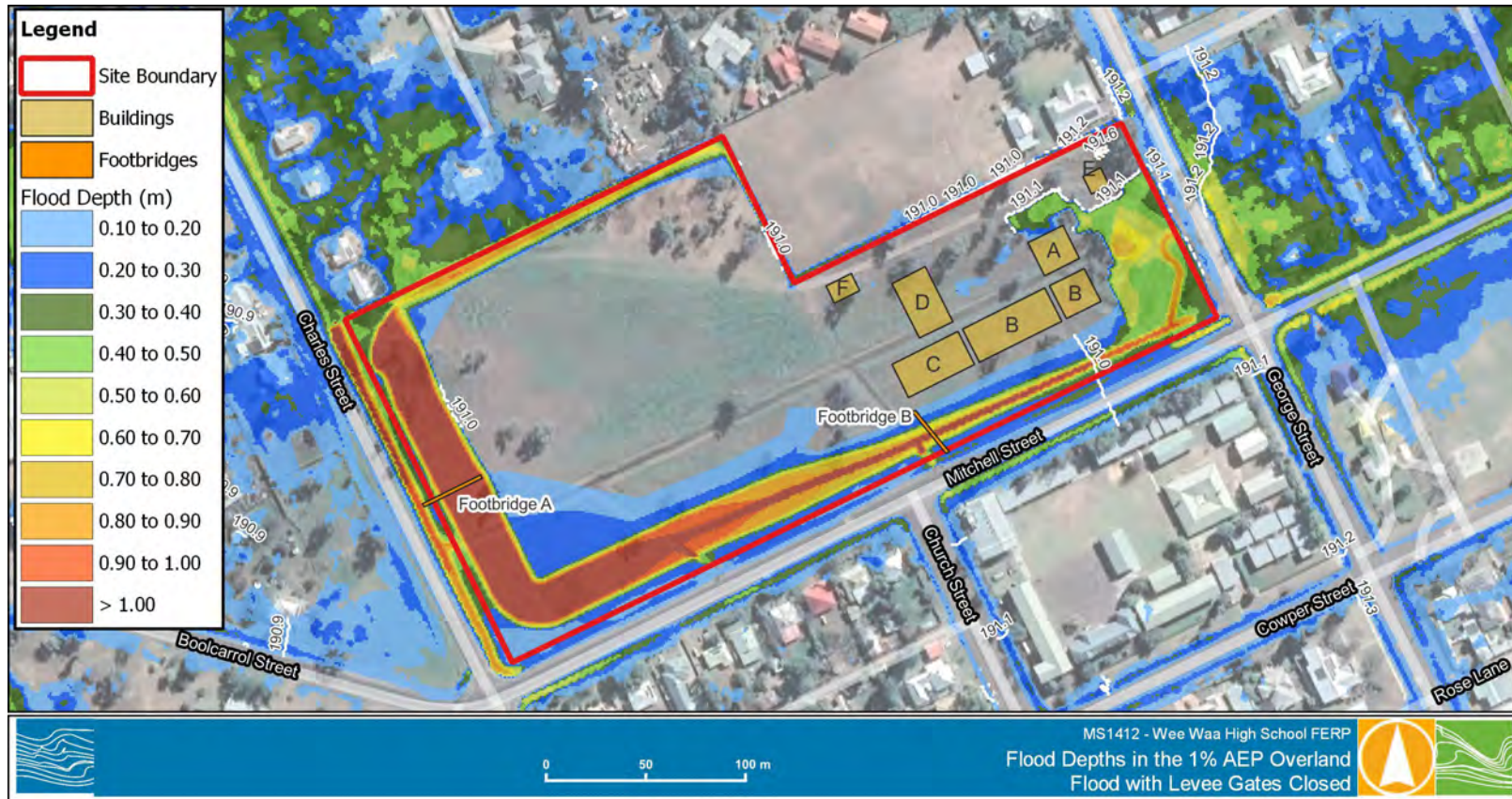


Figure 3-9 Flood Depths and Flood Levels (contoured in white) in the 1% AEP Overland Flood (Lyll and Associates, 2022)

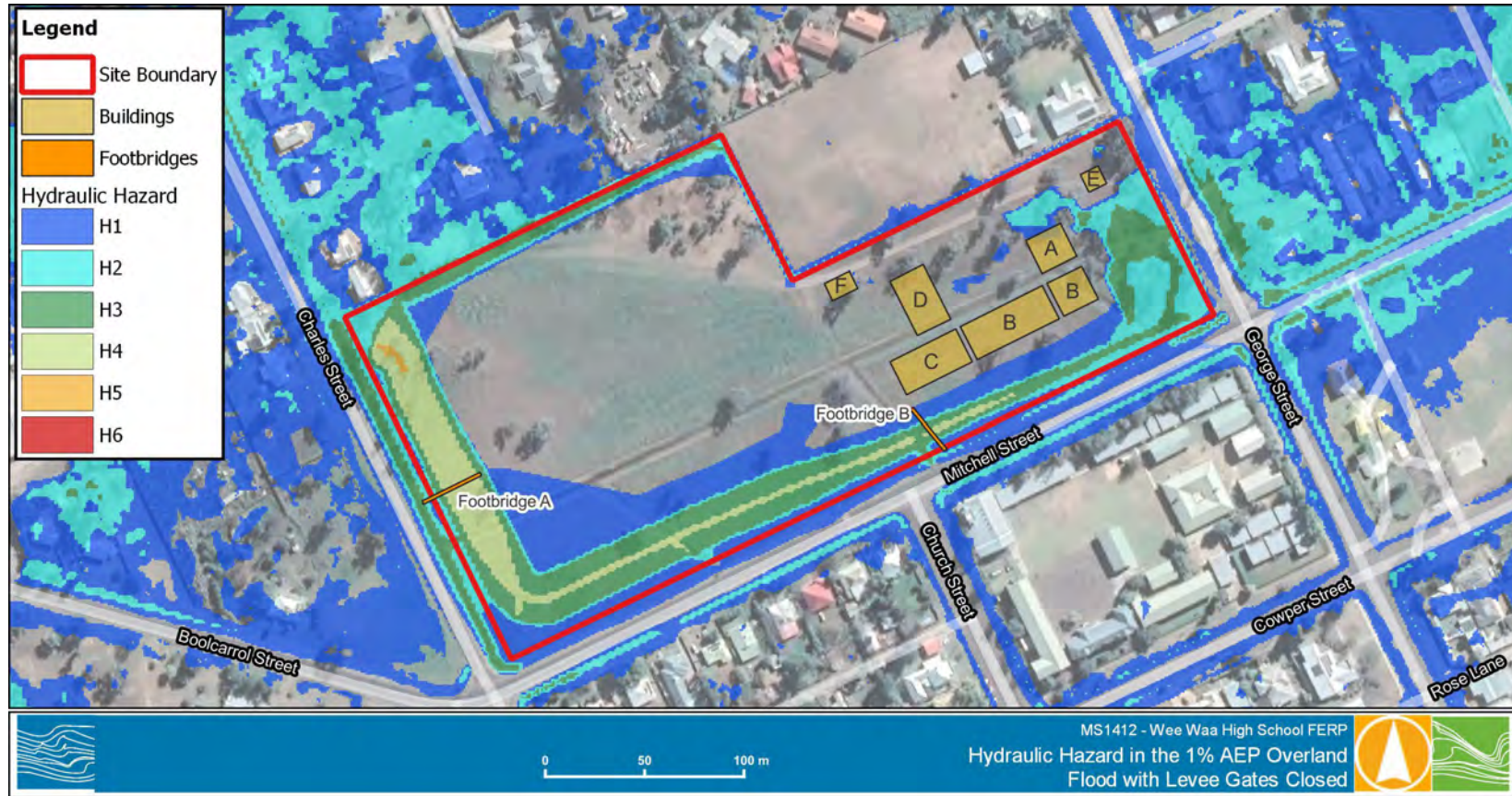


Figure 3-10 Hydraulic Hazard in the 1%AEP Overland Flood (Lyall and Associates, 2022)



3.5.1.4 PMF

- **Site isolated.**
- **Site mostly flooded.**
- **Above floor flooding in Blocks F.**

In the overland PMF, the entire site would be inundated (Figure 3-11) with hydraulic hazard largely of H3, with a few areas of H2 near the school buildings (Figure 3-12). Parts of the driveway and car park would be flood free. The ground floor of Block F would flood by 0.17 m, but the ground floors of all other buildings would be above the PMF level.

3.5.2 Rate of Rise and Duration of Inundation

Overland flooding generally has a fast rate of rise. In a flood rising as quickly as the 15-minute duration overland PMF, floodwaters would inundate George Street (Figure 3-13) in front of the driveway and the Mitchell Street curb at Footbridge B within 15 minutes of the start of the rainfall event.

Overland floodwaters would pond at the school and take a considerable time to recede. In the 3-hour duration overland PMF with the town levee gates closed, the drainage of overland floodwaters would be restricted and the low points in front of the driveway and on the Mitchell Street curb at Footbridge B could remain flooded for well in excess of 8.5 hours.

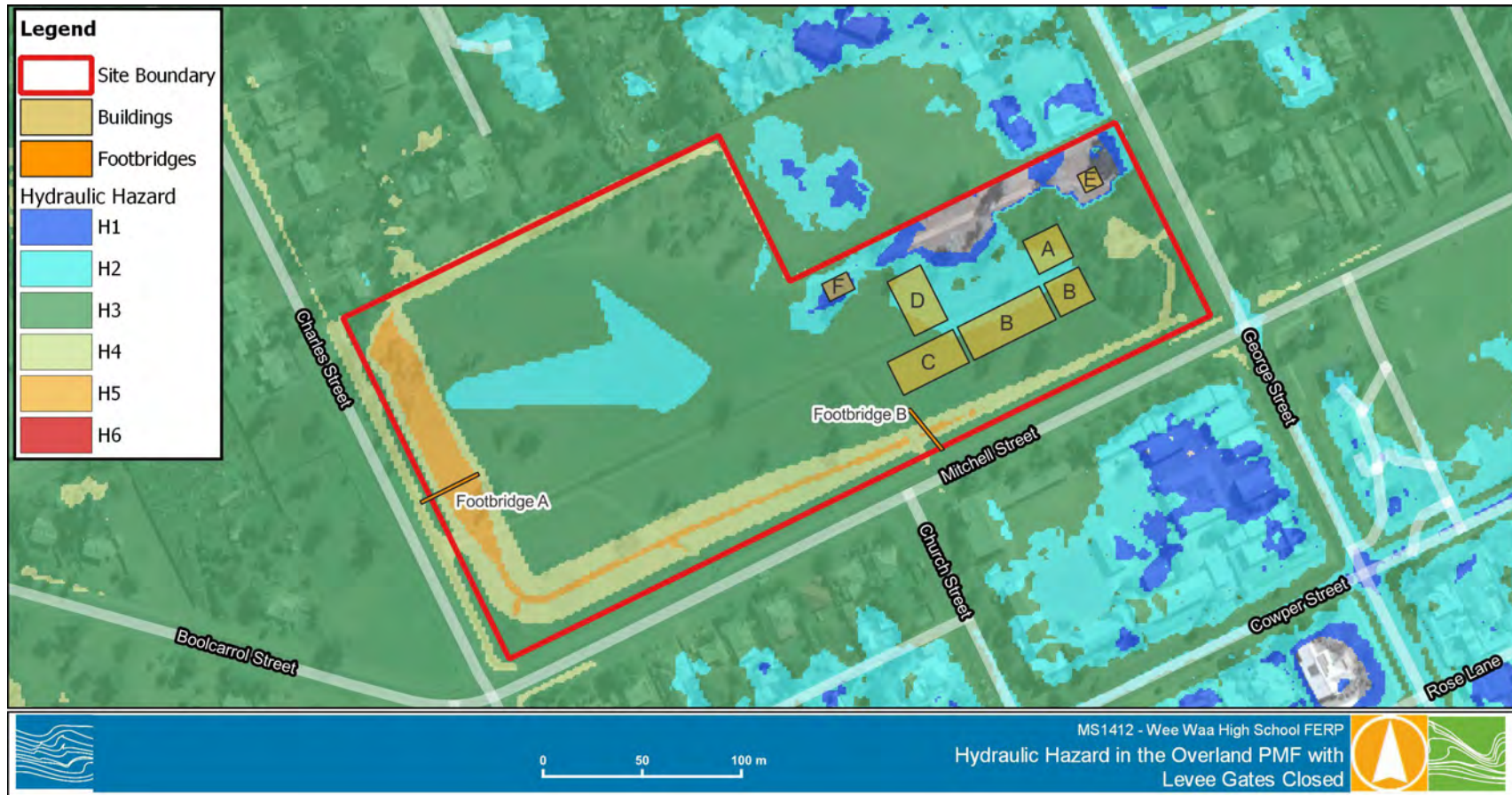


Figure 3-12 Hydraulic Hazard in the Overland PMF (Lyll and Associates, 2022)



Hydrograph of Flood Levels in Front of the Driveway

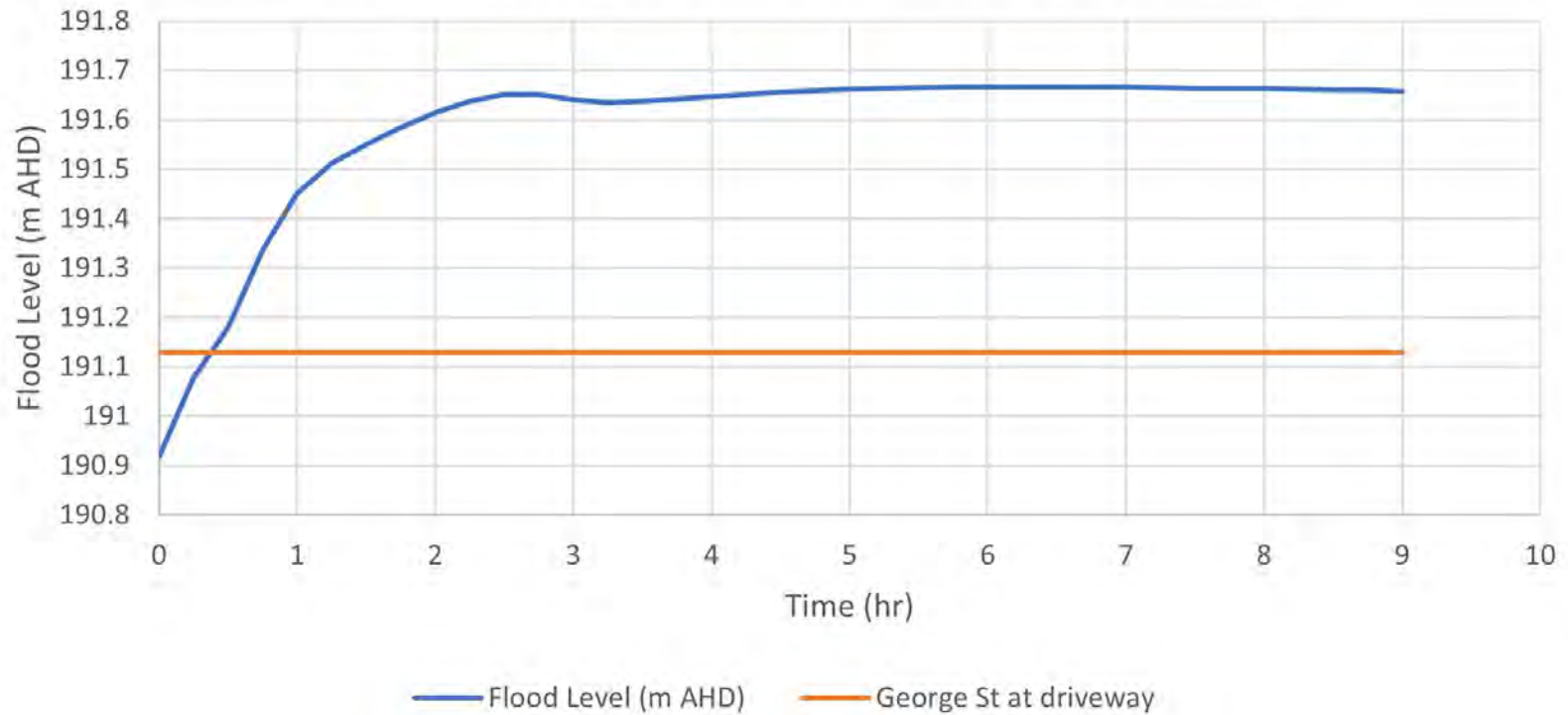


Figure 3-13 Hydrograph of Flood Levels in Front of the Driveway on George Street in the 3-hr Duration Overland PMF



4 FLOOD FORECASTS AND WARNINGS

4.1 Bureau of Meteorology (BoM)

The Bureau of Meteorology (BoM) has warning products that could provide an indication of an increased flood threat. These are summarised in Table 4-1.

Table 4-1 Warning Products Provided by the Bureau of Meteorology

BoM product	Description	Applicable to:	Warning lead-time	Where	What to monitor for
Severe Weather Warnings	<p>Issued for potentially hazardous or dangerous weather that is not solely related to severe thunderstorms, tropical cyclones or bushfires. The warnings describe the area under threat and the expected weather hazards, which can include very heavy rain that may lead to flash flooding.</p> <p>Warnings are issued with varying lead-times, depending on the weather situation. Occasionally, severe weather may occur without the relevant warning having been issued by the BoM.</p>	<ul style="list-style-type: none"> ■ Riverine Flooding ■ Overland Flooding 	1 – 24 hours	<ul style="list-style-type: none"> ■ Issued directly to the media when there is a high probability of flash flooding. ■ Can be found at: http://www.bom.gov.au/nsw/warnings/ ■ BOM Weather app 	Severe Weather Warnings with reference to intense rainfall or flooding for the <u>North West Slopes and Plains Forecast District</u>
Severe Thunderstorm Warnings	<p>Issued for events that may produce heavy rainfall with the potential to result in flash flooding. As severe thunderstorms can develop quickly, these warnings may not provide much warning time.</p>	<ul style="list-style-type: none"> ■ Overland Flooding 	As little as minutes, but generally a few hours.	<ul style="list-style-type: none"> ■ Issued directly to the media when there is a high probability of flash flooding ■ Can be found at: http://www.bom.gov.au/nsw/warnings/ ■ BOM Weather app 	Severe Thunderstorm Warnings for the <u>North West Slopes and Plains Forecast District</u>
Forecast Rainfall Maps	<p>Coarse forecast rainfall maps which can be used to estimate the amount of rain expected to fall over the next four days, as well as the next 24 hours.</p>	<ul style="list-style-type: none"> ■ Overland Flooding ■ Riverine Flooding 	1 – 4 days	<ul style="list-style-type: none"> ■ Can be found at: http://www.bom.gov.au/jsp/watl/rainfall/pme.jsp 	Intense or prolonged rainfall in the Wee Waa, Narrabri, Boggabri or Gunnedah areas



BoM product	Description	Applicable to:	Warning lead-time	Where	What to monitor for
Rainfall Forecasts	Rainfall forecasts which can be used to estimate the amount of rain expected to fall within 3-hour windows over the next 3 days.	<ul style="list-style-type: none"> ■ Overland Flooding ■ Riverine Flooding 	Up to 3 days	<ul style="list-style-type: none"> ■ BOM app Weather 	Forecast of >25% probability of >50 mm of rain falling within a 3-hour window in the Wee Waa area OR Intense or prolonged rainfall in the Wee Waa, Narrabri, Boggabri or Gunnedah areas
Radar Service	Shows current rainfall locations and intensities. The radar station to be used for the site would be the 128 km Namoi (Blackjack Mountain) Radar Loop.	<ul style="list-style-type: none"> ■ Overland Flooding (primarily) 	90 minutes (BOM Weather App only)	<ul style="list-style-type: none"> ■ Can be found at: http://www.bom.gov.au/products/DR693.loop.shtml ■ BOM app Weather 	Intense or prolonged rainfall in the Wee Waa, Narrabri, Boggabri or Gunnedah areas
Flood Watch	Provide early advice regarding the potential for flooding in a particular area.	<ul style="list-style-type: none"> ■ Riverine Flooding 	24 – 96 hours	<ul style="list-style-type: none"> ■ Issued directly to the media when there is potential of flooding ■ Can be found at: http://www.bom.gov.au/nsw/warnings/ ■ BOM app Weather 	Flood Watches with reference to the <u>Namoi River area</u>
Flood Warning	Issued when there is greater certainty that flooding is expected. A Flood Warning provides advance notice that a flood may occur in the near future at a certain location or in a certain river basin or catchment. A Flood Warning may or may not be preceded by a BoM Flood Watch. Issued for waterways that take more than 6 hours to respond to rainfall.	<ul style="list-style-type: none"> ■ Riverine Flooding 	12 hours	<ul style="list-style-type: none"> ■ Issued directly to the media when there is potential of flooding ■ Can be found at: http://www.bom.gov.au/nsw/warnings/ ■ BOM app Weather 	Flood Warnings with reference to the <u>Namoi River at Wee Waa (Glencoe)</u>



The BOM Weather app can be set to show only the relevant warnings that apply to the area set by the user, as well as hourly rainfall forecasts. The use of this app is particularly recommended because it provides most of the available BoM data that can be used to inform the emergency plan on mobile devices, and the BoM warnings can be prioritised as push notifications.

Importantly, the BoM Severe Weather Warnings, Severe Thunderstorm Warnings, Flood Watches and Flood Warnings may occasionally be issued without necessarily being followed by the event that they are predicting or may not be issued at all ahead of an actual thunderstorm or flood event. As such, these warnings are to be considered as an indication - not a certainty - that a flood affecting the site might occur. Similarly, the lack of such warnings does not mean that a flood event affecting the site within the following hours or days is impossible.

The BoM also issues **Flood Warnings** when there is greater certainty that flooding is expected. However, these warnings are only issued for waterways that take more than 6 hours to respond to rainfall. Overland flooding would respond to rainfall more quickly than 6 hours and therefore Flood Warnings would not be issued by the BoM for these types of flooding at the site. However, both classified and quantitative Flood Warnings are available for the Namoi River.

The closest gauge to the site for which a quantified flood forecast is provided is the Namoi River gauge at Wee Waa (Glencoe) (Station number 53105). The current target warning lead time is 12 hours, which is for flood levels exceeding 5.3 m at the gauge. This level corresponds to the minor flood level for this location.

River levels at the Wee Waa (Glencoe) gauge can be monitored here:

<http://www.bom.gov.au/fwo/IDN60235/IDN60235.053105.plt.shtml>

It must be noted that this gauge uses a local datum. To relate the gauge readings to flood levels at the gauge an offset of 188.74 m should be used to account for the fact that the gauge zero is 188.74 m AHD. For instance, if the gauge reading is 1.5 m, the actual flood level will be:

$$\begin{aligned} \text{Flood level AHD} &= \text{gauge reading} + 188.74 \text{ m} \\ &= 1.5 \text{ m} + 188.74 \text{ m} = 190.24 \text{ m AHD} \end{aligned}$$

The classified flood levels for the Wee Waa (Glencoe) gauge are shown in Table 4-2.

Table 4-2 Gauge Readings and Corresponding Flood Levels

Flood Classification	Gauge Reading (m)	Flood Level (m AHD)	Flood Probability
Minor	5.3	194.04*	> 5% AEP
Moderate	6.4	195.14*	> 5% AEP
Major	6.7	195.44*	> 5% AEP

**Flood levels subject to revision due to the 2023 relocation of the Wee Waa (Glencoe) gauge. However, the change in flood levels should not be of a magnitude to impact the evacuation or shelter in place capability assessments or the recommended flood emergency response actions set out in this report.*

In a flood rising as fast as the riverine Extreme Flood, the Kamilaroi Highway would be cut by flooding to the east once flood levels at the gauge reach 194.99 m AHD. This is above the Minor flood level, which has a



greater than 5% probability of being reached or exceeded in any given year. Therefore, at least 12 hours of lead warning time should be available ahead of access to Narrabri via the Kamilaroi Highway being cut.

In summary, Severe Weather Warnings and Flood Watches provide anywhere between 1 hour to 4 days of warning time that flooding may occur. These types of warnings can be issued several times per year. Flood Warnings are issued when there is more certainty that riverine flooding will occur, and upstream river levels can also be monitored to provide warning that flooding is moving downstream towards Wee Waa. In addition, 12 hours of flood warning time is available at Wee Waa for riverine flooding.

4.2 NSW State Emergency Service

The NSW State Emergency Service (SES) is also likely to issue warnings using the Australian Warning System (AWS) which is a nationally consistent, 3-tiered approach designed to provide clear warnings and lead people to take action ahead of severe weather events. The warning system comprises warning levels, action statements, hazard icons, colours and shapes. The 3 warning levels and corresponding actions are:

- **Advice** - an incident has started. Stay up to date in case the situation changes.
 - Stay informed.
 - Monitor conditions.
 - Reduced threat: return with caution.
- **Watch and Act** - conditions are changing and you need to start acting now.
 - Do not enter floodwater.
 - Prepare to evacuate.
 - Prepare to isolate.
 - Avoid the area.
- **Emergency Warning** - the highest level of warning. You may be in danger and need to take action immediately.
 - Evacuate now / Evacuate before [time].
 - Shelter now.
 - Move to higher ground.



Hazards Near Me NSW
NSW Rural Fire Service
Designed for iPad
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★★★★☆ 2.2 + other ratings
Free

NSW SES warnings can be monitored through the [Hazards Near Me](#) app and it is possible to set it to receive notifications for a particular location.

4.3 Local Radio Stations

Local radio stations may also provide local warnings and updates related to flooding. Local radio stations include:

- ABC NEW ENGLAND 99.1 FM
- 100.3 100.3 FM
- 2AD 1134 AM
- 2ARM 92.1 FM



- 2GGG (TRIPLE G) 97.5 FM
- 2TM 1287 AM
- 2YOU 88.9 FM
- NOW FM 101.9 FM.

4.4 Observations

It would also be possible to observe what is happening on site and use visual cues to indicate site isolation. If floodwaters are observed in the landscaped area with the yarning circle at the eastern end of the site there may be less than 15 minutes before the site becomes isolated by overland flooding in local streets and the sports fields and at-grade car park become flooded.



5 EMERGENCY MANAGEMENT CONSIDERATIONS

5.1 Flood Emergency Response Strategy

This Flood Emergency Response Plan recognises that protection of life is of critical and primary importance. Consistent with any emergency protocol, the protection of all lives is the priority, the comfort of students, staff and visitors is second, and protection of site property is third.

There are 2 main types of responses to a flood emergency. These are to either:

- Evacuate off-site away from the school to an area above the reach of floodwaters in the Extreme Flood/PMF. This is the NSW SES preferred response, provided that the risks of evacuating are deemed acceptable; or
- Take Shelter in Place (SIP), which is to evacuate vertically within the site to higher floor levels and wait until floodwaters have receded and the emergency has passed. SIP may be considered an alternative to evacuation only when the risks of evacuating are higher than the risks of SIP. SIP requires suitable access to a suitable shelter above the PMF level. The shelter must be protected from the weather, be structurally stable in a PMF and have sufficient floor area for all people likely to be on site at any one time. Additional requirements to increase the comfort of the people taking shelter may be needed depending on the specific circumstances.

Given that the site can be isolated and inundated for several weeks in a riverine flood, **the primary flood emergency response strategy for this type of flooding must be to evacuate before the site becomes isolated**. Specifically, the emergency response strategy for riverine flooding can be summarised as follows:

- If riverine flooding is likely and may isolate the town, consider closing the school
- If the NSW SES issues a Watch and Act – Prepare to Evacuate or Emergency Warning – Evacuate now/Evacuate before [time], close or evacuate the school.

However, during overland flooding there may be little or no warning before the site becomes isolated. Therefore, evacuating the site would be an inappropriate flood emergency response. Instead, if floodwaters are observed on site or the surrounding streets, site occupants should shelter in place on the upper levels of Blocks A, B, C and D until floodwaters recede.

The following sections describe in more detail the analysis that was undertaken to inform the identification of the proposed emergency response strategy.

It should be noted that the outlined strategy has been developed considering overland flooding of all magnitudes and riverine flooding up to the Extreme Flood. Given that riverine PMF data is unavailable, the strategy is limited by the possibility that the Extreme Flood would not rise as quickly as the PMF. Although a riverine PMF has an extremely low probability of occurring (1 in 10,000 or less in any given year), it is possible that a riverine flood could rise more quickly than the Extreme Flood. As data on the riverine PMF is unavailable, it cannot be incorporated into the flood emergency response strategy.

5.2 Evacuation Capability Assessment

The first step to developing a flood emergency response strategy is to assess whether a safe evacuation of the site can be obtained under all circumstances. Namely, evacuation to a location outside the floodplain must be possible in the worst-case scenario of a flood rising as fast as the PMF, when the site is at full capacity. If evacuation is possible in the worst-case scenario, it is possible in all scenarios. This is the reason why the PMF is adopted as the industry-standard event when considering risk to life and flood emergency response.

There may be very little warning time available for overland flooding, which can occur with little or no warning. Observation of floodwaters on site may provide as little as **15 minutes** of warning prior to the school becoming isolated by flooding. If evacuation/closure of the school is triggered by a forecast of >25% probability of >50



mm of rain falling within a 3-hour window on the BOM Weather App (50 mm of rain falling within 1 hour is the equivalent of a 5% AEP rainfall event, which may isolate the site with low hazard flooding), the lead warning time can be anywhere between a few minutes to 3 days. On average a rainfall forecast of this magnitude would occur every 5 years, although in most instances floodwaters would not end up isolating the site.

Given that most of Wee Waa would be inundated during an overland PMF, which can occur with very little or no warning, there would be no nearby location that would be suitable for occupants of the school to evacuate to. The potential evacuation centers nominated in the Narrabri Shire Local Flood Plan (NSW SES, 2015) would also be inundated, or evacuation routes to these locations would be cut early by flooding. Therefore, evacuation from the school in response to overland flooding would not be appropriate.

On the other hand, the NSW SES would provide at least **2 days**' notice prior to road closures and the isolation of Wee Waa in a riverine flood. However, the NSW SES may issue an Emergency Warning – Evacuate now /Evacuate before [time] within the available 2 days, which would reduce the time available to evacuate the town.

Evacuation from the school in response to riverine flooding may be required if the NSW SES issues an Emergency Warning – Evacuate now/Evacuate before [time] applicable to the school.

The maximum estimated time necessary to safely evacuate the entire town by vehicle is 4 hours and 19 minutes.

This is calculated using the NSWSES Timeline Evacuation Model (Opper et al., 2009), which requires that the calculated evacuation time includes:

- One hour of “warning acceptance factor” (time required for residents to make a decision to evacuate after an evacuation order has been communicated to them).
- One hour of “warning lag factor” (time required for site occupants to gather their belongings and leave).
- A standard vehicular evacuation rate of 600 cars per lane per hour.
- One hour of Traffic Safety Factor (to account for delays due to road congestion and accidents).

It is also based on the conservative assumption that all 1,571 residents (ABS, 2021) of Wee Waa will drive their own vehicle out of town.

Based on this assumption, there would be 1,571 vehicles travelling along the evacuation route. Our analysis assumes that two evacuation routes are available between Wee Waa and Narrabri:

- Kamilaroi Highway.
- Culgoora Road and Yarrie Lake Road.

Therefore, at a rate of 600 cars per lane per hour it will take approx. 1 hour and 19 minutes for 1,571 vehicles in Wee Waa to evacuate to Narrabri.

The time required to evacuate Wee Waa is:

$$\begin{aligned} \text{Time Required} &= \text{Warning Acceptance Factor} + \text{Warning Lag Factor} + \text{Traffic Safety Factor} \\ &\quad + \text{evacuation time} \\ &= 1 \text{ hr} + 1 \text{ hr} + 1 \text{ hr} + 1 \text{ hr and 19 minutes} \\ &= 4 \text{ hr and 19 minutes} \end{aligned}$$

A safe evacuation from the site should be possible when the NSW SES instructs town occupants to do so, provided that the NSW SES takes into consideration any delays due to overland flooding. Anybody evacuating the town should monitor the Hazards Near Me app and any notifications issued by the NSW SES regarding



road closures relevant to Wee Waa. It is noted that the NSW SES does not intend to trigger a large-scale evacuation of Wee Waa unless there is evidence of a possible failure or overtopping of the levee that protects the town.

5.3 Shelter in Place Capability Assessment

Shelter in Place (SIP) is a flood emergency response strategy that may be adopted when there is an appropriate refuge on site above the PMF level. The NSW Department of Planning and Environment (DPE) has released a draft shelter-in-place guideline (2023), which suggests that SIP can be the most appropriate flood emergency response strategy when off-site evacuation cannot be achieved and where flooding can occur with little notice. There may be little or no warning lead time for overland flooding that may cut local roads and impact the site. The draft guideline recommends SIP can be used if the duration of flood inundation is less than 6 hours. Overland flooding would pool at the school and may isolate the site for more than 8.5 hours. Therefore, sheltering in place would not be appropriate as a primary flood emergency response strategy for the site. However, it may be considered as a secondary strategy.

The ground floors of Blocks A, B, C and D all have floor levels of 192.33 m AHD, which is 0.66 m above the overland PMF level. Occupants of the school could therefore shelter in these buildings during an overland flood if required.

Excluding the bathrooms, Blocks A, B, C and D have a combined floor area of more than 3,300 m². This corresponds to an average space of 9.4 m² per person (assuming a maximum of 350 people could be on site at any given time). This is consistent with the guidelines on emergency shelters provided by the Australian Red Cross (2015), that require a minimum space of 1.2 m² for immediate shelters. Immediate shelters are defined as those providing safe respite for up to 18 hours. Therefore, the shelter is sufficient for sheltering above overland flooding, which could last for in excess of 8.5 hours but is unlikely to exceed 18 hours.

There are 35 toilets located in Blocks A, B, C and D, which equates to an average of one toilet for 10 people. This is consistent with the guidelines from the Australian Red Cross that recommend one toilet catering for 50 people (2015).

As a measure to manage the residual risk of people needing to shelter in Blocks A, B, C and D, it is recommended that a storage of water bottles and non-perishable food is kept in Block D, where the canteen is located, in addition to a first aid kit and a list of emergency contact details.

5.4 Flood Emergency Response Triggers

Rainfall forecasts on the BOM Weather app give an indication of the amount of rain that will fall within 3-hour windows over the next 3 days. Based on the BoM's 2016 Intensity-Frequency-Duration (IFD) curves, 50 mm of rain would fall during a 5% AEP rainfall event at Wee Waa High School with a 1-hour duration, which could isolate the site with low hazard overland floodwaters. The 3-hour forecast windows do not provide a 1-hour resolution for rainfall forecasts. However, for the purposes of defining triggers for flood emergency response actions this report conservatively assumes that the total amount of rain that the BoM app indicates could fall within a 3-hour period could fall within a single hour of that window. Therefore, a greater than 25% chance of 50 mm or more of rainfall falling within the 3-hour windows immediately before, during or immediately after school operational hours should trigger the closure of the school if the school day has not yet started. If the rain forecast is issued after school has started for the day, there may not be sufficient time to evacuate the site and site occupants should remain at school and relocate to Blocks A - D.

If floodwaters are observed in the landscaped area with the yarning circle at the eastern end of the site there may only be 15 minutes before the site becomes isolated by overland flooding. This is insufficient time to evacuate the site and so all site occupants should shelter in place on the ground floor or above of Blocks A – D.



On the other hand, for riverine flooding the NSW SES would provide at least 2 days' notice ahead of road closures in the Wee Waa area while a Minor Flood Warning would provide at least 12 hours of lead warning time before the town became isolated by riverine floodwaters. Given that the NSW SES only intends to evacuate the town ahead of if there is evidence of a possible failure or overtopping of the levee that protects the town, a Flood Warning or notice of road closures are not necessarily indications that evacuation of the town is required. Therefore, if the BoM issues a classified Flood Warning (Minor, Moderate or Major) or the NSW SES issues a notification of road closures school management should consider closing the school. However, school closure is not required based on these triggers alone. If the school remains open a message should be sent to parents/caregivers informing them that riverine flooding has been forecast and advising that students who live outside of the town levee should not come to school until the NSW SES provides the all-clear or they may become stranded in town if floodwaters cut local roads.

A Watch and Act - Prepare to Evacuate applicable to the school issued by the NSW SES would provide more certainty that evacuation will be required. If this trigger occurs before the school day starts, the school should be closed. However, if it is issued during school hours the lead warning time available is long enough that the school day can finish and students make their way home as per usual before evacuating the town with their families.

On the other hand, if the NSW SES issued an Emergency Warning – Evacuate now/Evacuate before [time] applicable to Wee Waa the town should be evacuated immediately. The school should be closed or evacuated.

Table 5-1 Triggers for Actions

BoM	NSWSES	On site	Actions to be taken
<i>If before school starts:</i>			
The BoM issues a classified Flood Warning (Minor, Moderate or Major) for the Namoi River at Wee Waa (Glencoe)	NSW SES provides warning of road closures due to flooding		<ul style="list-style-type: none"> ■ Consider closing/evacuating the school. ■ If the school remains open, message parents/caregivers to inform them that riverine flooding has been forecast and advising that students who live outside of the town levee should not come to school until the NSW SES provides the all-clear or they may become stranded in town if floodwaters cut local roads.



BoM	NSWSES	On site	Actions to be taken
<p>The BOM Weather app indicates there is $\geq 25\%$ chance of ≥ 50 mm of rain falling in the 3-hour windows before, during or after school operational hours.</p>	<p>NSW SES issues a Watch and Act – Prepare to Evacuate applicable to the school.</p> <p>OR</p> <p>NSW SES issues an Emergency Warning – Evacuate now/Evacuate before (time) applicable to the school.</p>		<ul style="list-style-type: none"> ■ Close the school ■ Inform staff, students and parents/caregivers that the school is closed for the day due to possible flooding.
<p><i>If once the school day has started:</i></p>			
	<p>NSW SES issues an Emergency Warning – Evacuate now/Evacuate before (time) applicable to the school.</p>		<ul style="list-style-type: none"> ■ Evacuate the school – notify parents/caregivers to pick up their children.
<p>The BOM Weather app indicates there is $\geq 25\%$ chance of ≥ 50 mm of rain falling in the 3-hour windows during or after school operational hours.</p>			<ul style="list-style-type: none"> ■ Outdoor activities and activities in Blocks E and F will be cancelled ■ All site occupants should relocate to Blocks A, B, C or D.
		<p>Floodwaters are observed in the landscaped area with the yarning circle at the eastern end of the site.</p>	<ul style="list-style-type: none"> ■ All site occupants should shelter in place in Blocks A, B, C and D ■ Notify parents/caregivers that it is not safe to access the school, but that all students are sheltering above the reach of flooding.

5.5 Flood Risk Management Features

The following features are integrated into the design, construction and operation of the school to minimise the risk to life from flooding:



- The upper level of the new building(s) is above the reach of flooding in events up to and including the riverine Extreme Flood.
- The Chief Flood Warden will always have access to a laptop/tablet/smartphone with 4g/5g internet access and at least 24 hours of battery capacity.
- A back-up generator flood-proofed up to the overland PMF. All areas of the flood refuge will have a back-up 24-hr power supply.
- A public address (PA) system audible in all parts of the site during heavy rain will be maintained for use in communicating flood emergency messages to school occupants.
- Flood Wardens are to be subscribed to the BOM Weather App and the NSW Hazards Near Me App
- Flood Wardens will have smartphones or other portable methods of communicating with each other (e.g., radio) and with the Chief Flood Warden. These systems will have a minimum of 24 hours battery capacity.
- Block D must maintain a first aid kit and a list of emergency contact details.
- Storage of water bottles and non-perishable food must be kept in Block D. This could include canteen stock.
- A messaging app/platform that will be used to message parents/caregivers about flooding and emergency response arrangements.
- Where possible, school assets such as IT equipment and critical non-electronic records should be stored on the upper levels of Blocks A, B, C and D. As far as possible they should not be stored in Blocks E or F.
- School assets and critical non-electronic records will be marked with a large red sticker
- There will be at least one Flood Warden on site whenever the school is occupied (by students, staff or any other site occupants).
- Flood signage is to be displayed throughout the school and carpark. The signage will indicate:
 - Area subject to flooding.
 - Do not walk or drive through floodwaters of any depth.
- The parent messaging app will be used to communicate with parents and carers.



6 FLOOD EMERGENCY RESPONSE PLAN (FERP)

6.1 Priorities

This FERP recognises that protection of life is of critical and primary importance. This FERP is principally concerned with the safety and comfort of all occupants on site. All flood emergency responses recommended in this FERP are to recognise the primacy of life and wellbeing over protection of property.

Nonetheless, it is recommended that the school site management and staff take all necessary measures outside of this FERP to manage the risks which flooding poses to the site and its property.

The FERP sets emergency management prevention, preparedness and response measures that are relevant to a flood emergency. It does not cover broader emergency management guidance for any other type of hazard that could affect the site.

6.2 Roles and Responsibilities

6.2.1 NSW State Emergency Services (NSW SES)

The NSW SES is the lead combat agency for flooding in NSW. It can command resources from other government organisations including local councils, Transport for NSW and the Police to assist in flood operations under its command.

Under the State Emergency and Rescue Management Act, 1989, the NSW SES has the power to direct any citizen or organisation to take actions in response to flooding. This includes the power to order evacuations.

Any flood response directive issued by the NSW SES or by delegated authority to others acting on its behalf must be followed by site management and staff. This includes any order to evacuate the site or not evacuate the site, irrespective of what decisions have been made by management in accordance with this FERP.

6.2.2 NSW Department of Education

The NSW Department of Education (DoE) will be responsible for ensuring that:

- All flood management measures are consistent with this report including continuation of building design features to mitigate flood risks.
- The Principal and Deputy Principal are made aware of the FERP.
- The public address system within the school is kept in working order.
- The public address system is tested at least annually to ensure it is operational at all times.
- Flood signage is visible and legible.
- Evacuation drills are performed twice every year.
- The FERP is reviewed every 5 years, or following a flood.
- The FERP is kept up to date.
- Flood Wardens are appointed from among the staff and are given flood risk management responsibilities and have sufficient training to implement this FERP.
- The Principal, Deputy Principal and Flood Wardens are subscribed to the BOM Weather App and Hazards Near Me App to automatically receive weather and flood alerts and warnings.
- There is an adequately trained Flood Warden on site whenever the site is occupied.
- The Principal and Flood Wardens (in their duties) are supported.



- The parent messaging app is maintained for access by the Principal, Deputy Principal and by any Flood Wardens delegated the duty of messaging parents/caregivers.
- Messages are sent to parents via the parent messaging app in the event of a flood should the school be unable to send these messages (see Appendix B for messages).
- All staff are given induction and training into their flood emergency response responsibilities.
- Post-flood site clean-up and recovery is undertaken.
- There are sufficient financial, human, and other resources to maintain and implement the FERP.

6.2.3 Principal / Chief Flood Warden

The School Principal will be the Chief Flood Warden and is responsible for:

- Being familiar with all flood emergency management procedures set out in this document and with BoM warnings, rainfall, and river level data.
- Ensuring that all staff are aware of the flood emergency response procedures set out in the FERP. This will be done during staff inductions and at the start of each school year.
- Ensuring that all Flood Wardens are aware of the flood emergency response procedures set out in Section 6 and Appendix A of this FERP.
- Ensuring that all Flood Wardens know how to monitor rainfall forecasts, flood warnings and external water levels.
- Organising training for themselves and Flood Wardens in the implementation of the flood emergency management procedures set out in Section 6 and Appendix A of this FERP.
- Subscribing themselves and Flood Wardens to the BOM Weather App and to the Hazards Near Me App to receive severe weather warnings direct to their mobile devices.
- Ensuring the parent messaging app is maintained for access by the Chief Flood Warden or delegate.
- Supplying and maintaining all of the equipment necessary to implement the FERP.
- Ensuring there is storage of sufficient water bottles and non-perishable food are kept in Block D
- Ensuring the following are kept in Block D
 - A first aid kit
 - A portable radio with spare batteries for listening to information on local radio stations
 - Torches with spare batteries
 - Food/snacks and drinks.
- Ensuring an annual audit is undertaken of the resources necessary to implement the FERP.
- Ensuring an annual audit is undertaken, identifying school assets and critical records. These assets and records are to be marked with a large red sticker
- Organising the testing and maintenance of the public address system.
- Ensuring that flood signage is visible and legible.
- Ensuring evacuation drills are performed twice every year.
- Keeping a fully charged and functional mobile phone/laptop/tablet with 4G/5G internet access, and at least 24 hours of battery charge on site (always).
- Maintaining a register of emergency contact details for the parents and caregivers of all students and for staff.
- Ensuring there is an adequately trained Flood Warden on site whenever the site is occupied.



- Monitoring weather forecasts and flood warnings through the Bureau of Meteorology website.
- Keeping a soft (and hard copy) of the FERP on site, and ensuring it is always readily accessible to the Flood Warden(s).
- Implementing this FERP in the event of a flood or delegating that task to an on-duty Flood Warden.
- Directing other staff to implement various aspects of this FERP, as required.
- Post-flood site clean-up and recovery.
- Liaising with emergency service organisations and other external stakeholders, as required.
- Organising a review of the FERP every 5 years or following a flood which triggers an evacuation or sheltering in place.
- Reporting annually, and as requested, to the DoE on implementation and maintenance of the FERP.
- Organising an annual workshop with the DoE and executive to plan for a flood emergency. The workshop will include:
 - Continuity of teaching and learning in the event of a flood. The workshop will consider a scenario where the school has experienced major damage and will be non-operational for a period of 6 months.
 - Identifying staff/teachers who may be affected by minor, moderate and major flooding. Consider deployment of staff.
 - Discussing methods to contact staff/teachers before, during and after such flooding
 - Discussing methods to contact students and parents/carers before, during and after such flooding.
- Organising a booth/showcase annually at parent/teacher nights to highlight the school's preparations for flood emergencies, including:
 - How the school is raising awareness of flooding within the school community
 - What does the community need to know before a flood?
 - How will the flood procedures be communicated to the community?

The Principal may delegate the above tasks to others but bears ultimate responsibility for their implementation. If the Principal is not present on site, the Deputy Principal will take on the responsibilities of the Chief Flood Warden.

6.2.4 Flood Wardens

Flood Wardens should be selected from among the school staff. If expedient, Fire Wardens should also be appointed as Flood Wardens. All Flood Wardens will be responsible for:

- Ensuring that they are aware of the flood emergency response procedures set out in this FERP.
- Ensuring they know how to monitor rainfall forecasts, flood warnings and external water levels.
- Ensuring a soft and hard copy of the FERP is on site and to report absences to the Principal.
- Implementing the procedures in this FERP during and after a flood.

Flood Wardens may delegate any of the actions set out in this FERP that need to be taken during or after a flood but bear ultimate responsibility for their implementation.

6.2.5 Staff, Students and Visitors

Staff, students, and visitors are to follow the directions of the Flood Wardens during a flood emergency.



6.2.6 Parents and Caregivers

Parents and caregivers will be responsible for providing the school with their most up to date contact details and following directions issued by the school.

6.3 What to do Before, During and After a Flood

Management actions which are applicable to the entire site are included in the following sections:

- Appendix A - Summarises all of the following actions as a check list to be used before, during and after a flood.
- Appendix B - Contains pre-prepared messages for communicating with the school community during a flood.
- Appendix C – Lists items which should always be kept on site in case of flood.
- Appendix D – Provides an emergency contact list to be completed and kept updated by the Principal.

The flood emergency response operations are divided into four phases:

- Prevent – This always applies.
- Prepare – This occurs when flooding of the site may be about to happen.
- Respond – This occurs when a flood of the site is ongoing.
- Recover – This occurs after a flood event.

6.3.1 Prevent: Before a Flood

TRIGGER FOR ACTION — Always

ACTIONS:

- The DoE will ensure there are sufficient financial, human and other resources to maintain and implement the FERP.
- The Principal will ensure that flood signage is visible and legible.
- The Principal will ensure evacuation drills are performed twice every year.
- The DoE and the Principal will review the FERP every 5 years or following a flood.
- The DoE will ensure an annual audit is undertaken of the resources necessary to implement the FERP.
- The Principal will ensure an annual audit is undertaken, identifying school assets and critical records. These assets and records are to be marked with a large red sticker.
- The DoE will support the Principal and Flood Wardens in their duties.
- The Principal will organise an annual workshop with the DoE and executive to plan for a flood emergency. The workshop will include:
 - Continuity of teaching and learning in the event of a flood. The workshop will consider a scenario where the school has experienced major damage and will be non-operational for a period of 6 months.
 - Identifying staff/teachers who may be affected by minor, moderate and major flooding. Consider deployment of staff.



- Discussing methods to contact staff/teachers before, during and after such flooding
- Discussing methods to contact students and parents/carers before, during and after such flooding.
- The Principal will organise a booth/showcase annually at parent/teacher nights to highlight the school's preparations for flood emergencies, including:
 - How the school is raising awareness of flooding within the school community
 - What does the community need to know before a flood?
 - How will the flood procedures be communicated to the community?
- The DoE will ensure that all flood management measures are consistent with this report including continuation of building design features to mitigate flood risks.
- The Principal will ensure all staff are made aware of the FERP.
- The Principal will ensure all staff will be made aware of the possibility of flooding and the procedures to be followed if a flood were to occur. This will be done during staff inductions and at the start of each school year.
- The Principal and all Flood Wardens will become familiar with this FERP and learn how to monitor severe weather warnings, flood warnings, rainfall forecasts and external water levels.
- The Principal will subscribe themselves and Flood Wardens to the BOM Weather App and the Hazards Near Me App so that they receive BOM severe weather and flood warnings direct to their mobile phone.
- The DoE and the Principal will ensure the parent messaging app is maintained for access by both the Chief Flood Warden (or delegate).
- The Principal will supply and maintain all of the equipment necessary to implement the FERP.
- The Principal will ensure that sufficient water bottles and non-perishable food are kept in Block D
- The DoE and the Principal will ensure that the public address system throughout the school is kept in working order and is tested at least annually.
- The Principal will keep a fully charged and functional mobile phone/laptop/tablet with 4G/5G internet access and at least 48 hours of battery charge on site at all times.
- The Principal will ensure the following are to be kept in Block D:
 - A first aid kit
 - A portable radio with spare batteries for listening to information on local radio stations
 - Torches with spare batteries
 - Food/snacks and drinks.
- The Principal will maintain a register of emergency contact details for all parents and caregivers and for all staff and will regularly provide the DoE with an up-to-date copy.
- All parents and caregivers will provide the Principal or delegate with their most up-to-date contact details.
- The Principal will ensure that all staff understand their responsibilities in the event of a flood.
- All staff, students and guests will follow the advice of the DoE, the Principal or Flood Wardens.
- Staff will report any concerns to the Principal, Flood Wardens or the DoE.
- The Principal will maintain a list of emergency contacts which will include emergency services and utility providers. These details and other necessary contact details are provided in Appendix D.
- The Principal will ensure this FERP and the list of parent and care-giver contacts details will be kept on site on the upper floor of Block D in electronic and hard copy at all times.
- The Principal or delegate will monitor weather forecasts and warnings each morning.



- The Principal will ensure there is a trained acting Flood Warden on site whenever the site is occupied.

6.3.2 Prepare: When a Flood is Possible

TRIGGER FOR ACTION:

If before school starts:

- **NSW SES provides warning of road closures due to flooding;**
- OR**
- **The BoM issues a Flood Warning for the Namoi River at Wee Waa (Glencoe).**

ACTION:

- The DoE will consider closing the school
- If the DoE decides **not** to close the school:
 - Message parents/caregivers to inform them that riverine flooding has been forecast and advising that students who live outside of the town levee should not come to school until the NSW SES provides the all-clear or they may become stranded in town if floodwaters cut local roads (see Appendix B for messages).
 - The nominated person responsible for forecast and observation will continue to monitor the Hazards Near Me app every **2 hours** during the school day for warning messages issued by the NSW SES.
- If the DoE decides to **close** the school:
 - Message parents/caregivers to inform them that riverine flooding has been forecast and that the school will be closed until further notice (see Appendix B for messages).
 - Call the bus company that services the school (see Appendix D for contact details) and inform them that the school will be closed until further notice and that students should not be dropped off at school.
 - The Principal or delegate will notify the NSW SES, and the NSW Department of Education's Incident Report and Support hotline (see Appendix D for contact details)

TRIGGER FOR ACTION:

If after school starts:

- **NSW SES provides warning of road closures due to flooding;**
- OR**
- **The BoM issues a Flood Warning for the Namoi River at Wee Waa (Glencoe).**

ACTION:

- The school day will continue as normal
- The DoE will consider closing the school for the next day
- If the DoE decides **not** to close the school for the next day:
 - Message parents/caregivers to inform them that riverine flooding has been forecast and advising that students who live outside of the town levee should not come to school tomorrow until the NSW SES



provides the all-clear or they may become stranded in town if floodwaters cut local roads (see Appendix B for messages).

- The nominated person responsible for forecast and observation will continue to monitor the Hazards Near Me app every **2 hours** during the school day for warning messages issued by the NSW SES.
- The nominated person responsible for forecast and observation will continue to monitor the Hazards Near Me app every **2 hours** during the school day for warning messages issued by the NSW SES.
- If the DoE decides to **close** the school the next day:
 - Message parents/caregivers to inform them that riverine flooding has been forecast and that the school will be closed tomorrow until further notice (see Appendix B for messages).
 - Call the bus company that services the school (see Appendix D for contact details) and inform them that the school will be closed tomorrow until further notice and that students should not be dropped off at school.
 - The Principal or delegate will notify the NSW SES, and the NSW Department of Education's Incident Report and Support hotline (see Appendix D for contact details)

TRIGGER FOR ACTION:

If, after school starts:

- **The BOM Weather app indicates there is $\geq 25\%$ chance of ≥ 50 mm of rain falling in the 3-hour windows during or after school operational hours;**

ACTIONS:

- All outdoor activities and activities in Buildings E and F will be cancelled for the day.
- All site occupants will relocate to Buildings A – D.
- Normal learning activities can be undertaken in Buildings A – D.

TRIGGER FOR ACTION:

If, before school starts:

- **The BOM Weather app indicates there is $\geq 25\%$ chance of ≥ 50 mm of rain falling in the 3-hour windows before, during or after school operational hours;**

OR

- **NSW SES issues a Watch and Act – Prepare to Evacuate applicable to the school;**

OR

- **NSW SES issues an Emergency Warning – Evacuate now/Evacuate before [time] applicable to the school.**

ACTIONS:

- The DoE will close the school for the day.
- Message parents/caregivers to inform them that the school will be closed for the day due to possible localised flooding (see Appendix B for messages).
- Call the bus company that services the school (see Appendix D for contact details) and inform them that the school will be closed for the day and that students should not be dropped off or picked up from school.



- The Principal or delegate will notify the NSW SES, and the NSW Department of Education's Incident Report and Support hotline (see Appendix D for contact details).
- If a Watch and Act – Prepare to Evacuate was issued by the NSW SES, but no Emergency Warning – Evacuate now/Evacuate before [time]:
 - The Principal should contact the Flood Wardens and potentially some staff to relocate assets
 - The Flood Wardens and nominated staff should relocate assets, such as IT equipment and other valuable items marked with a large red sticker, to the upper levels of Blocks A, B, C or D.
 - The Flood Wardens and nominated staff should shut off electricity, gas and water at the mains.

6.3.3 Respond: During a Flood

TRIGGER FOR ACTION:

If, once the school day has started or the site is occupied:

- **NSW SES issues an Emergency Warning – Evacuate now/Evacuate before [time] applicable to the school;**

ACTIONS:

- The Principal will initiate evacuation
- The Principal or delegate will announce over the public address system that the school will be closing until further notice due to probable flooding. Anyone on the school grounds should make their way to the school hall
- All students, staff and visitors already on site will assemble in the school hall
- The Principal or delegate will message all staff, students, parents and caregivers to inform them that the school will be closing until further notice due to probable flooding and that parents or caregivers should pick up their children immediately (see Appendix B for messages).
- The Principal or delegate will notify the NSW SES, and the NSW Department of Education's Incident Report and Support hotline (see Appendix D for contact details)
- The Principal or delegate will contact the bus companies servicing the school (see Appendix D for contact details) to inform them that the school is closed due to the possibility of flooding and that the normal bus run at the end of the day should not occur
- Teachers will check off the names of students and escort them to their parents' or caregivers' vehicle when they arrive for pick-up.
- The Principal or delegate will send staff home as permitted under required staff-student ratios, starting with staff whose route home is particularly flood prone.
- If intense rainfall occurs in Wee Waa, the Principal or delegate will monitor the landscaped area with the yarning circle at the eastern end of the site every **hour** until all site occupants have evacuated.
- A Flood Warden or delegate will securely lock any bikes of students who rode to school.
- The parents or caregivers of any students who have not been picked up after an hour should be contacted via phone call.
- Enough staff to maintain required staff-student ratios will remain in the hall until all students have been picked up.
- Once all students have left, the Principal or delegate will send everyone home who is remaining. If any do not have their own vehicle on site, carpooling should be organised with other staff members or the school buses should be used.



TRIGGER FOR ACTION:

If, once the school day has started:

- **Floodwaters are observed in the landscaped area with the yarning circle at the eastern end of the site;**

ACTIONS:

- The Principal will initiate shelter in place
- The Principal or delegate will announce over the public address system that local flooding is occurring, Anyone on the school grounds should immediately make their way to Block A, B, C or D.
- All students, staff and visitors already on site will make their way to Block A, B, C or D.
- The Principal or delegate will message all staff, students, parents and caregivers to inform them that local streets may be impacted by flooding and it is not safe to access the site, but all students are sheltering above the reach of the biggest floods (see Appendix B for messages).
- The Principal or delegate will notify the NSW SES, and the NSW Department of Education's Incident Report and Support hotline (see Appendix D for contact details).
- The Flood Wardens and nominated staff should relocate assets, such as IT equipment and other valuable items marked with a large red sticker, from the ground floor of Blocks A, B, C or D to level 1 of these buildings. They should not leave Blocks A, B, C and D to retrieve assets from other locations and should head upstairs immediately if floodwaters approach the ground floor level.

6.3.4 Recover: After a Flood

TRIGGER FOR ACTION:

- **Emergency Services give the all-clear.**

ACTIONS:

- If the shelter in place strategy was activated:
 - The Principal or delegate will notify parents/carers and off-site staff that the flood threat has passed but that local roads may be still affected by flooding or debris, and they must not drive or walk through floodwaters. If their children are on site, they will be cared for until they can be collected.
 - Teachers will check off the names of students and escort them to their parents' or caregivers' vehicle when they arrive for pick-up.
 - The Principal or delegate will send staff home as permitted under required staff-student ratios.
 - The parents or caregivers of any students who have not been picked up after an hour should be contacted again via phone call.
 - Enough staff to maintain required staff-student ratios will remain on the upper level of Blocks A, B, C and D until all students have been picked up.
 - Once all students have been picked up the Principal or delegate will send everyone home who is remaining. If any do not have their own vehicle on site, carpooling should be organised with other staff members or the school buses should be used.
- A hazard assessment will be undertaken by the Principal and school maintenance person for the clean-up. Safe work methods statements will be prepared, and personal protective equipment supplied consistent with the known hazards which can be associated with floods:



- Slips, trips and falls,
 - Sharp debris,
 - Venomous animals,
 - Contaminated water and sediments.
-
- If the flood was large enough to inundate the ground floors of the buildings or if there is any concern regarding the structural integrity of the school buildings, they should be assessed for structural damage by an engineer before students and staff are permitted to return to the site.
 - Plumbing and gas to be checked by licensed plumber and defects rectified.
 - Electrical to be checked by licensed electrician and defects rectified.
 - The Principal or delegate will ensure staff and students do not return to the site until a clearance certificate has been issued by Access Management Utility (AMU)
 - Education programs can be resumed once AMU has issued a clearance certificate
 - Following the re-commencement of school activities, a de-brief will be held with key management staff and may involve NSW SES flood personnel/volunteers. The flood event and response, including the use of this FERP and any emergency procedures will be reviewed. The debrief will consider the effectiveness of the FERP.
 - Changes may be made to this FERP and the requirements for future emergency response should the review identify any improvements which may be made.
 - Once education programs have resumed the Principal will organise debrief sessions with students and with staff, in consultation with counselling services.
 - The DoE will organise for students or staff experiencing distress in the weeks following a flood emergency to have access to counselling services.



7 REFERENCES

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APPENDIX A FLOOD EMERGENCY RESPONSE PLAN (FERP) ACTION CHECKLIST





Stage	Trigger for Action	Action	Who is Responsible	What is Needed
Before a flood	Always	The DoE will ensure there are sufficient financial, human and other resources to maintain and implement the FERP	DoE	Flood Emergency Response Plan
		The Principal will ensure that flood signage is visible and legible	Principal	Flood signage
		The Principal will ensure evacuation drills are performed twice every year	Principal	Flood Emergency Response Plan
		The DoE and the Principal will review the FERP every 5 years or following a flood	DoE, Principal	Flood Emergency Response Plan
		The DoE will ensure an annual audit is undertaken of the resources necessary to implement the FERP	DoE	Flood Emergency Response Plan
		The Principal will ensure an annual audit is undertaken, identifying school assets and critical records. These assets and records are to be marked with a large red sticker	Principal	Stickers
		The DoE will support the Principal and Flood Wardens in their duties	DoE	N/A
		The Principal will organise an annual workshop with the DoE and executive to plan for a flood emergency. The workshop will include: <ul style="list-style-type: none"> ■ Continuity of teaching and learning in the event of a flood. The workshop will consider a scenario where the school has experienced major damage and will be non-operational for a period of 6 months. ■ Identifying staff/teachers who may be affected by minor, moderate and major flooding. Consider deployment of staff. ■ Discussing methods to contact staff/teachers before, during and after such flooding ■ Discussing methods to contact students and parents/carers before, during and after such flooding. 	Principal	Flood Emergency Response Plan



Stage	Trigger for Action	Action	Who is Responsible	What is Needed
		The Principal will organise a booth/showcase annually at parent/teacher nights to highlight the school's preparations for flood emergencies, including: <ul style="list-style-type: none"> ■ How the school is raising awareness of flooding within the school community ■ What does the community need to know before a flood? ■ How will the flood procedures be communicated to the community? 	Principal	N/A
		The DoE will ensure that all flood management measures are consistent with this report including continuation of building design features to mitigate flood risks.	DoE	Flood Emergency Response Plan
		The Principal will ensure all staff are made aware of the FERP	Principal	Flood Emergency Response Plan
		The Principal will ensure all staff will be made aware of the possibility of flooding and the procedures to be followed if a flood were to occur. This will be done during staff inductions and at the start of each school year	Principal	Flood Emergency Response Plan
		The Principal and all Flood Wardens will become familiar with this FERP and learn how to monitor severe weather warnings, flood warnings, rainfall forecasts and external water levels	Principal, Flood Wardens	Flood Emergency Response Plan, BoM Weather app, Hazards Near Me app, Mobile phones / Computers with 4g/5g internet
		The Principal will subscribe themselves and Flood Wardens to the BOM Weather App and the Hazards Near Me App so that they receive BOM severe weather and flood warnings direct to their mobile phone	Principal	BoM Weather app, Hazards Near Me app, Mobile phones / Computers with 4g/5g internet
		The DoE and the Principal will ensure the parent messaging app is maintained for access by both the Chief Flood Warden (or delegate)	DoE, Principal	Parent messaging app, Mobile phones / Computers with 4g/5g internet
		The Principal will supply and maintain all of the equipment necessary to implement the FERP	Principal	N/A
		The Principal will ensure that sufficient water bottles and non-perishable food are kept in Block D	Principal	Water bottle, non-perishable food



Stage	Trigger for Action	Action	Who is Responsible	What is Needed
		The DoE and the Principal will ensure that the public address system throughout the school is kept in working order and is tested at least annually	DoE, Principal	Public address system
		The Principal will keep a fully charged and functional mobile phone/laptop/tablet with 4G/5G internet access and at least 48 hours of battery charge on site at all times	Principal	Mobile phone with 4g/5g internet access
		The Principal will ensure the following are to be kept in Block D: <ul style="list-style-type: none"> ■ A first aid kit ■ A portable radio with spare batteries for listening to information on local radio stations ■ Torches with spare batteries ■ Food/snacks and drinks. 	Principal	First aid kit, portable radio with batteries, torches, food/snacks, drinks
		The Principal will maintain a register of emergency contact details for all parents and caregivers and for all staff and will regularly provide the DoE with an up-to-date copy	Principal	Register of emergency contact details of parents, caregivers and staff
		All parents and caregivers will provide the Principal or delegate with their most up-to-date contact details	Parents, Caregivers	N/A
		The Principal will ensure that all staff understand their responsibilities in the event of a flood	Principal	N/A
		All staff, students and guests will follow the advice of the DoE, the Principal or Flood Wardens	Staff, students, guests	N/A
		Staff will report any concerns to the Principal, Flood Wardens or the DoE	Staff	N/A
		The Principal will maintain a list of emergency contacts which will include emergency services and utility providers. These details and other necessary contact details are provided in Appendix D	Principal	Appendix D of this report
		The Principal will ensure this FERP and the list of parent and care-giver contacts details will be kept on site on the upper floor of Block D in electronic and hard copy at all times	Principal	Flood Emergency Response Plan, Register of emergency contact details of parents, caregivers and staff



Stage	Trigger for Action	Action	Who is Responsible	What is Needed
		The Principal or delegate will monitor weather forecasts and warnings each morning	Principal / Delegate	BoM Weather app, Hazards Near Me app, Mobile phones / Computers with 4g/5g internet
		The Principal will ensure there is a trained acting Flood Warden on site whenever the site is occupied	Principal	N/A
When a flood is possible	<p>If before school starts: NSW SES provides warning of road closures due to flooding OR The BoM issues a Flood Warning for the Namoi River at Wee Waa (Glencoe)</p>	The DoE will consider closing the school	DoE	N/A
		If the DoE decides not to close the school:		
		<ul style="list-style-type: none"> Message parents/caregivers to inform them that riverine flooding has been forecast and advising that students who live outside of the town levee should not come to school until the NSW SES provides the all-clear or they may become stranded in town if floodwaters cut local roads (see Appendix B for messages). 	Principal / Delegate	Parent messaging app, Mobile phones / Computers with 4g/5g internet, Appendix B of this report
		<ul style="list-style-type: none"> The nominated person responsible for forecast and observation will continue to monitor the Hazards Near Me app every 2 hours during the school day for warning messages issued by the NSW SES 	Principal / Delegate	BoM Weather app, Hazards Near Me app, Mobile phones / Computers with 4g/5g internet
		If the DoE decides to close the school:		
		<ul style="list-style-type: none"> Message parents/caregivers to inform them that riverine flooding has been forecast and that the school will be closed until further notice (see Appendix B for messages) 	Principal / Delegate	Parent messaging app, Mobile phones / Computers with 4g/5g internet, Appendix B of this report
		<ul style="list-style-type: none"> Call the bus company that services the school (see Appendix D for contact details) and inform them that the school will be closed until further notice and that students should not be dropped off at school 	Principal / Delegate	Mobile phone, Appendix D of this report
		<ul style="list-style-type: none"> The Principal or delegate will notify the NSW SES, and the NSW Department of Education's Incident Report and Support hotline (see Appendix D for contact details) 	Principal / Delegate	Mobile phone, Appendix D of this report
	If after school starts:	The school day will continue as normal	DoE	N/A



Stage	Trigger for Action	Action	Who is Responsible	What is Needed
	NSW SES provides warning of road closures due to flooding OR The BoM issues a Flood Warning for the Namoi River at Wee Waa (Glencoe)	The DoE will consider closing the school for the next day	DoE	N/A
		If the DoE decides not to close the school for the next day:		
		<ul style="list-style-type: none"> Message parents/caregivers to inform them that riverine flooding has been forecast and advising that students who live outside of the town levee should not come to school tomorrow until the NSW SES provides the all-clear or they may become stranded in town if floodwaters cut local roads (see Appendix B for messages). 	Principal / Delegate	Parent messaging app, Mobile phones / Computers with 4g/5g internet, Appendix B of this report
		<ul style="list-style-type: none"> The nominated person responsible for forecast and observation will continue to monitor the Hazards Near Me app every 2 hours during the school day for warning messages issued by the NSW SES 	Principal / Delegate	BoM Weather app, Hazards Near Me app, Mobile phones / Computers with 4g/5g internet
		The nominated person responsible for forecast and observation will continue to monitor the Hazards Near Me app every 2 hours during the school day for warning messages issued by the NSW SES	Principal / Delegate	BoM Weather app, Hazards Near Me app, Mobile phones / Computers with 4g/5g internet
		If the DoE decides to close the school the next day:		
		Message parents/caregivers to inform them that riverine flooding has been forecast and that the school will be closed tomorrow until further notice (see Appendix B for messages)	Principal / Delegate	Parent messaging app, Mobile phones / Computers with 4g/5g internet, Appendix B of this report
		Call the bus company that services the school (see Appendix D for contact details) and inform them that the school will be closed tomorrow until further notice and that students should not be dropped off at school	Principal / Delegate	Mobile phone, Appendix D of this report
		The Principal or delegate will notify the NSW SES, and the NSW Department of Education's Incident Report and Support hotline (see Appendix D for contact details)	Principal / Delegate	Mobile phone, Appendix D of this report
	If, after school starts:	All outdoor activities and activities in Buildings E and F will be cancelled for the day	Principal / Delegate	N/A
All site occupants will relocate to Buildings A – D		Principal / Delegate	N/A	



Stage	Trigger for Action	Action	Who is Responsible	What is Needed
	The BOM Weather app indicates there is $\geq 25\%$ chance of ≥ 50 mm of rain falling in the 3-hour windows during or after school operational hours	Normal learning activities can be undertaken in Buildings A – D	Principal / Delegate	N/A
	<p>If, before school starts:</p> <p>The BOM Weather app indicates there is $\geq 25\%$ chance of ≥ 50 mm of rain falling in the 3-hour windows before, during or after school operational hours</p> <p>OR</p> <p>NSW SES issues a Watch and Act – Prepare to Evacuate applicable to the school</p> <p>OR</p> <p>NSW SES issues an Emergency Warning – Evacuate now/Evacuate before [time] applicable to the school</p>	The DoE will close the school for the day	DoE	N/A
		Message parents/caregivers to inform them that the school will be closed for the day due to possible localised flooding (see Appendix B for messages)	Principal / Delegate	Parent messaging app, Mobile phones / Computers with 4g/5g internet, Appendix B of this report
		Call the bus company that services the school (see Appendix D for contact details) and inform them that the school will be closed for the day and that students should not be dropped off or picked up from school	Principal / Delegate	Mobile phone, Appendix D of this report
		The Principal or delegate will notify the NSW SES, and the NSW Department of Education’s Incident Report and Support hotline (see Appendix D for contact details)	Principal / Delegate	Mobile phone, Appendix D of this report
		If a Watch and Act – Prepare to Evacuate was issued by the NSW SES, but no Emergency Warning – Evacuate now/Evacuate before [time]:		
		<ul style="list-style-type: none"> ■ The Principal should contact the Flood Wardens and potentially some staff to relocate assets 	Principal	Mobile phone, Appendix D of this report
		<ul style="list-style-type: none"> ■ The Flood Wardens and nominated staff should relocate assets, such as IT equipment and other valuable items marked with a large red sticker, to the upper levels of Blocks A, B, C or D 	Flood Wardens, nominated staff	N/A
<ul style="list-style-type: none"> ■ The Flood Wardens and nominated staff should shut off electricity, gas and water at the mains 	Flood Wardens, nominated staff	N/A		
	The Principal will initiate evacuation	Principal	N/A	



Stage	Trigger for Action	Action	Who is Responsible	What is Needed
During a flood	<p>If, once the school day has started or the site is occupied:</p> <p>NSW SES issues an Emergency Warning – Evacuate now/Evacuate before [time] applicable to the school</p>	The Principal or delegate will announce over the public address system that the school will be closing until further notice due to probable flooding. Anyone on the school grounds should make their way to the school hall	Principal / Delegate	Public address system
		All students, staff and visitors already on site will assemble in the school hall	Students, staff, visitors	N/A
		The Principal or delegate will message all staff, students, parents and caregivers to inform them that the school will be closing until further notice due to probable flooding and that parents or caregivers should pick up their children immediately (see Appendix B for messages)	Principal / Delegate	Parent messaging app, Mobile phones / Computers with 4g/5g internet, Appendix B of this report
		The Principal or delegate will notify the NSW SES, and the NSW Department of Education's Incident Report and Support hotline (see Appendix D for contact details)	Principal / Delegate	Mobile phone, Appendix D of this report
		The Principal or delegate will contact the bus companies servicing the school (see Appendix D for contact details) to inform them that the school is closed due to the possibility of flooding and that the normal bus run at the end of the day should not occur	Principal / Delegate	Mobile phone, Appendix D of this report
		Teachers will check off the names of students and escort them to their parents' or caregivers' vehicle when they arrive for pick-up	Teachers	School roll
		The Principal or delegate will send staff home as permitted under required staff-student ratios, starting with staff whose route home is particularly flood prone	Principal / Delegate	N/A
		If intense rainfall occurs in Wee Waa, the Principal or delegate will monitor the landscaped area with the yarning circle at the eastern end of the site every hour until all site occupants have evacuated	Principal / Delegate	N/A
		A Flood Warden or delegate will securely lock any bikes of students who rode to school	Flood Warden / Delegate	Lockable chain
		The parents or caregivers of any students who have not been picked up after an hour should be contacted via phone call	Principal / Delegate	Mobile phone
		Enough staff to maintain required staff-student ratios will remain in the hall until all students have been picked up	Principal / Delegate	N/A



Stage	Trigger for Action	Action	Who is Responsible	What is Needed
		Once all students have left, the Principal or delegate will send everyone home who is remaining. If any do not have their own vehicle on site, carpooling should be organised with other staff members or the school buses should be used	Principal / Delegate	Vehicles
	If, once the school day has started: Floodwaters are observed in the landscaped area with the yarning circle at the eastern end of the site	The Principal will initiate shelter in place	Principal	N/A
		The Principal or delegate will announce over the public address system that local flooding is occurring, Anyone on the school grounds should immediately make their way to Block A, B, C or D	Principal / Delegate	Public address system
		All students, staff and visitors already on site will make their way to Block A, B, C or D	Students, staff, visitors	N/A
		The Principal or delegate will message all staff, students, parents and caregivers to inform them that local streets may be impacted by flooding and it is not safe to access the site, but all students are sheltering above the reach of the biggest floods (see Appendix B for messages)	Principal / Delegate	Parent messaging app, Mobile phones / Computers with 4g/5g internet, Appendix B of this report
		The Principal or delegate will notify the NSW SES, and the NSW Department of Education's Incident Report and Support hotline (see Appendix D for contact details)	Principal / Delegate	Mobile phone, Appendix D of this report
		The Flood Wardens and nominated staff should relocate assets, such as IT equipment and other valuable items marked with a large red sticker, from the ground floor of Blocks A, B, C or D to level 1 of these buildings. They should not leave Blocks A, B, C and D to retrieve assets from other locations and should head upstairs immediately if floodwaters approach the ground floor level	Flood Wardens, nominated staff	N/A
After a flood	Emergency Services give the all-clear	If the shelter in place strategy was activated:		
		<ul style="list-style-type: none"> The Principal or delegate will notify parents/carers and off-site staff that the flood threat has passed but that local roads may be still affected by flooding or debris, and they must not drive or walk through floodwaters. If their children are on site, they will be cared for until they can be collected 	Principal / Delegate	Parent messaging app, Mobile phones / Computers with 4g/5g internet, Appendix B of this report
		<ul style="list-style-type: none"> Teachers will check off the names of students and escort them to their parents' or caregivers' vehicle when they arrive for pick-up 	Teachers	School roll



Stage	Trigger for Action	Action	Who is Responsible	What is Needed
		<ul style="list-style-type: none"> The Principal or delegate will send staff home as permitted under required staff-student ratios 	Principal / Delegate	N/A
		<ul style="list-style-type: none"> The parents or caregivers of any students who have not been picked up after an hour should be contacted again via phone call 	Principal / Delegate	Mobile phone
		<ul style="list-style-type: none"> Enough staff to maintain required staff-student ratios will remain on the upper level of Blocks A, B, C and D until all students have been picked up 	Principal / Delegate	N/A
		<ul style="list-style-type: none"> Once all students have been picked up the Principal or delegate will send everyone home who is remaining. If any do not have their own vehicle on site, carpooling should be organised with other staff members or the school buses should be used 	Principal / Delegate	Vehicles
		<p>A hazard assessment will be undertaken by the Principal and school maintenance person for the clean-up. Safe work methods statements will be prepared, and personal protective equipment supplied consistent with the known hazards which can be associated with floods:</p> <ul style="list-style-type: none"> Slips, trips and falls, Sharp debris, Venomous animals, Contaminated water and sediments. 	Principal	N/A
		<p>If the flood was large enough to inundate the ground floors of the buildings or if there is any concern regarding the structural integrity of the school buildings, they should be assessed for structural damage by an engineer before students and staff are permitted to return to the site</p>	DoE	Flood Emergency Contact List (Appendix D of this report)
		<p>Plumbing and gas to be checked by licensed plumber and defects rectified</p>	DoE	Flood Emergency Contact List (Appendix D of this report)



Stage	Trigger for Action	Action	Who is Responsible	What is Needed
		Electrical to be checked by licensed electrician and defects rectified	DoE	Flood Emergency Contact List (Appendix D of this report)
		The Principal or delegate will ensure staff and students do not return to the site until a clearance certificate has been issued by Access Management Utility (AMU)	Principal / Delegate	N/A
		Education programs can be resumed once AMU has issued a clearance certificate	Principal	N/A
		Following the re-commencement of school activities, a de-brief will be held with key management staff and may involve NSW SES flood personnel/volunteers. The flood event and response, including the use of this FERP and any emergency procedures will be reviewed. The debrief will consider the effectiveness of the FERP	DoE, Principal	Flood Emergency Response Plan
		Changes may be made to this FERP and the requirements for future emergency response should the review identify any improvements which may be made	DoE, Principal	Flood Emergency Response Plan
		Once education programs have resumed the Principal will organise debrief sessions with students and with staff, in consultation with counselling services	Principal	N/A
		The DoE will organise for students or staff experiencing distress in the weeks following a flood emergency to have access to counselling services	DoE	N/A



APPENDIX B FLOOD EMERGENCY MESSAGES





General flood information permanently on the website:

Like many schools, Wee Waa High School can be impacted by flooding and can have access cut when local roads and the school grounds flood. Overland flooding can cut Mitchell, Charles Street and other access routes to the school. Such flooding could last for more than 8 hours. Wee Waa High School, like most of Wee Waa can also be impacted by riverine flooding in very large floods.

Wee Waa High School has a comprehensive emergency response plan to deal with all possible emergency situations including flooding. The plan is designed to ensure that anyone in the school is safe from flooding even in the most extreme flood.

If flooding is expected, we will implement our flood emergency response plan to ensure the safety of everyone. If the NSW SES instructs the school to evacuate, we will advise parents/caregivers to pick up their children ahead of flooding of the Namoi River. If local/overland flooding rises quickly, students and staff will be able to shelter from flooding in the school buildings above the level of the largest possible flood until it is safe for parents/caregivers to access the site.

Text messages, emails and social media will be used to keep parents/caregivers up to date with the situation. Please do not try and ring the school as we will not be able to answer all of the calls while caring for the students. Please do not drive or walk through floodwaters to try and reach the school. We will care for your children until it is safe for you to arrive and pick them up.



Situation	Email to staff, students, parents and caregivers	Website	SMS	Facebook/Social Media	Telephone call - Parents	SMS - Staff	Phone line (answering machine/when on hold)
<p>If before school starts:</p> <p>NSW SES provides warning of road closures</p> <p>OR</p> <p>The BoM issues a Flood Warning for the Namoi River at Wee Waa (Glencoe)</p> <p>AND</p> <p>The DoE decides NOT to close the school</p>	<p>Dear Families,</p> <p>Although riverine flooding has been forecast in the area, it is currently safe for Wee Waa High School to remain open. However, we advise that students who live outside of the town levee should not come to school until the NSW SES provides the all-clear or they may become stranded in town if floodwaters cut local roads.</p> <p>We hope that you are able to stay safe and dry.</p> <p>Remember that it's never safe to drive or walk through floodwaters.</p>	<p>Although riverine flooding has been forecast in the area, it is currently safe for Wee Waa High School to remain open. However, we advise that students who live outside of the town levee should not come to school until the NSW SES provides the all-clear or they may become stranded in town if floodwaters cut local roads.</p> <p>We hope that you are able to stay safe and dry.</p> <p>Remember that it's never safe to drive or walk through floodwaters.</p> <p>For more information about the flood risk at our school click here.</p>	<p>Wee Waa High School will remain open [today/tomorrow]</p> <p>Students who live outside of the town levee should not come to school until the NSW SES provides the all-clear,</p> <p>Please go to our website https://weewaa-h.schools.nsw.gov.au/ for more details</p>	<p>Although riverine flooding has been forecast in the area, it is currently safe for Wee Waa High School to remain open. However, we advise that students who live outside of the town levee should not come to school until the NSW SES provides the all-clear or they may become stranded in town if floodwaters cut local roads.</p> <p>We hope that you are able to stay safe and dry.</p> <p>Please go to our website https://weewaa-h.schools.nsw.gov.au/ for more details on temporary arrangements.</p>	<p>Hi [name],</p> <p>This is [name] from Wee Waa High School, I am calling to check that you received the text message we sent regarding students who live outside the town levee.</p> <p><i>When will my child be able to attend again?</i></p> <p>Students who live outside the town levee should return once the NSW SES provides the all-clear. Please check email or our website for further information.</p>	<p>Due to the possibility of flooding Wee Waa we are informing students who live outside of the town levee they should not come to school until the NSW SES provides the all-clear.</p>	



Situation	Email to staff, students, parents and caregivers	Website	SMS	Facebook/Social Media	Telephone call - Parents	SMS - Staff	Phone line (answering machine/when on hold)
<p>If after school starts:</p> <p>NSW SES provides warning of road closures</p> <p>OR</p> <p>The BoM issues a Flood Warning for the Namoi River at Wee Waa (Glencoe)</p> <p>AND</p> <p>The DoE decides NOT to close the school the next day</p>	<p>Dear Families,</p> <p>Although riverine flooding has been forecast in the area, it is currently safe for Wee Waa High School to remain open. However, we advise that students who live outside of the town levee should not come to school from tomorrow until the NSW SES provides the all-clear or they may become stranded in town if floodwaters cut local roads.</p> <p>We hope that you are able to stay safe and dry.</p> <p>Remember that it's never safe to drive or walk through floodwaters.</p>	<p>Although riverine flooding has been forecast in the area, it is currently safe for Wee Waa High School to remain open. However, we advise that students who live outside of the town levee should not come to school from tomorrow until the NSW SES provides the all-clear or they may become stranded in town if floodwaters cut local roads.</p> <p>We hope that you are able to stay safe and dry.</p> <p>Remember that it's never safe to drive or walk through floodwaters.</p> <p>For more information about the flood risk at our school click here.</p>	<p>Wee Waa High School will remain open [today/tomorrow]</p> <p>Students who live outside of the town levee should not come to school from tomorrow until the NSW SES provides the all-clear,</p> <p>Please go to our website https://weewaa-h.schools.nsw.gov.au/ for more details</p>	<p>Although riverine flooding has been forecast in the area, it is currently safe for Wee Waa High School to remain open. However, we advise that students who live outside of the town levee should not come to school from tomorrow until the NSW SES provides the all-clear or they may become stranded in town if floodwaters cut local roads.</p> <p>We hope that you are able to stay safe and dry.</p> <p>Please go to our website https://weewaa-h.schools.nsw.gov.au/ for more details on temporary arrangements.</p>	<p>Hi [name],</p> <p>This is [name] from Wee Waa High School, I am calling to check that you received the text message we sent regarding students who live outside the town levee.</p> <p><i>When will my child be able to attend again?</i></p> <p>Students who live outside the town levee should return once the NSW SES provides the all-clear. Please check email or our website for further information.</p>	<p>Due to the possibility of flooding Wee Waa we are informing students who live outside of the town levee they should not come to school from tomorrow until the NSW SES provides the all-clear.</p>	



Situation	Email to staff, students, parents and caregivers	Website	SMS	Facebook/Social Media	Telephone call - Parents	SMS - Staff	Phone line (answering machine/when on hold)
The school will be closed tomorrow	<p>Dear Families,</p> <p>Due to possible flooding Wee Waa High School will be closed tomorrow until further notice. Please do not drop your child off at school.</p> <p>We will inform you when the school reopens.</p> <p>We hope that you are able to stay safe and dry and look forward to seeing you all when the school reopens.</p> <p>Remember that it's never safe to drive or walk through floodwaters.</p>	<p>Due to possible flooding Wee Waa High School will be closed tomorrow until further notice. Please do not drop your child off at school.</p> <p>We will inform you when the school reopens.</p> <p>We hope that you are able to stay safe and dry and look forward to seeing you all when the school reopens.</p> <p>Remember that it's never safe to drive or walk through floodwaters.</p> <p>For more information about the flood risk at our school click here.</p>	<p>Due to possible flooding Wee Waa High School will be closed tomorrow until further notice.</p> <p>Please go to our website https://weewaa-h.schools.nsw.gov.au/ for more details.</p>	<p>Due to possible flooding Wee Waa High School will be closed tomorrow until further notice. Please do not drop your child off at school.</p> <p>We will keep our community informed about when the school will reopen.</p> <p>We hope that everyone is able to stay safe and dry and look forward to seeing you all when the school reopens.</p> <p>Please go to our https://weewaa-h.schools.nsw.gov.au/ for more details on temporary arrangements.</p>	<p>Hi [name],</p> <p>This is [name] from Wee Waa High School, I am calling to check that you received the text message we sent regarding the school's closure for tomorrow due to flooding?</p> <p>[If children not dropped off yet]</p> <p>This means that it won't be safe to come to the school and drop off your child tomorrow. We will notify you once the risk of flooding has passed. Hopefully we will be able to reopen in a couple of days, but this will depend on the weather over the next 48 hours.</p> <p>Please go to our website https://weewaa-h.schools.nsw.gov.au/ for updates and more details on temporary arrangements.</p>	<p>Due to possible flooding Wee Waa High School will be closed tomorrow. We will inform you when the school reopens.</p>	<p>Wee Waa High School will be closed tomorrow due to possible flooding. We cannot answer your phone call immediately. Please check email or the school's website for further information.</p>



Situation	Email to staff, students, parents and caregivers	Website	SMS	Facebook/Social Media	Telephone call - Parents	SMS - Staff	Phone line (answering machine/when on hold)
The school is closed for the day	<p>Dear Families,</p> <p>Due to possible flooding Wee Waa High School will be closed today. Please do not drop your child off at school.</p> <p>We will inform you when the school reopens.</p> <p>We hope that you are able to stay safe and dry and look forward to seeing you all when the school reopens.</p> <p>Remember that it's never safe to drive or walk through floodwaters.</p>	<p>Due to possible flooding Wee Waa High School will be closed today. Please do not drop your child off at school.</p> <p>We will inform you when the school reopens.</p> <p>We hope that you are able to stay safe and dry and look forward to seeing you all when the school reopens.</p> <p>Remember that it's never safe to drive or walk through floodwaters.</p> <p>For more information about the flood risk at our school click here.</p>	<p>Due to possible flooding Wee Waa High School will be closed today.</p> <p>Please go to our website https://weewaa-h.schools.nsw.gov.au/ for more details.</p>	<p>Due to possible flooding Wee Waa High School will be closed today. Please do not drop your child off at school.</p> <p>We will keep our community informed about when the school will reopen.</p> <p>We hope that everyone is able to stay safe and dry and look forward to seeing you all when the school reopens.</p> <p>Please go to our https://weewaa-h.schools.nsw.gov.au/ for more details on temporary arrangements.</p>	<p>Hi [name],</p> <p>This is [name] from Wee Waa High School, I am calling to check that you received the text message we sent regarding the school's closure for today due to flooding?</p> <p>[If children not dropped off yet]</p> <p>This means that now it's not safe to come to the school and drop off your child. We will notify you once the risk of flooding has passed. Hopefully we will be able to reopen tomorrow, but this will depend on the weather over the next 24 hours.</p> <p>Please go to our website https://weewaa-h.schools.nsw.gov.au/ for updates and more details on temporary arrangements.</p>	<p>Due to possible flooding Wee Waa High School will be closed today. We will inform you when the school reopens.</p>	<p>Wee Waa High School is currently closed due to possible flooding. We cannot answer your phone call immediately. Please check email or the school's website for further information.</p>



Situation	Email to staff, students, parents and caregivers	Website	SMS	Facebook/Social Media	Telephone call - Parents	SMS - Staff	Phone line (answering machine/when on hold)
Evacuation is initiated	<p>Dear Families,</p> <p>Due to flooding Wee Waa High School will be closing today and may not open tomorrow. We will inform you when the school reopens.</p> <p>All students here are safe and able to shelter above the level of even the largest floods.</p> <p>All students should be picked up by their parents/ caregivers immediately. If you are unable to pick up your child please contact the school.</p> <p>We hope that you are able to stay safe and dry and look forward to seeing you all when the school reopens.</p> <p>Remember that it's never safe to drive or walk through floodwaters.</p> <p>For more information about the flood risk at our school click here.</p>	<p>Due to flooding Wee Waa High School will be closing today and may not open tomorrow. We will inform you when the school reopens.</p> <p>All students here are safe and able to shelter above the level of even the largest floods.</p> <p>All students should be picked up by their parents/ caregivers immediately. If you are unable to pick up your child please contact the school.</p> <p>We hope that you are able to stay safe and dry and look forward to seeing you all when the school reopens.</p> <p>Remember that it's never safe to drive or walk through floodwaters.</p> <p>For more information about the flood risk at our school click here.</p>	<p>Due to flooding Wee Waa High School is closing for today. Please pick up your child immediately.</p> <p>Please go to our website https://weewaa-h.schools.nsw.gov.au/ for more details.</p>	<p>Due to flooding Wee Waa High School will be closing today. We will keep our community informed about when the school will reopen.</p> <p>All students here are safe and able to shelter above the level of even the largest floods.</p> <p>All students should be picked up by their parents/ caregivers immediately. If you are unable to pick up your child please contact the school.</p> <p>We hope that everyone is able to stay safe and dry and look forward to seeing you all when the school reopens.</p> <p>Please go to our website https://weewaa-h.schools.nsw.gov.au/ for more details on temporary arrangements.</p>	<p>Hi [name],</p> <p>This is [name] from Wee Waa High School, I am calling to check that you received the text message we sent regarding the school's closure for today due to flooding?</p> <p>This means that you will need to pick your child up immediately from school. All students here are safe and able to shelter above the level of even the largest floods, but students need to be picked up immediately.</p> <p>Please go to our website https://weewaa-h.schools.nsw.gov.au/ for updates and more details on temporary arrangements.</p>	<p>Due to flooding Wee Waa High School, the school will be closing today. Please don't come to work until the school reopens.</p>	<p>Wee Waa High School is currently closed due to flooding. We cannot answer your phone call immediately. Please check email or the school's website for further information.</p>



Situation	Email to staff, students, parents and caregivers	Website	SMS	Facebook/Social Media	Telephone call - Parents	SMS - Staff	Phone line (answering machine/ when on hold)
When the Shelter in Place strategy has been activated	<p>Dear Families,</p> <p>Wee Waa High School is currently experiencing local flooding. This has temporarily cut access to our school and it is not safe to try and reach the school at present. Please do not try and pick up your child. We will advise when it is safe to access the school again.</p> <p>All children who are here are safe and are sheltering above the level of even the largest possible flood.</p> <p>Parents/caregivers should check their emails and texts regularly for updates regarding collecting children.</p> <p>Parents/caregivers should check their emails and texts regularly for updates regarding collecting children.</p> <p>Remember that it's never safe to drive or walk through floodwaters.</p>	<p>Wee Waa High School is currently experiencing local flooding. This has temporarily cut access to our school and it is not safe to try and reach the school at present. Please do not try and pick up your child. We will advise when it is safe to access the school again.</p> <p>All children who are here are safe and are sheltering above the level of even the largest possible flood.</p> <p>Parents/caregivers should check their emails and texts regularly for updates regarding collecting children.</p> <p>Remember that it's never safe to drive or walk through floodwaters.</p> <p>For more information about the flood risk at our school click here.</p>	<p>Flooding has isolated Wee Waa High School. All students are safe at school but access roads are not. Do not pick up students.</p> <p>Go to https://weewa.a-h.schools.nsw.gov.au/ for details</p>	<p>Wee Waa High School is currently experiencing flooding. This has temporarily cut access to our school and it is not safe to try and reach the school at present. Parents and caregivers should wait until we advise that it is safe to access the school again.</p> <p>All children who are here are safe and are sheltering above the level of even the largest possible flood.</p> <p>Please go to our website https://weewa.a-h.schools.nsw.gov.au/ for more details on temporary arrangements.</p>	<p>Hi [name],</p> <p>This is [name] from Wee Waa High School, I am calling to check that you received the text message we sent regarding the school being currently inaccessible due to flooding?</p> <p>This means that at the moment it's not safe to come to the school. The students are all safe and sheltering above the level of even the largest possible flood. Please keep an eye on your texts, emails and our website for updates</p> <p><i>When will I be able to pick up my child?</i></p> <p>We expect that flood waters will be gone in the next few hours, and you will be able to pick your child up then. We will send out a SMS and email notification when it is safe to collect your child. Because of the flooding we understand that you may have some trouble with traffic and if you can not get here right away we understand. We want all our parents and caregivers to drive safely and know that we will look after the students until you can be here. We have enough food and drink for the children.</p> <p><i>I can walk to the school, is it ok to pick my child up now?</i></p> <p>Please stay safe at home for the duration of the flooding. It is not safe to walk through floodwaters if you can avoid it due to the water often having sewage and other contamination in it. Your child is safe here with us, and we will look after them until it is safe for you to come.</p>	<p>Due to flooding, Wee Waa High School is currently closed. We will inform you when the school reopens.</p>	<p>Wee Waa High School is currently closed due to intense rain and flooding. We cannot answer your phone call immediately. Please check email or the school's website for further information.</p>



APPENDIX C FLOOD EMERGENCY ITEMS





Item	Date Checked
Fully charged mobile phone, tablet or laptop with 4G/5G internet access capabilities and at least 24 hours of independent power supply (battery capacity or portable power bank)	
Soft copies of up-to-date staff and parent/carer contact lists	
Flood Emergency Kit - a plastic container clearly marked including: <ul style="list-style-type: none">■ Printed copy of the latest version of this FERP■ Battery operated torches with in-date batteries in each and a set of in-date spare batteries for each■ A battery-operated portable radio to listen to ABC NEWS radio (101.5 FM) for flood and other warning broadcasts. This must have in-date batteries and a set of in-date spare batteries■ First aid kit	



APPENDIX D FLOOD EMERGENCY CONTACT LIST





Name	Organisation	Role	Contact Details
		Principal	
		Vice Principal	
		Flood Warden	
		Flood Warden... (as required)	
	Emergency Services	Fire/ ambulance/ police	000
	State Emergency Service	SES Local Controller	132 500
Incident Report and Support hotline	NSW Department of Education	Incident Report	1800 811 523
	Narrabri Shire Council	Customer Service Centre	02 6799 6866
	Wee Waa Community Hospital	Medical	02 6795 0400
		Bus Services	
		Electricity Supplier	
		Gas Supplier	
		Water and Sewage Supplier	
		Telecommunications	
		Waste Collection	
		Water Pumping Services	

This list is to be completed and kept updated by the school at all times once operational.



APPENDIX E

EVIDENCE OF CONSULTATION WITH NSW STATE EMERGENCY SERVICES



NSW State Emergency Services (SES) comment from letter to TSA Management dated 12 February 2024	Water Technology's response
<p>The NSW SES reiterates the advice provided to the Department of Planning and Environment in our letter dated 27 July 2022 and confirms that closing the school early and evacuation is the preferred response to flooding. A strategy of isolation or sheltering in buildings surrounded by flood water are not equivalent, in risk management terms, to evacuation.</p>	<p>Water Technology agrees that the preferred response to riverine flooding is the school closing early and evacuation.</p> <p>Section 5.1 of the FERP documents the school's flood response strategy . The primary flood response is to close and evacuate the site and this is in line with NSW SES recommendations and NSW SES flood evacuation plan for Narrabri Council.</p> <p>However, it is important to note that overland flooding can occur with little or no notice. If school has commenced, and heavy rainfall is occurring, school staff and students are likely to become trapped with insufficient time to evacuate. It is important that there is a response strategy available in scenarios such as these. A secondary flood response strategy of "shelter in place" is appropriate in these instances.</p> <p>We agree that this response is not equivalent to the primary response and hence why it is considered as a <u>secondary</u> response should evacuation not be possible.</p> <p>The FERP includes school closure triggers based on forecast local rainfall to minimise the probability of the school being occupied during an extreme overland flood event which would cause people to be trapped on site.</p>
<p>Site emergency plans that consider flooding should be regularly exercised like building fire evacuation drills. The NSW SES recommends drills undertaken more frequently than annually as stated in the plan. The NSW SES also recommends updating the FERP at regular intervals and whenever additional flood information is available or highlighted during the drills or flood events.</p>	<p>Water Technology agrees that emergency plans that consider flooding should be regularly exercised.</p> <p>The FERP has been updated to include actions to perform flood evacuation drills twice every year.</p> <p>The FERP includes actions for reviewing and updating the FERP where appropriate every 5 years or following a flood.</p>



The flood emergency response plan should consider the emergency management needs and implications for the wider school community, including parents and carers in the lead-up to and during flooding and consider the inherent uncertainty in human behaviour during a flood event. There is the added risk that students or staff will not follow the FERP, for example they may refuse to remain isolated from family for an extended duration. It is also likely that parents or caregivers will attend the school to attempt to collect children in an isolation.

Water Technology agrees that the FERP should be considerate to the inherent uncertainty in human behaviour during a flood event.

The FERP has detailed measures such as training and messaging apps which are used to not only inform and ensure students/staff can adequately carry out the flood emergency plan, but to lessen the risk of the FERP not being adhered to by students, staff., parents or caregivers

In Section 6.2.1 -6.2.3 of the FERP, the details of who is required to be appropriately trained and needs to be communicated to (during a flood event) is addressed and as follows:

NSW DoE responsibility to ensure that:

- Flood Wardens are appointed from among the staff and are given flood risk management responsibilities and have sufficient training to implement this FERP.
- There is an adequately trained Flood Warden on site whenever the site is occupied.
- All staff are given induction and training into their flood emergency response responsibilities.
- The parent messaging app is maintained for access by the Principal, Deputy Principal and by any Flood Wardens delegated the duty of messaging parents/caregivers.
- Messages are sent to parents via the parent messaging app in the event of a flood should the school be unable to send these messages (see Appendix B for messages).

Principal/Chief Flood Warden responsibility to ensure that:

- Organising training for themselves and Flood Wardens in the implementation of the flood emergency management procedures set out in Section 6 and Appendix A of this FERP.
- Ensuring there is an adequately trained Flood Warden on site whenever the site is occupied.



NSW State Emergency Services (SES) comment from letter to TSA Management dated 12 February 2024	Water Technology's response
	<ul style="list-style-type: none"><li data-bbox="1115 236 1968 300">■ Ensuring the parent messaging app is maintained for access by the Chief Flood Warden or delegate. <p data-bbox="1115 320 1968 517">Appendix B of the report includes pre-written flood emergency messaging for various flooding situations . The language used in the messaging, is to provide reassurance to the parents regarding the student(s) wellbeing in a flood emergency, and a clear directive that parents can follow, particularly around providing instruction on what to do/ not to do such as avoid driving in floodwaters to collection children.</p> <p data-bbox="1115 537 1968 667">Where appropriate, the messages include links to the school website links to give parents a central portal that they can access and would be updated regularly during a flood evacuation drill and/or exercise. The website can provide a lot more detail than brief messaging.</p>



NSW State Emergency Services (SES) comment from letter to TSA Management dated 12 February 2024

Water Technology's response

The NSW SES encourages the school to refer to the NSW SES website information regarding business emergency plans for additional considerations when reviewing the FERP.

The NSW SES website regarding business emergency plans has been used as a guide to developing this FERP. The FERP has now been updated to include a list of local radio stations, as recommended by the NSW SES website.

The NSW SES guidance on the key considerations in any FERP is as follows:

- Understanding the potential financial cost of a flood event on a business.
- Ensuring appropriate details relating to personnel onsite is provided in the plan.
- Providing triggers to undertake specific emergency evacuation actions.
- Warning messaging and the communication avenues of which these will be provided upon.
- Keeping relevant personnel informed if a FERP is enacted.
- Providing contact details of relevant personnel in the flood emergency plan.
- What to do in the recovery phase of a flood.

Given this, the only matter that is not included in the FERP is the financial cost of potential flood event on a business. Measures to manage this have not been included as the focus of the FERP is to address flood risk to life and providing a clear plan to evacuate the school in a flood event safely (only). Section 2.2 makes it clear that financial aspects have been excluded from the scope of the FERP. This is a risk which the NSW Department of Education must consider separately.



NSW State Emergency Services (SES) comment from letter to TSA Management dated 12 February 2024

Water Technology's response

The NSW SES reiterates that there is no known safe period of isolation in a flood, though the longer the period of isolation, the greater the risk to occupants. Risk to occupants may be compounded by secondary risks such as fires or medical emergencies, and other secondary risks such as loss of power, water and/or sewerage.

Water Technology agrees that there is no known safe period of isolation in a flood and hence the primary response in the FERP is to close and evacuate the site.

However, during overland flooding, a secondary flood emergency response is necessary in the instance that site occupants are unable to evacuate prior to the site becoming isolated by overland floodwaters.

The FERP includes school closure triggers based on forecast local rainfall to minimise the probability of the school being occupied during an extreme overland flood event which would cause people to be trapped on site.

The FERP has provisions for practical refuge for overland flooding scenarios in which people have not been able to evacuate. These include an area within the school, which is above the PMF, i.e. Level 1 of the main school building and backup power can be accessed if required.

In events up to and including the 1% AEP overland flood, George Street in front of the school driveway would have a hydraulic hazard of H1, which can be traversed by emergency service vehicles if required. Therefore, the site is accessible to emergency service vehicles in events of this magnitude should a secondary risk such as a fire or a medical emergency occur. It is only in larger overland floods with less than a 1% probability of occurring in any given year that the site becomes inaccessible to emergency services.

Water Technology reiterates the FERP has covered all reasonably possible scenarios, that could occur in a flood but also recognises that there are residual risks and unforeseen events which could occur, hence why the proposed primary response is to close and evacuate the school. It would be imprudent for the FERP not to make provision for scenarios where people are trapped on site by overland flooding.



NSW State Emergency Services (SES) comment from letter to TSA Management dated 12 February 2024	Water Technology's response
<p>Finally, we note that the numbering in table of contents is incorrect and that section 8.2.3 references to section 6 should be changed to section 7.</p>	<p>The numbering of the sections has been updated in the final version of the FERP.</p>
<p><i>Attachment A: Principles Outlined in the Support for Emergency Management Planning Guideline⁴</i></p>	
<p>Principle 1 Any proposed Emergency Management strategy should be compatible with any existing community Emergency Management strategy.</p> <p>Any proposed Emergency Management strategy for an area should be compatible with the evacuation strategies identified in the relevant local or state flood plan or by the NSW SES.</p> <p>As per our previous advice dated 26 July 2022, development strategies relying on deliberate isolation or sheltering in buildings surrounded by flood water are not equivalent, in risk management terms, to evacuation. The primary strategy should be to ensure early closure of the school, for instance based on a flood warning. Sheltering in a building within the flood extent is not safe and should not be considered in the Flood Emergency Response Plan (FERP).</p> <p>As per our previous advice dated 26 July 2022, development strategies relying on an assumption that mass rescue may be possible where evacuation either fails or is not implemented are not acceptable to the NSW SES. This may occur if the school is not closed prior to isolation, and therefore must be considered in the FERP.</p>	<p>Water Technology agrees that the Emergency Management strategy should be compatible with any existing community Emergency Management Strategy.</p> <p>Section 5.1 of the FERP states that the primary flood response is to close and evacuate the site and this is in line with NSW SES recommendations and NSW SES flood evacuation plan for Narrabri Council.</p> <p>It is important to note that overland flooding can occur with little or no notice. If school had commenced, and heavy rainfall is occurring, school staff and students can become trapped with insufficient time to evacuate. Therefore, a secondary flood response strategy of a “shelter in place” is appropriate in these instances. We agree that this response is not equivalent to the primary response and hence why it is considered as a <u>secondary</u> response.</p> <p>The FERP includes school closure triggers based on forecast local rainfall to minimise the probability of the school being occupied during an extreme overland flood event which would cause people to be trapped on site.</p>



NSW State Emergency Services (SES) comment from letter to TSA Management dated 12 February 2024

Water Technology's response

Principle 2 Decisions should be informed by understanding the full range of risks to the community.

Decisions relating to future development should be risk-based and ensure Emergency Management risks to the community of the full range of floods are effectively understood and managed.

Water Technology agrees decisions should be informed by understanding the full range of risks to the community.

The FERP includes a flood risk section in the report (see Section 2) which provides both a qualitative and quantitative understanding of flooding. A description of the hydrological terminology used to describe events of various magnitudes both in the broader community context but also in the context of the school site to ensure any decisions for evacuation are fundamentally decisions which are risk-based and underpinned by the hydrological information for full range floods.

The FERP has been prepared to address flood risk to life for the school community in the full range of floods, up to and including the most extreme floods and considers both riverine and overland flooding.

Decisions by Schools Infrastructure NSW regarding development of the site in light of these flood risks must be made in the context of other decision criteria including the availability of alternative sites for a school at Wee Waa. Such decisions are made outside of the FERP.



NSW State Emergency Services (SES) comment from letter to TSA Management dated 12 February 2024

Water Technology's response

Principle 3 Development of the floodplain does not impact on the ability of the existing community to respond to a flood safely and effectively.

The ability of the existing community to effectively respond (including self-evacuating) within the available timeframe on available infrastructure is to be maintained. It is not to be impacted on by the cumulative impact of new development.

Water Technology agrees that development of the floodplain should not impact on the ability of the existing community to respond to a flood safely and effectively.

As this is a school development which is being relocated to a new site, it will not increase the number of personnel within the community and hence won't reduce the ability to effectively evacuate the township in the available timeframe.

Evacuation capability assessment (see Section 5.2) demonstrates that the entire town (post-development) has more than sufficient time to evacuate the township. Water Technology has estimated the maximum estimated time necessary to safely evacuate the entire town by vehicle is 4 hours and 19 minutes.

In Section 6 of the of the FERP it provides a clear understanding of the roles and responsibilities of personnel and then appropriate action that is required before, during and after a flood (see Section 6.3). This is to ensure a timely and effective response in available timeframes and within the context of the available infrastructure of the school.



Principle 4 Decisions on redevelopment within the floodplain does not increase risk to life from flooding.

The preferred Emergency Management approach is evacuation, where evacuation capacity and capability has been demonstrated as the most effective strategy to manage Emergency Management risks (i.e. a strategy that enables the users of development to self-evacuate to an area outside the floodplain that has adequate services to sustain the community in an orderly planned outcome). This includes consideration of flood warning and evacuation demand on existing and future access/egress routes considering potential impacts of localised flooding. Where this is not possible any decision involving redevelopment, and in particular increasing population at risk, needs to consider the safety of the community. This may include provisions such as effective flood warning, a practical safe refuge for the full range and behaviour of flooding (i.e. above the PMF and designed to withstand the associated forces of flooding), and provisions to be able to safely self-sustain for short duration flooding. Managing these risks requires careful consideration of development type, likely users, and their ability respond to minimise their risks. This includes consideration of:

- Isolation – There is no known safe period of isolation in a flood, the longer the period of isolation the greater the risk to occupants who are isolated.
- Secondary risks – This includes fire and medical emergencies that can impact on the safety of people isolated by floodwater. The potential risk to occupants needs to be considered and managed in decision-making.
- Consideration of human behaviour – The behaviour of individuals such as choosing not to remain isolated from their family or social network in a building on a floor above the PMF for an extended flood duration or attempting to return to a building during a flood, needs to be considered when adopting any Emergency Management strategy.

Water Technology agrees that decisions on redevelopment within the floodplain should not increase risk to life from flooding. As previously noted, decisions by Schools Infrastructure NSW regarding development of the site in light of its flood risks must be made in the context of other decision criteria including the availability of alternative sites for a school at Wee Waa. Such decisions are made outside of the FERP.

The FERP is designed to minimise risks to the occupants of this school site.

The FERP documents evacuation as the primary flood response strategy (see Section 5.1) and is in line with NSW SES recommendations as detailed on the NSW SES website.

It is important to note, if school has commenced, and heavy rainfall is occurring, staff and students can become trapped, and a secondary flood response strategy of “shelter in place” is appropriate.

The FERP includes school closure triggers based on forecast local rainfall to minimise the probability of the school being occupied during an extreme overland flood event which would cause people to be trapped on site. This means that even in many overland flow events, pre-emptive evacuation of the site will be the primary response. However, it is important that there is a secondary response strategy available in scenarios where evacuation ahead of isolation is not possible.

We agree that this response is not equivalent to the primary response and hence why it is considered a secondary response.

The FERP demonstrates that based on the flood warnings and forecasts (See Section 4) there is sufficient time to close/evacuate the site if required for riverine flooding. There is also time to close and/or evacuate the school ahead of an extreme overland flood based on three hour rainfall forecasts.



NSW State Emergency Services (SES) comment from letter to TSA Management dated 12 February 2024	Water Technology's response
	<p>The FERP has provisions for practical refuge above the PMF for those instances where there may still be people on site when it is isolated by overland flooding. These areas can access backup power if required.</p> <p>The FERP includes messaging to parents in Appendix B and advice to set up stalls/booths at relevant parent teacher nights and school events.</p> <p>The FERP includes, in Appendix B, flood emergency messaging for a range of possible situations. There is a specific focus on the language used in the messaging to provide reassurance to parents of students and staff wellbeing in a flood emergency but a clear directive that parents follow messaging instruction and avoid driving in floodwaters to attempt to collect children. Additionally the messages provide links to the school website which can be regularly updated during a flood with much more detailed information as the event unfolds.</p>
<p>Principle 5 Risks faced by the itinerant population need to be managed.</p> <p>Any Emergency Management strategy needs to consider people visiting the area or using a development.</p>	<p>Water Technology agrees risks faced by the itinerant population need to be managed.</p> <p>The FERP has considered all relevant personnel including students, staff visitors to and from the site.</p>



NSW State Emergency Services (SES) comment from letter to TSA Management dated 12 February 2024

Water Technology's response

Principle 6 Recognise the need for effective flood warning and associated limitations.

An effective flood warning strategy with clear and concise messaging understood by the community is key to providing the community an opportunity to respond to a flood threat in an appropriate and timely manner.

Water Technology agrees on the need for effective flood warning and associated limitations.

The FERP includes flood emergency messaging for various flooding situations in Appendix B. The language used is to provide reassurance to the parents regarding the student(s) wellbeing in a flood emergency, and a clear directive that parents can follow, particularly around providing instruction on what to do/ not to do such as avoid driving in floodwaters to collect children.

The messages also include, where appropriate, school website links in the messaging to give parents a central portal that they can access and which can be updated regularly during a flood evacuation or drill with more detailed information.



Principle 7 Ongoing community awareness of flooding is critical to assist effective emergency response.

In terms of the current proposal, the flood risk at the site and actions that should be undertaken to reduce the potential risk to life should be clearly communicated to all site users, for example through signage and emergency drills, during and after the construction phase.

The FERP details measures such as training and messaging apps which are to be used to not only inform and ensure students/staff can adequately carry out the flood emergency plan, but to lessen the risk of the FERP not being adhered to by students and/or staff.

Specifically, who is required to be appropriately trained and communicated to during a flood event, is addressed in Section 6.2.1 – 6.2.3 of the report and as follows:

NSW DoE responsibility to ensure that:

- Flood Wardens are appointed from among the staff and are given flood risk management responsibilities and have sufficient training to implement this FERP.
- There is an adequately trained Flood Warden on site whenever the site is occupied.
- All staff are given induction and training into their flood emergency response responsibilities.
- The parent messaging app is maintained for access by the Principal, Deputy Principal and by any Flood Wardens delegated the duty of messaging parents/caregivers.
- Messages are sent to parents via the parent messaging app in the event of a flood should the school be unable to send these messages (see Appendix B for messages).

Principal/Chief Flood Warden responsibility to ensure that:

- Organising training for themselves and Flood Wardens in the implementation of the flood emergency management procedures set out in Section 6 and Appendix A of this FERP.
- Ensuring there is an adequately trained Flood Warden on site whenever the site is occupied.
- Ensuring the parent messaging app is maintained for access by the Chief Flood Warden or delegate.



NSW State Emergency Services (SES) comment from letter to TSA Management dated 12 February 2024	Water Technology's response
	<p>Additionally Water Technology has provided a clear plan (see Section 6.3.4) of the steps required post flood once emergency services gives the all-clear.</p> <p>The FERP includes actions for ensuring flood evacuation drills are undertaken twice per year and for ensuring that flood signage is displayed throughout the school and carpark.</p>



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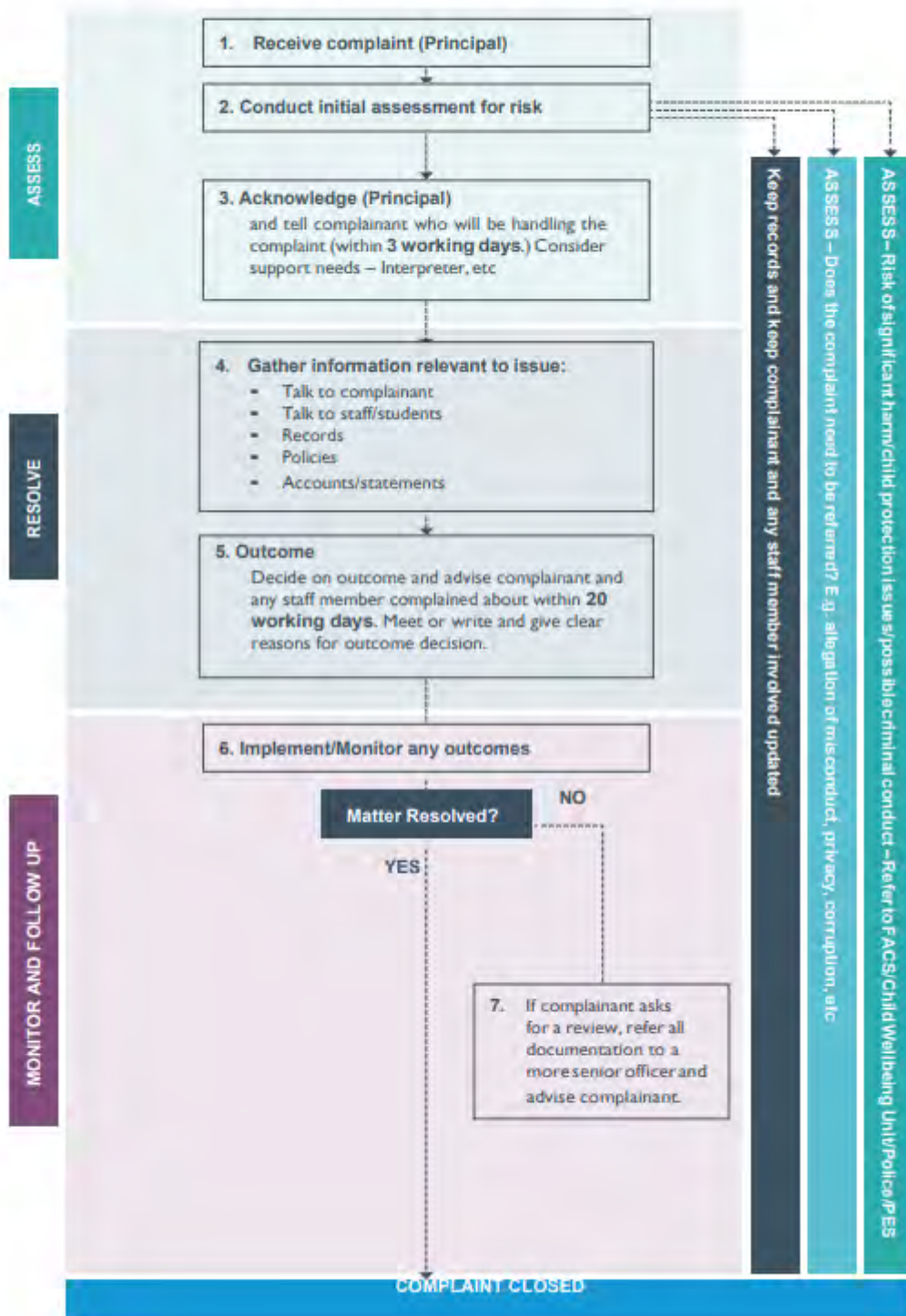
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Appendix 3 - School Complaints Handling Procedure

Parent/community Complaint flowchart





SCHOOL COMMUNITY AND CONSUMER COMPLAINT PROCEDURE

JANUARY 2017

Contents

1	Introduction	
	1.1 Purpose	1
2	Receiving a complaint	
	2.1 First steps	2
	2.2 Assessing risk and referring certain matters	2
	2.3 Deciding who is the best person to manage the complaint	3
3	Managing the complaint	4
	3.1 Acknowledging the complaint	4
	3.2 Assess, gather information, and resolve	4
	3.3 Provide information about the complaint outcome	5
	3.4 Implement outcome actions	5
	3.5 Record keeping	5
4	Management of unreasonable conduct by people making complaints	6
5	Reviews	6
6	Ongoing responsibilities	7
7	Representation of complainants	7
	Toolkit resources	8
8	Appendices	9

Introduction

1.1 Purpose

This procedure outlines how complaints will be handled by the Department of Education (the Department).

Our complaint procedure is intended to:

- enable us to respond well to complaints
- resolve complaints in a timely, fair and helpful manner
- give the public confidence in our administrative processes
- provide information to enhance our services, systems and complaint handling, and
- prevent complainants or students from suffering detriment because a complaint has been made by them or on their behalf.

The Department is committed to:

1. Respectful treatment of complainants.
2. Providing information about making complaints and ensuring that it is accessible to complainants.
3. Good communication with complainants about the status of their complaints.
4. Taking ownership of complaints and ensuring that people who are responding to complaints are supported.
5. Timeliness of complaint handling and dealing with issues as soon as possible.
6. Transparency through recording and analysing complaints data to inform systems improvement.

A Complaint Management Toolkit which is designed to assist with and support the management of complaints is available for use in conjunction with this procedure.

Appendix 1 – Flowchart for school community and consumer complaints outlines the key steps in the process where a parent or community member makes a complaint to the Department.

The procedure gives timeframes for complainants and complaint managers to undertake key steps in the process. Those timeframes should be met where reasonably practicable and may be impacted by school holidays, staff availability, complexity and other workplace priorities.

2. Receiving a complaint

2.1 First steps

A complaint is an expression of dissatisfaction made to the Department, where a response or resolution is reasonably expected or legally required.

A complaint can be about any aspect of the services provided or contracted by the Department, including the behaviour or decisions of staff, practices, policies and procedures or the way in which the Department has handled a complaint.

This procedure applies to all complaints other than complaints made by staff, which are dealt with under the Staff Complaint Procedure.

Anyone who works for the Department may receive a complaint.

Some complaints may fall outside the standard definition of a complaint, such as allegations of misconduct by a staff member and therefore need referral or a report to be made. See [Complaint Managers Toolkit: Referring Complaints](#).

Complaints can be made in many different ways, e.g. in person, by telephone, in writing, online.

2.2 Assessing risk and referring certain matters

Any staff member may receive a complaint. The receiving staff member should assess the complaint to identify any immediate health, safety or security risks.

The person who receives a complaint should immediately action and/or escalate to the principal or workplace manager if there are risks. Any identified risks and risk management actions should then be documented by the principal or workplace manager.

Some complaints are not dealt with by the Department. Where there are allegations of criminal conduct, there must be a report to Police (if in doubt, contact Legal Services Directorate on 9561 8538). Where there is a risk of significant harm to a student contact the Child Protection Helpline. For other risks of a child protection nature or if unsure, complete the Mandatory Reporter Guide, record the outcome and take any required action.

Other complaints need to be referred to a specialist area of the department for handling, if the complaint is about:

- allegations of a child protection nature against an employee
- allegations of corrupt conduct
- allegations of misconduct
- possible criminal conduct
- a risk of harm or significant harm to a child
- privacy issues
- early childhood complaints linked to the National Quality Framework
- legal proceedings and requests for payment of damages
- requests for information, including requests under the Government Information (Public Access) Act 2009.

For detailed information about referring these and other complaints and contact details for seeking advice from the relevant area of the Department see [Complaint Managers Toolkit: Referring Complaints](#).

A complaint of racism can be raised with the Anti-Racism Contact Officer, who can provide advice about the process and information about who will handle the complaint.

2.3 Deciding who is the best person to manage the complaint

If the complaint is not being referred to a specialist area as specified above and cannot be resolved directly by the staff member, a complaint manager should be identified by the principal or workplace manager. Any employee who has sufficient knowledge and authority about the complaint issue, may manage the complaint.

Most complaints are best resolved promptly at the local level. In schools, the classroom or subject teacher is often the best person to handle routine concerns about matters within their classroom and/ or area of responsibility.

Some complaints will need the involvement of the principal, workplace manager or another executive staff member. As issues are clarified, a complaint may be handed to another suitable complaint manager (for example, a teacher).

Few complaints should require management at the director level. Some complaints received at the director or executive level may also be suitable to be referred to the school or workplace.

Complaint Managers Toolkit: Identifying the right complaint manager provides examples of complaints suited for management at the local, school executive and director levels.

In many cases, staff can manage a complaint made directly to them, even if the complaint relates to their actions. For example: where a parent complains to the classroom teacher about their programming or student behaviour management, the teacher may be able to respond to the complaint. This often also best meets the parent's needs.

3. Managing the complaint

The five key stages of managing a complaint are:



Complaint managers can use the Complaint Managers Toolkit: Checklist for complaint managers as they work through each stage of the process.

3.1 Acknowledging the complaint

When responding to a complaint it is important to deal with all complainants with respect and be helpful and positive at all times.

Complaint managers should:

- acknowledge the complaint as soon as possible, if possible within 3 working days. This can be done in person, by telephone, email or formally in writing. If acknowledgement was made verbally, it should still be documented by the complaint manager
- let the complainant know that they will be kept up to date with progress
- keep the matter as confidential as possible by only sharing information with those who **need to know** about the complaint issues
- listen carefully to the issues and resolve the complaint directly at the local level wherever possible.

In some cases, the appropriate complaint manager may not be identified or available within 3 days. In these cases another person may acknowledge the complaint and advise the complainant who will be managing the complaint and invite them to contact the complaint manager if they have further details to provide.

See [Complaint Managers Toolkit: Checklist for complaint managers](#) for further ideas about the complaint handling process and [Complaint Managers Toolkit: Acknowledging the complaint](#) for some suggestions on acknowledging complaints.

Anonymous complaints

Complaints can be made anonymously. If staff receive an anonymous complaint they still need to deal with the issues that are raised – to the extent possible. It is not appropriate to try to establish who made the complaint or approach anyone to ask them if it came from them. Sometimes anonymous complaints raise the most serious issues.

3.2 Assess, gather information and resolve

Assess

It is important to determine what the complaint is about. This may require going back to the complainant to clarify their concerns. For verbal complaints, it is useful to document the complaint issues, provide these to the complainant and ask them to confirm that the complaint has been characterised accurately.

If the process of clarifying/defining the complaint starts to indicate that the complaint issue is different from what was first raised, that should be documented and confirmed with the complainant. That way, there is agreement about the nature of the complaint.

Clarify the complainant's expected outcome. Provide information about likely outcomes for the type of complaint and be candid with the complainant if the desired outcome is not achievable.

Keep matters confidential as it is easier to handle and manage complaints when the information about the complaint is only shared on a need to know basis. While the complaint manager cannot enforce this with the complainant, it may be useful to remind them that it will assist the resolution process if only those who need to know are told about the complaint. Similarly, the complaint manager should try to maintain confidentiality to the extent that is possible.

Gather information

Gather enough information to allow a proper assessment of the concerns as quickly as possible. Information to be gathered could include:

- policies and procedures
- copies of other departmental documents such as forms, reports, student records etc
- copies of previous correspondence
- information and/or accounts from students, staff or other areas of the Department
- further information from complainants.

All staff should assist the complaint manager and respond promptly and co-operatively when a complaint manager makes reasonable requests for information. [Complaint Managers Toolkit: Gathering information](#) gives further information.

If a staff member requests to have a support person present during a meeting refer to [Complaint Managers Toolkit: Role of the staff support person](#). Complainants should also provide any additional information requested for a proper assessment of their concerns.

Complaint managers should assess each complaint issue on its merits.

Resolve – the complaint outcome

Complaints should be finalised as soon as possible and no later than 20 working days. Complaint managers must keep people updated on the progress of their complaint. If a delay is anticipated, inform the complainant and other parties and provide reasons for the delay.

Consider any reasonable outcomes suggested by the complainant and any staff member complained about. However, ultimately the complaint manager determines how a complaint is to be resolved.

Outcomes will depend on the circumstances of each complaint and take into account any statutory requirements. Complaint managers should consider flexible approaches wherever possible. There is a non-exhaustive list of possible outcomes at [Complaint Managers Toolkit: Findings and possible outcomes](#).

3.3 Provide information about the complaint outcome

Complaint managers should provide information about the outcome to the complainant. This may be in a meeting or by telephone or email.

When giving the outcome information, explain:

- the outcome of the complaint and any action that is going to be taken, by whom and when
- the reason/s for the decision
- any internal or external options for review.

In any case, the complaint outcome should always be confirmed in writing. Email is acceptable. Complex complaints may require additional record keeping (for example, file notes of contentious meetings).

While it's good practice to provide as much information as you can about outcomes, it is important to keep confidential specific personal details about the management of staff.

If a person is the subject of a complaint, they should also be provided with information about the outcome.

Some templates for such letters are at [Complaint Managers Toolkit: Sample outcome and decision letters](#).

3.4 Implement outcome actions

Take all reasonable steps to implement and monitor the outcomes of the complaint. Where the outcomes relate to whole of school or work area processes, the principal or other workplace manager should oversee progress and / or delegate responsibility to a specific member of staff with relevant responsibilities.

3.5 Record keeping

Complaint managers should document:

- their contacts with the complainant
- how they managed the complaint
- the outcome of the complaint, including how and whether any concerns were substantiated and the actions taken in response
- the steps taken to follow up any outcome actions.

Staff resolving complaints immediately at the local level should use their professional judgment to decide what, if any, records to keep. For more information about documenting complaints, see [Complaint Managers Toolkit: Keeping records](#).

4. Management of unreasonable conduct by people making complaints

All staff should be accessible and responsive to people who make complaints. At the same time, proper resolution of complaints depends on:

- the Department performing its functions efficiently and effectively
- the health, safety and security of the children and young people in the care of the Department and the health safety and security of the department's staff
- the Department's capacity to allocate resources fairly across all the complaints we receive

When people behave unreasonably in their dealings with the Department, their conduct can significantly affect staff wellbeing and the progress and efficiency of the Department's functions. As a result, the Department will take proactive and decisive action to manage any unreasonable conduct connected with complaints and will support staff to do the same. See [Complaint Managers Toolkit: Unreasonable complainant conduct](#) for more information about managing unreasonable complainant conduct.

5. Reviews

Complainants may request a review of the complaint outcome if they have information that:

- the complaint outcome was incorrect and/or
- the complaint handling process was unfair.

Requests should be in writing and give the reasons for the request for review and which particular part of their complaint is the subject of their review request. The request should be addressed to the initial complaint manager or their supervisor. Requests for review should be made within 10 working days from the initial complaint decision, unless there are circumstances that may have reasonably prevented the complainant from requesting the review within 10 days (such as illness, needing advice from another person about seeking a review, an advocate or adviser being unavailable within the 10 day timeframe).

The review must be conducted by a more senior officer than or at least an equivalent level to the person who handled the complaint. The reviewing officer must not be the subject of the complaint in any way or have been involved in managing the complaint.

The review should be completed within 20 days of the receipt of the request, wherever possible.

External reviews of complaints may be conducted by organisations such as the NSW Ombudsman.

[Complaint Managers Toolkit: Reviews](#) provides further information about the review process.



6. Ongoing Responsibilities

All staff and managers have ongoing responsibilities to:

- respond to and manage complaints so that the complaints process is accessible to all members of the community
- take reasonable steps to prevent people making complaints being treated unfairly because a complaint has been made by them or on their behalf
- keep confidentiality about complaints at all times, including after a satisfactory resolution. This requires everyone, including the complainant, to ensure that information is

restricted to those who genuinely need to know. People should only be told as much as they need to know and no more

- support those involved. To the extent possible, the complaint managers should monitor the well-being of all parties involved in or impacted by the complaint and arrange support where available

Schools and workplaces can assess their compliance with these ongoing responsibilities using [Complaint Managers Toolkit: Complaint handling responsibilities](#).

7. Representation of complainants

Complainants may ask a representative to make a complaint on their behalf, for example, via an advocate, family member, legal or community representative, Member of Parliament or another organisation. Wherever possible, the complainant should confirm in writing their consent to have a representative.

Staff should allow the complainant to bring a nominated representative unless there are reasonable grounds to believe that their role as a representative is not appropriate, e.g. if that person poses a risk to health or safety or their entitlement to information about a child has been restricted by law. If the complainant is represented by a lawyer, it may be appropriate to seek advice from the Principal, workplace manager or Legal Services Directorate.

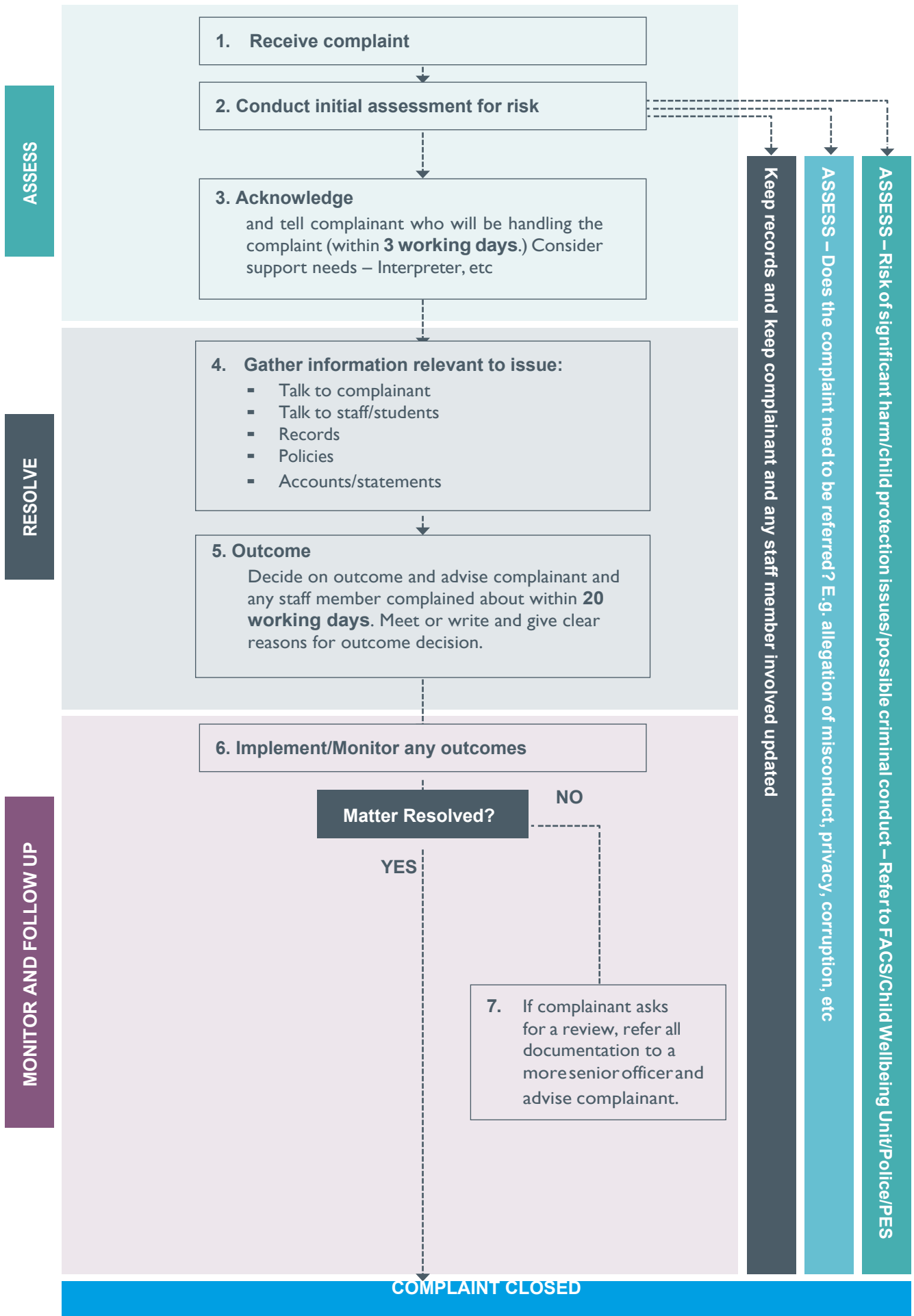
When similar complaints are made by related parties, the principal or other workplace manager should consider if it is appropriate to communicate with a single representative of the group. This will only be possible where the parties agree and the privacy of children or others involved in the process can be maintained. See [Complaint Managers Toolkit: Working with community advocates and support persons](#) for more information about working with advocates and support persons.

Toolkit Resources

Complaint Managers Toolkit:

- [Toolkit: Checklist for complaints managers](#)
- [Toolkit: Acknowledging the complaint](#)
- [Toolkit: Referring the complaint](#)
- [Toolkit: Identifying the right complaint manager](#)
- [Toolkit: Gathering information – complaints from families and community members](#)
- [Toolkit: Complex complaints – identifying issues/particulars for resolution](#)
- [Toolkit: Findings and possible complaint outcomes](#)
- [Toolkit: Sample outcome paragraphs and advice](#)
- [Toolkit: Apologies](#)
- [Toolkit: Unreasonable complainant conduct](#)
- [Toolkit: Keeping records](#)
- [Toolkit: Reviews](#)
- [Toolkit: Checklist for reviewers](#)
- [Toolkit: Complaint handling responsibilities](#)
- [Toolkit: Promoting accessibility](#)
- [Toolkit: Working with community advocates and support persons](#)
- [Toolkit: Fair management of complaints](#)
- [Toolkit: Role of the staff support person](#)

8. Appendix One – Consumer complaint flowchart



Appendix 4 - Incident Register

Incident Notification and Response Procedures

Read these procedures in conjunction with the Incident Notification and Response Policy.

Each workplace must establish local systems for responding to workplace incidents, based on these procedures. This includes creating and maintaining records of key actions and decisions, as well as a register of injuries and first aid records. The records management program provides further information on the department's record keeping requirements.

Immediate response to an incident and the notification process

When an incident occurs, all employees are required to take immediate appropriate action to provide emergency care and first aid to anyone injured and contact emergency services if required.

For all incidents, employees must implement an appropriate incident response commensurate with the circumstances of the incident, which may include:

- immediate provision of first aid
- contacting emergency services (triple zero, 000)
- activating the local emergency management plan
- securing the area to keep the site safe, to prevent further incident or injury and to adhere to any non-disturbance requirements for a notifiable incident under the Work Health and Safety Act 2011
- notifying the incident to the line manager
- reporting the incident to the relevant departmental area (see Appendix 1: Incident notification)
- contacting parents/carers or next of kin
- cooperating with emergency services
- coordinating post-incident support services for anyone impacted by the incident
- maintaining a record of decisions made and actions taken.

Notify the relevant line manager and departmental area about an incident as soon as practical to facilitate immediate assistance to support incident response activities at the workplace. In addition, the workplace should coordinate the provision of [student support services](#) and [post-incident support](#) services for anyone impacted by the incident.

To reduce the risk of a similar event happening again, investigate the incident to identify and implement corrective actions.

The department provides a broad range of services to help schools and departmental workplaces manage incidents. Appendix 2 of these procedures provides an overview of these services and the contact details of relevant directorates that can assist a workplace to manage issues and develop strategies or corrective actions in response to an incident. Schools and workplaces are encouraged to access these services to assist them as appropriate.

Incident notification

In the event of an emergency, always contact emergency services on triple zero (000) first.

When reporting an incident, injury, near miss or hazard, employees will need to report it to the relevant line manager so they can implement local workplace protocols for incident notification and response. Employees will also need to report the incident to the Incident Report and Support Hotline by calling 1800 811 523.

There are two categories of incidents that will be recorded and shared with relevant stakeholders for appropriate consideration and response:

- a workplace incident – occurs either in the workplace or during work activities, even if they occur outside the normal workplace, such as on excursions or during community events
- a non-workplace incident – does not occur at a school or workplace or on a related activity, but the incident has the potential to impact students, staff and the school community, such as a student or staff accident or death outside of work or school.

Employees must report particular incidents to the **Incident Report and Support Hotline on 1800 811 523** within the following timeframes:

- **immediately** – any **incidents notifiable under the Work Health and Safety Act 2011** to SafeWork NSW; Appendix 3 contains detailed information about the types of incidents that are notifiable under work health and safety legislation. In brief, a ‘notifiable incident’ will include, for example:
 - the death of a person
 - a serious injury or illness requiring immediate treatment as an inpatient in a hospital or immediate treatment for an amputation, serious head injury, serious eye injury, serious burn, the separation of skin from underlying tissue (for example, de-gloving), spinal injury, loss of bodily function or serious laceration or incident requiring medical treatment within 48 hours of exposure to a substance

- a dangerous incident that exposes any person to serious risk to their health and safety following exposure to an uncontrolled substance, explosion or fire, electric shock, fall from height, collapse of a structure
- **within the first hour** of the incident occurring – all incidents that result in the attendance of emergency services or that result in activation of an emergency management plan (for example, evacuation or lock down of an area)
- **as soon as practicable** (within 24 hours) – **all other incidents, including all incidents of assault in accordance with requirements under the Crimes Act**. This includes all other matters that may be reportable to police or have been reported to police. The Incident Report and Support Hotline is staffed by NSW Police Officers who provide advice to employees about school-related offences. A report to the Incident Report and Support Hotline brings an incident to the attention of police, in line with requirements under the Crimes Act to report child abuse offences

If there is any uncertainty as to whether to notify the incident, it is recommended that the incident be notified to the Incident Report and Support Hotline.

Minor student injuries that arise from normal play incidents, such as cuts and bruises that do not arise from a notifiable incident or offence under relevant legislation do not need to be reported to the Incident Report and Support Hotline but should be treated and documented within first aid records at the workplace in accordance with First Aid Procedures. However, schools must notify any incident or injury to a student that is a result of a safety hazard or potentially dangerous incident or offence.

From time to time, incidents occur that involve students who have an established behaviour support plan. Where an incident arises from a behaviour that is identified and effectively managed within that plan, an incident notification may not be required. However incidents that arise from new or escalating behaviours (for example, behaviours that are outside of that plan), or incidents that results in harm or injury to another person, or activation of lockdown/evacuation or emergency services being called should be reported to the Incident Report and Support Hotline. Where an incident is not reported to the hotline, schools are still required to take appropriate action following an incident to review student plans and seek advice from relevant areas as required.

The types of incidents that are required to be reported are described in a table located at Appendix 1.

Information sharing

To ensure support for a workplace manager responding to an incident, the department needs a whole-of-department response. Each directorate within the department is responsible for sharing incident notifications (as appropriate) with other areas in the department. This is to support a coordinated and effective response, which includes providing support to the workplace.

When an incident is reported to the Incident Report and Support Hotline, the information will be shared with other relevant areas including School Operations and Performance, Legal Services, Media unit, Child Wellbeing unit, School Infrastructure NSW, and others as appropriate. This reduces the need for a workplace manager to make multiple calls to various areas, enabling managers to focus on managing an incident locally.

Incidents that may amount to reportable conduct or misconduct by a staff member must be reported directly to the Employee Performance and Conduct directorate.

Lessons drawn from incidents may also be shared to inform and strengthen risk management practices across the department.

Appendix 2 provides an overview of the areas within the department that can provide support services and their contact numbers. Schools and workplaces are encouraged to access these services to assist in the management and response to issues and incidents in the workplace.

Post incident support

For each workplace incident, managers must implement and communicate post-incident support services to those affected. This may include arranging student counselling services and communicating information to employees on how to access post incident support services and/or facilitating support services on site. Post-incident support services should also be arranged for those affected by non-work-related incidents.

[Post incident support services](#) are arranged through the Health and Safety directorate. Information about employee post incident support services will be provided when an incident is reported to the Incident Report and Support Hotline or through post incident support services offered by the Health and Safety directorate. These resources are also available from the [EAP – Supporting You](#) website.

Related information

The department offers a range of services and support to schools and department workplaces. Advice and support can be obtained from the appropriate area to manage issues as appropriate. A list of key contacts for incident notification is located at Appendix 2. Resources to consider may include:

- emergency management procedures and supporting [resources](#)
- legal issues [bulletins](#)
- [Safety Alerts](#)

- relevant guidelines, including [student safety](#) and health care procedures such as anaphylaxis
- mandatory reporting [obligations](#)
- [Child Protection Policy and implementation documents](#): Responding to and reporting students at risk of harm
- [responding to allegations](#) against employees in the area of child protection
- managing [complaints and feedback](#)
- responding to student suicide: support [guidelines](#) for schools
- [guidelines](#) for schools responding to problematic or harmful sexualised behaviours between children.

Appendix 1: Incident notification

Tables A to C identify the range of incidents that can occur within department schools and workplaces that are to be reported to **the Incident Report and Support Hotline by calling 1800 811 523**. If there is any uncertainty as to whether to report an incident, it is recommended that the incident be reported. Anyone can report an incident to the Incident Report and Support Hotline. Staff reporting an injury or incident must also inform their relevant manager so they can implement local protocols for incident notification and response.

Table D identifies other reporting requirements that are reportable to other business areas of the department. This includes for example, the notification of incidents relating to child protection matters and the notification of allegations of misconduct or criminal conduct against employees.

Where any of these incident matters amount to reportable conduct or misconduct by a staff member, they must be reported to the Employee Performance and Conduct directorate.

In the event of an emergency, always contact emergency services on triple zero (000) first.

Table A: Student related incidents

Sub-type	Incident description
Abduction/attempted abduction	Removing a person or attempting to remove a person to another location against their will and without authority to do so.
Child approach	An adult approaching and/or intimidating a child to coerce them do something or go somewhere against their will.
Suicide, attempted suicide, self-harm	Deliberate act of harming oneself or taking one's life.
Traumatic non-workplace incident	Where an incident has occurred resulting in death or injury to a member of the school or school community, impacting the wellbeing of staff, students or the school community.
Usage and consumption of substances	Student is witnessed using substances (such as drugs) or appears to be under the effects of a substance based on supporting information.
Problematic and harmful sexualised behaviour	The term 'problematic or harmful sexualised behaviours' covers a broad spectrum of behaviours. These can include pressure, coercion, aggression, bribery, secrecy or other grooming behaviours. They can include sexting, re-enactments of specific adult sexual activity, sexual play

Sub-type	Incident description
	with younger children and non-consensual groping or touching of another child's genitals. A student may exhibit problematic or harmful sexualised behaviours in their interactions with another student at school, during a school-related activity or outside of a school setting. These behaviours may also be exhibited in interactions with siblings or other close family members away from school.
Absconding/ missing student	An event or situation where a student's whereabouts are unknown or a student has absconded from school.
Inappropriate administration of prescribed medication	A situation where a student has been administered an incorrect dose of their medication or has been administered a dose of medication that has not been prescribed to them.
Risk of neglect, abuse, exploitation, violence	An event, situation or suspicion or threat that a child is at risk of harm, or significant harm from another person (including risk or threat from a student).
Custody issue	An incident where an adult tries to take a child from a school without consent.
Cyber incidents	The use of telecommunication devices to threaten, harass, stalk, bully, create offence or defame a specific person or group. Cyber incidents are of a threatening nature and can be shared with a wide audience using equipment or medium such as email, websites, phones and social media sites for negative purposes. Includes hacking into a person's social media site, email or web pages to misrepresent or harass.
Sexting	The digital transmission of sexually explicit or sexually implied messages or images, especially photographs or videos. Usually by social media platforms or telecommunication devices.
Assault, including accidental injuries	Intentional or reckless act that causes harm to another person, or accidental injuries that occur in circumstances where there was no intention to cause harm or injure.
Anti-social and extremist behaviour	Behaviour that causes concern that a person may be at risk from others who believe that fear, terror and violence are justified to achieve ideological, political or social change.
Consensual sexual acts	Sexual or sexually explicit contact that occurs with the consent of the recipient, but one or both of the students are under 16 years.
Indecent exposure	A person, adult or child that intentionally shows their sexual organs to another person/child, or in public.

Sub-type	Incident description
Steal, extort or fraud	<p>Steal: Take another person's property without permission or legal right.</p> <p>Extort: Obtain benefit or something by force, threats or other unfair means.</p> <p>Fraud: Wrongful or criminal deception resulting in financial or personal gain.</p>
Anaphylaxis	Any incident where an adrenalin auto-injector (EpiPen) is administered or an ambulance called to assess and assist a person presumed to be having a severe allergic reaction.
Student injury	Any student injury at school or during a school-related activity resulting in emergency services being called, or which requires medical treatment or absence from the school.

Table B: Staff related incidents

Sub-type	Incident description
Personal injury, illness or health condition	Personal injury, illness or health condition that requires recovery at work assistance or case management (for example, a return to work plan).
Suicide, attempted suicide, self-harm or suicidal ideation	Deliberate act of harming oneself, or taking one's life, or concern regarding the intentions of a person.
Workplace injury or illness (physical or psychological)	Any workplace injury or illness resulting in first aid, emergency services being called, medical treatment or absence from the workplace.
Vehicle accidents	When a vehicle collides with another vehicle, building or other object or person, resulting in damage, injuries or death.
Cyber incidents	The use of telecommunication devices to threaten, harass, stalk, bully, create offence or defame a specific person or group. Using equipment or mediums like email, websites, phones and social media sites for negative purposes. Includes hacking into a person's social media site, email or web pages in order to misrepresent or harass.
Assault, including accidental injury	Intentional or reckless act that causes harm to another person without their consent, or accidental injury that occurs in circumstances where there was no intention to cause harm or injure (including assault or accidental injury of a staff member by a student).
Indecent exposure	A person, adult or child that intentionally shows their sexual organs to another person/child, or in public.
Steal, extort or fraud	<p>Steal: Take another person's property without permission or legal right.</p> <p>Extort: Obtain benefit or something by force, threats or other unfair means.</p> <p>Fraud: Wrongful or criminal deception resulting in financial or personal gain.</p>

Table C: Incidents impacting schools and workplaces

Sub-type	Incident description
Anti-social and extremist behaviour	Behaviour that causes concern that a person may be at risk from others who believe that fear, terror and violence are justified to achieve ideological, political or social change.
Intruder on site	Someone forcibly or randomly entering a site or building without consent. This includes a person or group of people entering with an intent to cause serious disruption to services, threaten or intimidate or to cause harm to others.
Parent/carer/visitor behaviour	This includes repeated aggressive behaviour or single incidents of violence or threats to intimidate or harm a member of the school, including staff, students or others who are at the school.
Fire	Any fire that causes damage to a school structure, whether extinguished by staff or by Fire and Rescue NSW or Rural Fire Service, and which interrupts school operations.
Malicious damage	A person who causes damage to property.
Injury to a visitor or community member	An injury resulting in emergency services being called or which requires medical treatment.
Environmental exposure	Any incident where there are concerns relating to potential exposure to asbestos or chemicals, mould and so on.
Outbreak of a communicable or infectious disease	A communicable disease is spread from one person to another through a variety of ways that include contact with blood and bodily fluids, breathing in an airborne virus or being bitten by an insect.
Fatality	Any incident that results in the death of a person on or near a department workplace or school or other school-related activity.
Bomb threat, suspicious packages	A threat, usually verbal or written, to detonate an explosive or incendiary device to cause property damage, death or injuries, whether or not such a device actually exists.
Drug-related incidents	Drugs (or drug-like substance) or paraphernalia found on a person, in their possession or at the school or at offsite school-based activity
Weapons or knives	Weapon or knives found at school, office or during school-related activity. This includes offsite activities.

Sub-type	Incident description
Natural disaster impacting operations	Any bushfire, flood or storm situation that results in the school ceasing operations, relocating to an alternate location, operating in reduced capacity (for example, limited staff on site) or activating their Emergency Management Plan.
Temporary ceasing of school operations	Any other incident or emergency situation, natural or man-made that has occurred on or near a department workplace or school, or during an excursion or other offsite activity, and results in the school ceasing operations or activating their Emergency Management Plan, for example, gas leak structural fire, hazardous materials leak.
Utility failure	Total loss of electricity, gas or water supply for a period extending beyond a reasonable period (for example, 1 to 3 hours) that results in activation of the school's Emergency Management Plan.
Police operation in local area impacting school operations	An offsite operation being conducted by NSW Police that results in a school activating lockdown, lockout or evacuation actions.
Non-workplace incidents	An event that does not occur at a school or workplace or on a related activity, which has the potential to impact students, staff and the school community, such as a student or staff accident or death outside of work or school.
Workplace hazard or near miss	An incident that has the potential for injury or damage (for example a faulty electrical switch with exposed wires).

Table D: Other reporting requirements

The following incidents are also reportable to the business area as noted in the below table:

Incident type	Contact name	Contact number
Allegations against employees of misconduct, criminal conduct or reportable conduct	Employee Performance and Conduct directorate	(02) 7814 3722
Child protection concerns	<p>The Child Protection Helpline (Family and Community Services) should only be contacted for matters involving risk of significant harm.</p> <p>Where there are risk of harm concerns about children and young people that do not meet the threshold of suspected risk of significant harm, the department's Child Wellbeing unit can provide advice and support for appropriate local responses.</p>	FACS: 132 111 Child Wellbeing unit: (02) 9269 9400
Urgent maintenance issues	School Infrastructure NSW	132 779
Contentious issues, including major complaints or unfavorable media attention	Media unit	(02) 7814 1559

Appendix 2: Department services and support

The department provides a broad range of services to support workplaces to manage incidents. The table below provides an overview of these services and contact numbers. Workplaces are encouraged to access these services to assist them to respond and effectively manage incidents.

Table A: Support for managing incidents

Area	Services	Contact number
Health and Safety directorate	<p>The Health and Safety directorate offers a range of health and wellbeing services and support including:</p> <ul style="list-style-type: none"> • seconded police officers who provide advice on police and other criminal matters • case management services for incident response and injury and other health-related matters • coordination of post-incident support for staff and other people impacted by an incident • support for natural disaster planning and response • incidents or concerns relating to anti-social or extremist behaviour • support following a workplace incident, including incident review and risk management services • support following a workplace incident, including injury management and recovery at work processes • coordination and response to matters raised by SafeWork NSW. 	1800 811 523
Legal Services unit	<p>Support in relation to legal advice including the <i>Inclosed Lands Protection Act 1901</i>, family law and legal aspects of managing incidents relating to weapons, searches, illegal drugs and court orders.</p>	(02) 7814 3896

Area	Services	Contact number
Child Wellbeing unit	<p>The Child Wellbeing unit is available to principals and workplace managers to assist and support them in meeting their legal obligations in responding to concerns about the safety, welfare and wellbeing of children and young people.</p> <p>The Child Wellbeing unit must be contacted when:</p> <ul style="list-style-type: none"> • there are concerns about risk of harm that do not meet the threshold of significant harm but are not trivial • the NSW Mandatory Reporter Guide indicates this should be done • there is an observable pattern of cumulative harm that does not meet the threshold of significant harm • when a report has been made to the Child Protection Helpline but has been screened out as not reaching the threshold of risk of significant harm. <p>The Child Wellbeing unit should also be contacted if Family and Community Services has requested that an action be taken and concerns are held about taking that action.</p>	(02) 9269 9400
Media unit	The Media unit provides support in relation to contentious issues or media concerns. It can assist if an incident may generate media attention.	(02) 7814 1559
School Infrastructure NSW	Support in relation to asset-related safety issues including, for example: tree safety, equipment safety, building maintenance and other local support for maintenance issues.	132 779
School Security unit	Advice and support in relation to security issues in schools including arson, break-and-enter, vandalism, trespass and personal safety. The unit provides a range of security guard services, maintains and repairs intruder alarm, CCTV (video surveillance) and electronic access control systems and undertakes the provision of onsite security risk assessments. Schools are also assisted with the design and installation of new and	(02) 9672 2000 1300 880 021 (After Hours) SSUCustomerservice@det.nsw.edu.au

Area	Services	Contact number
	upgraded security systems and security fencing.	
School Services Teams	Provide advice and support schools to meet the needs of students with diverse and complex learning and support needs. Network support through offices across the state.	http://www.edservices.det.nsw.edu.au/
Employee Performance and Conduct directorate	Concerns about employee performance or conduct including potential allegations of a child protection nature against employees or criminal conduct by employees.	(02) 7814 3722

Appendix 3: Notifiable incidents

If there is a serious injury or illness, a death or a dangerous incident in a departmental workplace or school or during a department activity offsite, employees must **report this incident immediately to the Incident Report and Support Hotline on 1800 811 523**. The Health and Safety directorate will undertake the necessary reporting to SafeWork NSW.

What is a notifiable incident?

A 'notifiable incident' under the work health and safety legislation relates to:

- the death of a person
- a serious injury or illness
- a dangerous incident

Notifiable incidents may relate to any person (employee, student, contractor or visitor). In the event of a notifiable incident, employees must take immediate action to provide first aid and secure the area to prevent further incident or injury. The site where the incident occurred (including any equipment, plant, substance, structure) should be secured and not disturbed until a SafeWork NSW inspector arrives at the site or any earlier time that an inspector directs.

What is a serious injury or illness?

Only the most serious health and safety incidents are notifiable, and only if they are work-related. A **serious injury or illness** of a person means an injury or illness requiring the person to have:

- a immediate treatment as an in-patient in a hospital
- b immediate treatment for
 - o the amputation of any part of the body
 - o a serious head injury
 - o a serious eye injury
 - o a serious burn
 - o the separation of skin from an underlying tissue (such as de-gloving or scalping)
 - o a spinal injury
 - o the loss of a bodily function (such as loss of consciousness, movement of a limb, loss of sight/hearing or loss of an internal organ)
 - o serious lacerations
- c medical treatment within 48 hours of exposure to a substance (chemicals, airborne contaminants, human or animal blood and body substances).

Notification is also required for any infection or illness arising from contact with animals (zoonotic diseases) where work is a significant contributing factor.

What is a dangerous incident?

A **dangerous incident** is one that exposes any person to a serious risk from exposure to a substance such as:

- an uncontrolled escape, spillage or leakage of a substance
- an uncontrolled implosion, explosion or fire
- an uncontrolled escape of gas or steam
- an uncontrolled escape of a pressurised substance
- electric shock
- the fall or release from a height of any plant, substance or thing
- the collapse, overturning, failure or malfunction of, or damage to, any plant that is required to be registered for use under the regulations (for example, a crane)
- the collapse or partial collapse of a structure
- the collapse or failure of an excavation or of any shoring supporting an excavation
- the inrush of water, mud or gas in workings, in an underground excavation or tunnel
- the interruption of the main system of ventilation in an underground excavation or tunnel.

Notification is also required where there has been exposure to a substance that is likely to create a serious risk to health or safety in the future, for example, asbestos or hazardous chemicals.

Appendix 5 - Evidence of Council Consultation

Appendix 6 - Emergency Management Plan

Call Triple Zero – 000 in the event of an emergency requiring Police, Fire or Ambulance.

Emergency Management Plan

Wee Waa High School

Plan established date	January 2023	Next review date	June 2024
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This Emergency Management Plan template is developed in accordance with the department's Emergency Management Procedure and is designed to ensure that workplaces have effective planning, response and recovery measures in the event of an emergency.

The plan is for **internal use only** and to ensure the safety of staff and students is not for distribution (other than emergency services) or external publication.

Contents

Workplace specific information	3
Emergency response team	5
Emergency signals (or alerts)	6
Assembly areas and evacuation locations	7
People with disability and sensory considerations	9
Preschool onsite	Error! Bookmark not defined.
International students	Error! Bookmark not defined.
Emergency contact list: department, suppliers and community	10
Emergency Response Procedures	15
Recovery	25
Prevention	26
Preparation	27
Version control	29
Document location	29
Appendix A – Checklist: Supporting resources	30
Appendix B – Site diagram checklist	31
Appendix C – Reasonably foreseeable emergencies	34
Appendix D – Checklist: Chief Warden briefing of emergency services	37
Appendix E – Recovery checklist	38
Appendix F – Risk assessment for emergencies	40
Appendix G – School emergency kit checklist	41
Appendix H – Bushfire and Grassfire Response Plan	42
Appendix I - Additional information	43

Workplace specific information

Street address	Mitchell Street Wee Waa NSW 2388				
Nearest cross street	George Street Wee Waa NSW 2388				
School main phone number	02 6795 4477				
Access points for emergency services	Main entrance from George Street Wee Waa NSW 2388				
Emergency kit location	Administration Office, Canteen, TAS rooms, Hospitality Pantry, Environment Centre, Binallba, Staffroom				
Bushfire Category	Category 3				
Chief Warden	Jacki Neil	0459925692	Alternate (if assigned: Deputy Chief Warden)	Marjory Drummond	0413453635
General description of the workplace					
<p>The school is located along Mtchell St, with the main enteracne on George St The school's playground is located adjacent to the school buildings and borders a main highway. The school and the playground have security fencing.</p> <p>The school comprises 7 buildings on site.</p> <p>The school operates as a venue for some community events.</p> <p>Wee Waa High School has 145 students. The school has 23 staff including the principal, a 2 deputy principal, 4 Head Teachers and 16 classroom teachers. We have 16 SASS staff, including 8 SLSOs. Volunteers work at the school on a regular basis.</p> <p>Pedestraian access will be via Goerge St and Mitchell St during school days, Vechile access is via the main gae on George St.</p>					
People with disability and sensory considerations	<p>This workplace has 1 people with disability and/or sensory considerations. 0 require support from emergency services in the case of an evacuation.</p> <p>Alternate assembly area: N?A</p> <p>See People with disability and sensory considerations for specific deals.</p>				

Animals onsite	This workplace has 0 or animals on site. [Guidance: add additional information as required] All animals will be located on the Agricultural Site on the Kamilaroi Highway.
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Emergency response team

Guidance – there is no limit to the number of wardens. To ensure this table meets local needs, add rows as required.

Emergency response role	Responsibility	Responsible person's name	Responsible person's mobile number
Chief Warden	Entire workplace	Jacki Neil	0459925692
Deputy Chief Warden	Supports the Chief Warden	Marjory Drummond	0413453635
Communications Officer	Supports the Chief Warden	Leisa O'Shea	0459038499
Area/Floor Warden	Science - D	Steve Catt	HT Science
Area/Floor Warden	TAS – D	Sara Trevaskis	0413409662
Warden	Building F	Oliva Bray	0499328813
	Building – A & Library	Josh O'Shea	0403133086
Warden	Aboriginal Resource Centre - E	Hlen Wenner	0428256135
	Building – B Admin Ground floor	Tracey Mortimer	0427932192
	Building – Staff Room	Jordan Johnson	0421837930
	Hall	Sally Killerby-Smith	0404821754
First Aid Officer	Admin Building	Joanne Horne	0428954151
First Aid Officer	Science or Tech	Joanne Horne	0428954151
First Aid trained	Admin Building	Joanne Horne	0428954151

Emergency signals (or alerts)

Evacuation signal	Lockdown signal	Secure Alert (Lockout)	Shelter-in-place (bushfire response)
Sounds of continuous bells	Sounds of whoop, whoop siren	Sounds of whoop, whoop siren	Sounds of continuous bells & PA announcement
Activated by Principal, SAO 1 & 2	Activated by Principal, SAO 1 & 2	Activated by Principal, SAO 1 & 2	Activated by Principal, SAO 1 & 2

Assembly areas and evacuation locations

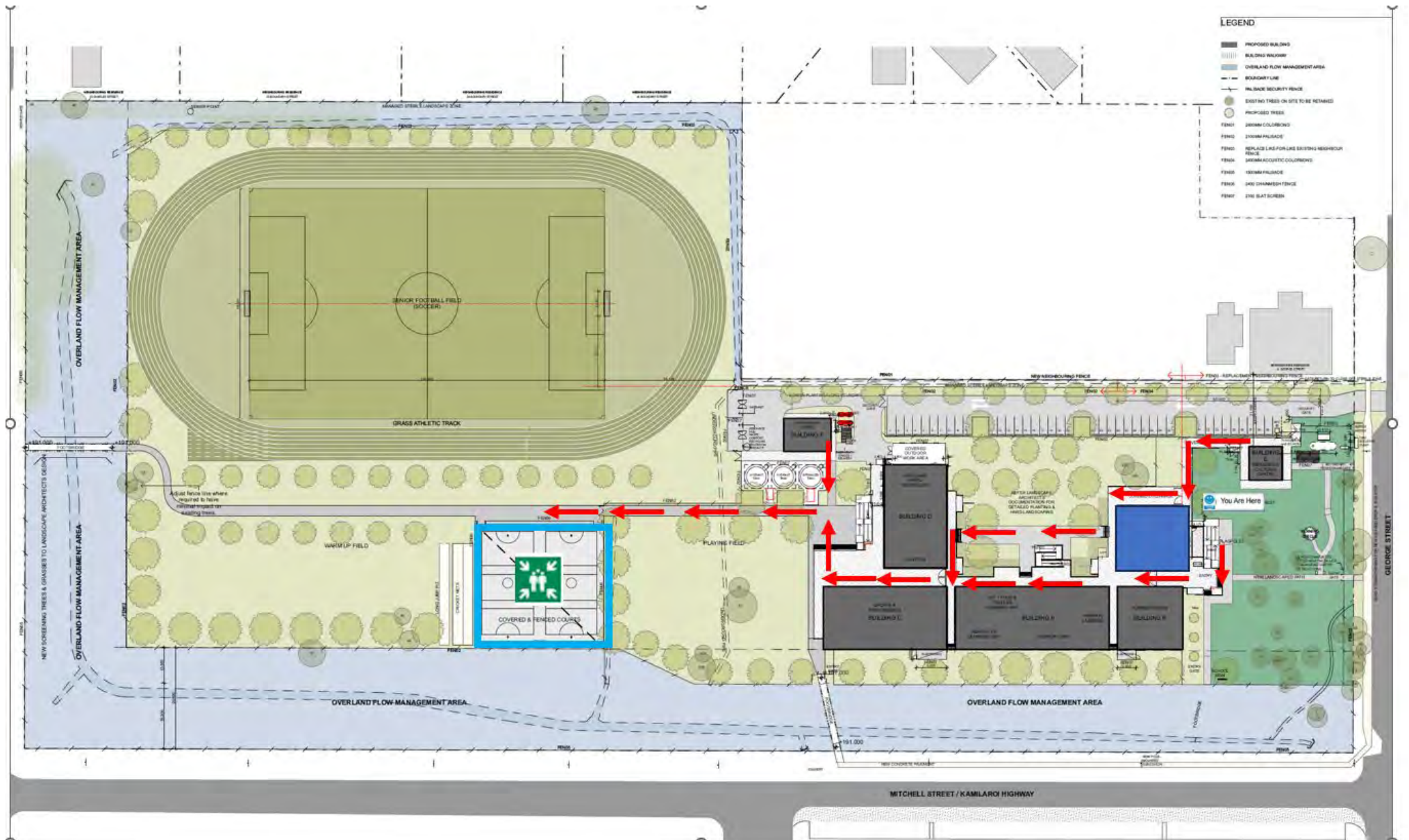
Assembly areas and evacuation location - The chief warden will assess the emergency and direct people to the:

- **Onsite assembly area: Basketball Courts – North West Location**

The chief warden may then make a decision to move to an offsite location.

- **Offsite evacuation location: Park – approx 1klm offsite South East**

Site view over page



People with disability and sensory considerations

Disability	Notes
Cognitive disability and sensory considerations	Understanding and using a persons preferred communication method and asking for feedback to ensure understanding (MC Students) Staff to guide MC students them to evacuation points While evacuating, ensure the person is made aware of traffic and other hazards Understanding the person/s sensitivity and reactions to loud noises Once in the evacuation assembly area, maintaining contact and relay messages from the wardens/chief warden.
Health conditions	SAO will obtain necessary medication (such as, asthma, anaphylaxis, diabetes). Refer to local Individual Health Care requirements.

Emergency contact list: department, suppliers and community

Department of Education

Unit	Contact number	Unit	Contact number
Incident Report and Support Hotline	1800 811 523	Assisted School Transport Program	NA
Preschool Reporting Hotline	1300 083 698	Learning and Wellbeing staff	Alexia Karam 0418642586
Director, Educational Leadership	Theressa Miles 0436692604	Media Unit	(02) 7814 1559
AMU Asset Services Officer	Craig Ovard 0499743967	WHS Advisor	Jody Crowe-Jones 0428862650
School Security	1300 880 021	DE International Student Advisor	N/A

School Support / Services / User Groups

Service	Provider Name	Emergency Contact
Local police	Wee Waa Police	Inspector Robert Dunn 6795 0899
Local fire control centre	Wee Waa Fire Station	Bruce Cowan 67282206
Local council	Narrabri Shire Council	67996866
ASTP Contractors	Assisted School Travel Program	1300 338 278 (Prompt 0)
Bus company	Forest Coaches	Anthony 67 921665
Crossing supervisor	NA	NA
Cleaners	Joss	Brett Thomas 0477801035

Service	Provider Name	Emergency Contact
Canteen/Food	Wee Waa High School	67924477 Tamara Hartas
Local medical centre	Wee Waa Medical Centre	67951100 Marie Holland
Veterinary services	Narrarbi Vet Clinic	67 924388 Michael Ried
Early childhood education onsite (OOSH, Vacation Care, Long Day Care)	NA	NA
Other contractor	TBC	
Other supplier	TBC	
Community user	TBC	

Utilities and suppliers

Utility/supplies	Location of mains/isolation point/shutdown point	Supplier name and contact number	Account number/ reference
Water (Mains)	Water mains located at George St driveway entry (marked as 1E on drawing). Refer to drawing 22835-001-H-001 Site Plan Part 1.		
Water (Bore/non-potable/recycled)	2 x Hydrant tanks, water tank and sprinkler tank located adjacent to Building F.		
Power (mains)	Main Switch Room located ground floor of Building F next to Library.		

Utility/supplies	Location of mains/isolation point/shutdown point	Supplier name and contact number	Account number/ reference number
Power (generator)	No provision for future generator back has been allowed for as part of design.		
Solar panels and batteries	Solar panels are installed on Building B and F roof.		
Fuel	Not Applicable. No fossil fuels are burned on site to generate electricity, heating, or cooling; and either:		
Gas (mains)	Natural gas is not available to this property.		
Gas (bottled)	Gas tanks (x2) located next to Building F (marked as 1F on drawing). Refer to drawing 22835-001-H-001 Site Plan Part 1		
Chemicals (SDS / Chemical Register)	Chemical store located on level 1 Building D next to chemistry labs.		
Sewerage (mains)	The closest connection point for Narrabri Shire Council sewer infrastructure is located off Charles Street near the north-western corner of the site.		
Sewerage (septic)	Sewer pump located next to Building F.		
Pump/s (water)	Rainwater pump located in court yard area (marked as 9D on drawing). Refer to drawing		

Utility/supplies	Location of mains/isolation point/shutdown point	Supplier name and contact number	Account number/ reference
	22835-001-H-001 Site Plan Part 1.		
Pump/s (septic tanks/sewerage)	Sewer pump out line shown above Building F (marked as C3 on drawing). Refer to drawing 22835-001-H-001 Site Plan Part 1.		

Workplace employee contact list

Place a copy of your employee contact list with a printed copy of this plan in a secure location. Attach here in the printed version.

Guidance: Employee contact telephone numbers can be collected by a workplace for the purpose of preventing or lessening a serious or imminent threat to any person's health or safety, for example in an emergency.

As these are before and after hours employee contact details, the list must be stored in a safe place with restricted access (i.e., the In Case of Emergency (ICE) system, or printed copies kept with the principal / chief warden).

Personal information, including private phone numbers must be:

- stored securely
- kept no longer than necessary and disposed of appropriately
- protected from unauthorised access, use, modification or disclosure.

Remember: Embedded files cannot be opened from a printed or PDF plan. Omit digital files from this document.

Emergency Response Procedures

The following pages include generic emergency response procedures.

It is important to note that the response steps provided are generic and to be used as a **guide only**. Each response requires updating to ensure your local procedures are comprehensive.

Instructions:

1. Review the generic steps provided for each emergency response, starting on the next page.
2. Insert any additional steps ensuring the emergency response steps fit the needs of the school/workplace.

Guidance: Refer to [Appendix C – Reasonably foreseeable emergencies](#) to assist with determining if additional emergency responses are required based on the local school/workplace risk assessment.

Formatting: To assist the flow of the plan and table of contents, use a page break to ensure that each emergency response starts on a new page.

Tips:

- Ensure onsite preschool students and the movement of people with a disability or sensory consideration is adequately considered.
- Consider how the response may work in busy periods such as immediately before or after school, during break times, and onsite activities including assemblies, cultural days and school open days.
- Remove these tips once the plan has been finalised.

Note: The term 'staff' is used for brevity and includes all department employees and contractors across schools and early childhood services.

Evacuation

When it is **unsafe** for students, staff, and visitors to remain inside the school, or on school grounds, the chief warden will take charge and commence the school's evacuation response.

Assembly areas and evacuation location - The chief warden will assess the emergency and direct people to the:

- **Onsite assembly area: Basketball Courts – North West Location**

The chief warden may then make a decision to move to an offsite location.

- **Offsite evacuation location: Park – approx 1klm offsite South East**

1. Notification

- **Call Triple Zero (000)**
- Trigger the **evacuation signal**
- As soon as practical, chief warden to co-ordinate a staff member to report the emergency and evacuation to the **Incident Report and Support Hotline on 1800 811 523**

2. Evacuate

- Wardens to direct students, staff, and visitors safely along the **evacuation route** to the onsite assembly area
- Chief warden to co-ordinate a staff member to **arrange transport** if evacuating offsite, if required
- **Assist persons with a disability to evacuate.** If unable to move, remain with them and report their location to the chief warden
- Area/floor wardens: if safe to do so, **check assigned areas/floors** to confirm they have been evacuated and then evacuate as directed. If possible, report the result of the sweep to the chief warden
- Assigned staff to take the student, staff, and visitors lists, and evacuation kit/s to the designated assembly area / evacuation location
- Chief warden to [brief emergency services](#) upon arrival and assist as required
- All emergency response roles will, where able, **maintain a log** of actions/decisions undertaken and times

3. Once evacuated

While at onsite assembly area / offsite evacuation location:

- Assemble students, staff and visitors and check all are accounted for
- Ensure student, staff and visitors do not block access for emergency vehicles
- Establish communication between the assembly area / evacuation location and the chief warden
- Report to the chief warden details of any person/s unaccounted for and/or known injuries
- Ensure any students, staff, or visitors with healthcare needs and/or require first aid are supported/attended to

Chief warden:

- If not already done, co-ordinate a staff member to contact Incident Report and Support Hotline to report incident
- Determine whether to activate family reunification processes and communicate the decision to the assembly area / evacuation location
- Consider if there is any specific information staff, students and visitors need to know (e.g., family reunification process or return to school decision)
- Follow local communication procedures (DEL, parent/carers, and/or communities) to contact relevant members of the school community to provide any relevant information

4. Before returning to the school:

- Where no infrastructure has been damaged, the chief warden is to obtain authority to return from relevant emergency service personnel
- **Where infrastructure has been damaged**, the chief warden is to follow the steps outlined in the Site Clearance Protocol

No re-entry to site is permitted until an authorised local Asset Services Officer has provided a Clearance Certificate to the principal

5. After the emergency:

- International Students: Consider additional reporting requirements based on the emergency that triggered the evacuation
- Workplace manager to implement a Recovery plan
- The chief warden will arrange a debrief of the incident with staff and arrange evaluation using the Evaluating the emergency response form.
- First aid officer/s and workplace manager to complete first aid reporting requirements for any injuries that may have occurred during the emergency.

Lockdown

Tips:

- Ensure the lockdown can be put into effect without exposing employees or students to the hazard.
- Consider the layers of security available in the school including building access doors and room entrances.
- No person should leave the classroom, work area and or building once a lockdown is implemented. Persons may only leave once the all-clear signal has been communicated.
- Consider emergency toileting. Schools may preference partial lockdowns or take steps to reduce the length of a lockdown to lessen this issue. Seek direction from emergency services where required. Additionally, the chief warden should use discretion depending on the situation when allowing access to toilet facilities. Refer to the [Emergency Kit factsheet](#), which outlines equipment that may be considered where emergency toileting may be necessary. Preparations should consider hygiene, privacy, and dignity.

When an active threat is identified or notified by Police and it is determined that the students, staff and visitors should be kept securely inside the building, the chief warden will take charge and implement the lockdown response. The chief warden determines if a full or partial lockdown is required based on the situation.

If the alleged perpetrator is a student with a behaviour management plan, initial actions will be guided by that plan. If the specific [Behaviour Response Plan](#) fails then move to secure alert (lockout) or lockdown, depending on the situation.

1. Notification

- **Call Triple Zero (000)**
- Trigger the **lockdown signal**
- Direct staff to initiate the lockdown actions including:
 - assist person/s currently outside enter the space to be secured
 - close internal doors and windows, remain in rooms and out of sight
 - check doors and windows are secured/locked
 - direct staff and students currently outside to relative safety inside a school building
 - make ready emergency kit and/or first aid kit

- Direct staff to check that students, staff, and visitors are all accounted for
- As soon as practical, chief warden to co-ordinate a staff member to report the emergency and lockdown to the **Incident Report and Support Hotline on 1800 811 523**

2. Lockdown response

- Ensure staff and students remain quiet
- Ensure practical access to communication device (e.g., mobile phone or landline)
- Keep public address system available for critical messages – Audri and Facebook
- Check all students, staff and visitors are accounted for and report details of any missing person to the chief warden by phone call / speaking directly to her.
- If possible, safely station a person inside the front office to notify the chief warden when emergency services have entered school grounds
- Ensure any students, staff, or visitors with medical or other needs are supported
- All emergency response roles will, where able, **maintain a log** of actions/decisions undertaken and times

Chief warden:

- Obtain details of any missing person/s to pass onto attending emergency services
- [Brief emergency services](#) on arrival
- Alert staff and returning excursion groups to divert them away from the school, where possible
- Follow local communication procedures (DEL, parent/carers, and/or communities) to contact relevant members of the school community to provide any relevant information
- Comply with instructions of emergency services

3. Ending lockdown response

- The Chief Warden is to work with emergency services to determine when normal operations may be resumed
- Issue an **All-Clear** communication
- Determine whether to activate family reunification processes once safe to do so
- Consider if there is any specific information staff, students and visitors need to know (e.g., family reunification process or areas to avoid)

4. Resuming normal operations

- [International Students](#): Consider additional reporting requirements based on the emergency that triggered the lockdown
- Workplace manager to implement a [Recovery plan](#)
- The chief warden will arrange a debrief of the incident with staff and arrange evaluation using the [Evaluating the emergency response form](#).
- First aid officer/s and workplace manager to complete first aid reporting requirements for any injuries that may have occurred during the emergency

Secure Alert (Lockout)

Guidance:

During a secure alert (lockout) response, school activities continue as normal; however, as a precautionary step, doors are locked and no one enters or leaves the facility. For the safety and security of staff and students, remaining or returning to classrooms would be the preferred response option.

Tips – Secure alert

- The response is intended to secure/lock part of a school or room within a school to prevent access by unauthorised persons or animals that could pose a potential danger.
- It is useful as a method to contain an evolving situation and/or prevent people witnessing a medical emergency response.

When an immediate or imminent threat is identified by a staff member, or a notification made by Police, the chief warden will take charge and implement a secure alert (lockout) response. A secure alert (lockout) response may be upgraded at any time to a lockdown.

1. Notification

- Chief warden to issue an instruction of **secure alert (lockout)**
- Direct staff to initiate the secure alert response actions including:
 - assist person/s currently outside enter the space to be secured
 - direct staff and students currently outside to move inside a school building
 - close internal doors and windows
 - check doors and windows are secured/locked, where possible
- Direct staff to check that students, staff, and visitors are all accounted for
- As soon as practical, chief warden to co-ordinate a staff member to report the emergency and lockout to the **Incident Report and Support Hotline on 1800 811 523**

2. Secure Alert Response

- Ensure practical access to communication device (e.g., mobile phone or landline)
- Keep public address system available for critical messages
- Check all students, staff and visitors are accounted for and report details of any missing person to the chief warden by chief warden by phone call / speaking directly to her.
- If the secure alert has been triggered by a student with an **Individual Health Care Plan / Behavioural Management Plan**, respond based on the specified actions in the plan

Chief warden:

- Obtain details of any missing person/s
- Alert staff and returning offsite activities such as excursion groups to divert them away from the school, where the threat is still active
- Determine if an upgrade to **lockdown response** is required.

3. Ending secure alert response

- The chief warden will determine when it is safe to end the secure alert (lockout) and when normal operations may be resumed
- Issue an **all-clear** communication
- Consider if there is any specific information staff, students and visitors need to know (e.g., areas of the school to avoid).

4. Resume normal operations

- International Students: Consider additional reporting requirements based on the emergency that triggered the alert
- Workplace manager to implement a Recovery plan, if required
- The chief warden will arrange a debrief of the incident with staff and arrange evaluation using the Evaluating the emergency response form.
- First aid officers and workplace manager to complete first aid reporting requirements for any injuries that may have occurred during the emergency

Medical Emergency

A medical emergency can affect anyone and can occur at any time within the school environment including school activities on and offsite.

Note: School staff do not require permission from families to contact Triple Zero (000). Any staff member can call Triple Zero (000) as per local first aid response procedures. Contacting the affected person's emergency contact/s should occur concurrently.

If a medical emergency occurs:

- Administer first aid. Follow the student's Individual Health Care Plan, where applicable.
- Nearby staff to arrange for staff to
 - **Call Triple Zero (000)** if immediate/life threatening
 - Notify **first aid officer / chief warden** as required
- Chief warden / workplace manager to arrange contact with the emergency contact/s of the affected person
- Arrange for a person to meet emergency services, and guide them to the location of the medical emergency, where necessary
- Record the details of the incident, injury, trauma, or illness (symptoms, duration, medication administered)
- Keep people away from the emergency/incident
- Provide support for students and/or staff who may have witnessed early stages of the emergency
- As soon as possible co-ordinate a staff member to report the emergency to the **Incident Report and Support Hotline on 1800 811 523**
- Consider if there is any specific information staff, students and visitors need to know (e.g., family reunification process, areas to avoid)
- All emergency response roles will, where able, to maintain a log of actions/decisions undertaken and times.

Bushfire and Grassfire Response Plan

Note: Bushfire and Grassfire Response Plans must be reviewed annually based on current advice – See the [Bushfire Planning and Response](#) web page.

Guidance: A site-specific [Bushfire and Grassfire Response Plan](#) can be developed in preparation for the bushfire season and inserted as [Appendix H](#).
If the specific workplace does not require a Bushfire and Grassfire Response Plan then this section and Appendix H may be removed.

Additional response plans

Include any additional emergency response plans relevant for your local site requirements based on your risk assessment of reasonably foreseeable emergencies, considering the headings below.

Note: Refer to the local risk assessment and risk register to identify additional emergencies that may require a specific response.

1. Notification
2. Response
3. Ending response
4. Resume normal operations

Recovery

Once the situation begins to stabilise, the chief warden should consider implementing applicable recovery actions. The chief warden may delegate tasks while managing the overall recovery.

Refer to [Appendix E – Recovery checklist](#) to personalise the local recovery actions required for your school. The checklist actions may include:

- establishing a recovery location
- implementing a communication plan
- determining when it be safe for people to return to the workplace
- arranging for a detailed damage assessment and site re-entry inspections to be conducted by an authorised local Asset Services Officer, where necessary
- developing a plan to resume services in the workplace or an alternative location
- arranging debrief and support services for staff and students
- arranging a post incident review/evaluation of the emergency
- conducting a review of the EMP in the context of this emergency.

Prevention

Preventative actions	Responsibility	Last review
Conduct and then review the workplace risk assessment at least annually Optional - Attach your school's risk register in Appendix F – Risk assessment for emergencies	WHS	30/10/23
Monitor and review risk assessment (at least annually and or following an incident)	EPC	TBC

Review frequency

Reviews will be conducted at least annually or when:

- an emergency has occurred at the workplace
- an emergency drill has identified a deficiency in the plan (for example, evacuation drill or lockdown drill)
- the workplace is about to undergo physical change (for example, new classrooms, renovations)
- the workplace is about to/has relocated.

Preparation

Preparation actions	Responsibility	Last review
Review the EMP	EPC	
Cross reference risk assessment and risk register to list of reasonably foreseeable emergencies (see Appendix C – Reasonably foreseeable emergencies)	EPC	
Ensure that emergency instructions are developed and reviewed annually, and provided to visitors (for example, volunteers, contractors)	EPC	
Ensure that consultation to prepare persons with a disability for emergencies also considers making reasonable adjustments to support access to information and physical spaces	EPC	
Develop draft communication strategy for known emergencies (for example, severe weather events)	EPC	

Specific preparation actions

Training against the Emergency Management Plan

Training and skill maintenance	Local site Warden training including initial training for staff newly appointed to an emergency response role, and skills maintenance training for staff already trained in emergency response roles Minimum every 6 months
Emergency communications systems	For example, term testing of Emergency Warning and Intercommunications System,
Briefings and consultation	Staff briefings, new staff inductions, contractor/volunteer/visitor inductions, consultation with people with disabilities(information, newsletters, specific consultation with people with disabilities).

Emergency drill frequency

Specific preparation actions	
Evacuation drill	Schools –every 6 months
Lockdown/Secure Alert (Lockout) drill	Schools –every 6 months
Bushfire response drill (Evacuation and a shelter-in-place)	Schools – at least once per year
Other	
Arrange testing of emergency related equipment (for example, fire blankets, extinguishers)	As per supplier recommendations/applicable Australian Standards
Emergency Kit/s and First Aid Kit/s	Check kit contents before each scheduled emergency drill (for example, evacuation drill, lockdown drill). Replace out of date consumables (for example, batteries, food, EpiPen®)

Plan established date	30/10/23	Next review date	30/01/24
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Version control

Version	Effective date	Approver	Comments
1	?/4/2023	Jacki neil R/Princiapl	This will be our first Emp for the new site,
			Add a new line for each updated version.

Document location

Version	Date	Comments
In Case of Emergency (ICE) system	?/4/24	An electronic version of plan is lodged in ICE for use by the department, DEL and emergency services
Chief warden	?/4/24	Electronic version: Wee Waa WHS TEAMS channel Printed copy onsite:Princiapl office Printed copy offsite: Wee Waa Police Station
Emergency evacuation kit	?/4/24	Printed copy onsite: dministrtrion Block and Princiapls Office
School staff	?/4/24	Printed summary will be printed and place on the staff noticeboard.

Appendix A – Checklist: Supporting resources

Guidance: Use this section to check that relevant plans to support the Emergency Management Plan are attached if required.

Resources	(✓)
Bushfire and Grassfire Response Plan	✓
First Aid Plan	✓
Defibrillator Management Plan	✓
Floor plan	✓

Appendix B – Site diagram checklist

Guidance: All items listed as required should be noted on the site diagram in line with the Australian Standard. Include any optional items to assist chief warden and emergency services.

Criterion	(✓) Present	(✗) Not Applicable	Required?
1. Title – Site Diagram Wee Waa High School	✓		Yes
2. Date diagram produced	✓		Yes
3. Street address	✓		Yes
4. Nearest cross street	✓		Yes
5. A marking of the direction North	✓		Optional
6. An overhead picture of the site	✓		Yes
7. Designated exits from site marked in green	✓		Yes
8. Designated car parks	✓		Optional
9. The name/number of each building (for example, Block A-Admin) and number of floors (for example, ground floor only or 2 floors)	✓		Optional
10. The location/s of stairs			Optional
11. The location/s of lifts			Optional
12. Refuge/s (if present) in green			Yes
13. Location of animals	NA		Optional

Criterion	(✓) Present	(✗) Not Applicable	Required?
14. Location of onsite assembly area in words or pictorially represented in green. Note: These areas should be at least 150 metres away from other buildings/structures. Identify different areas for stage/cohort/preschool, as required.	✓		Yes
15. Address offsite evacuation location/s in words. Note: One of these areas should be at least 1 kilometre from the workplace.	✓		Yes
16. Evacuation routes marked in green – if available, identify primary and alternative routes	✓		Yes
17. Location primary Emergency Control Point (chief warden's post) marked in red. Guidance: This should be the location of the Emergency Warning and Intercommunication System (EWIS) and Fire Indicator Panel (FIP) if installed.	✓		Yes
18. Emergency services arrival point marked in red			Optional
19. First aid stations marked with a white cross on green background			Optional
20. Location of hydrants and boosters marked in red			Optional
21. Location/s of electrical mains and isolation point			Optional
22. Location/s of back-up generators/UPS batteries and isolation points			Optional
23. Location/s of solar power isolation point			Yes
24. Location of gas mains emergency shut-off/isolation point			Optional
25. Location of any fuel supplies and emergency shut-off/isolation points			Optional
26. Location/s of bottled gasses and emergency shut-off isolation points. Include: LPG, scientific and industrial.			Optional
27. Location/s of sewerage/septic systems			Optional

Criterion	(✓) Present	(✗) Not Applicable	Required?
28. Location/s of hazardous material stores			Optional
29. Other features not already mentioned, for example, electricity substation, farm, equipment sheds, school bus holding area.			Optional

Appendix C – Reasonably foreseeable emergencies

Guidance: Add in the emergency response. Cross reference your workplace risk assessment and risk register. The hazards listed in this table are illustrative rather than exhaustive and would trigger your local emergency response. The EPC may customise the table by adding / removing hazards.

Emergency	Type	Response
Fire	Structure fire	Evacuation offsite
	Car fire	Evacuation
	Chemical fire	Evacuation offsite – as per direction of Emergency Services
	Bush/grass fire	Evacuation – as per bushfire plan
Bomb threat	Bomb threat	Evacuation offsite
	Suspicious item	Evacuation offsite
Physical site / environmental emergency	Burst/leaking pipes (water/sewerage/gas)	Evacuation
	Loss of utilities (water/power/sewerage)	Evacuation waiting further advice
	Loss of ICT	BAU
	Chemical spill on site	Evacuation waiting further advice
	Structural failure/collapse	Evacuation
	Electrical hazard	Partial evacuation or lock out
	Explosion	Evacuation
	Vehicle collision with workplace	Evacuation or lockout

Emergency	Type	Response
Security/physical threat to people	Intruder	Lockdown
	Aggressive person/s	Lockdown
	Violent person/s	Lockdown
	Armed person/s	Lockdown
	Threats of or actual violence	Lockdown
	Attempted/actual self-harm or self-harm ideation	Partial lockdown – lockout
Medical emergency	Injury to person requiring first aid	BAU
	Injury to person requiring emergency services	BAU
	Infectious diseases	Lockout
	Fatality (person) on premises or offsite activity	Evacuation or lockdown
	Injury to animal requiring veterinary response	BAU – lock out of Ag site for biosecurity
	Agricultural schools, schools with animals and /or agricultural facilities: infectious diseases (animal); fatality of animal	BAU – lock out of Ag site for biosecurity
External emergency	Flood	Evacuation
	Tsunami	N/A
	Earthquake	Evacuation – to site 2
	Dam wall failure alarm	Evacuation
	Severe weather (wind, hail, dust, snow)	Temporary Ceased Operations or early end time
	Severe temperature (cold/heat)	Temporary Ceased Operations

Emergency	Type	Response
	Air pollution (bushfire smoke, smoke from fires, dust storm, pollen)	Temporary Ceased Operations – if advised
	Vehicle accident at/in department workplace	Partial lockdown
	Accidents or emergencies near the workplace	Lock out
	Traffic accident impacting access to / from the workplace	Partial lockdown
	Police event external to the workplace	Lock out
	Electrical hazard (downed powerlines)	BAU
	Chemical spill offsite	Advise from Emergency Services
	Escaped criminal	Lock out

Appendix D – Checklist: Chief Warden briefing of emergency services

The Chief Warden will brief emergency services upon arrival. Only if safe to do so, the Chief Warden may send a person to meet emergency services and guide them to Chief Warden.

Checklist: Chief Warden briefing of emergency services upon arrival

(✓)

Outline the emergency:

What? Where? When? Who is involved?

Describe the potential consequences:

Safety (risk to the safety of others, including animals onsite)

What buildings/assets are damaged?

Are there any utilities or hazardous materials **at** the scene?

Describe what has been done to manage the emergency

What has been done? (For example, evacuation commenced, first aiders attended injured people, building secured, school is in lockdown)

What is the status of the response? (For example, underway, complete)

Respond to questions

TIP: State the facts. State “I am unsure” if unsure of any answer to a question.

If applicable – **Safety of people:** Do any people need **urgent** assistance? Where are they?

If applicable – **Safety of animals:** Do any animals need **urgent** assistance? Where are they?

If applicable – **Injuries:** Where are the injured people?

If applicable – **People with disability:** Do any people with disability need assistance? Where are they?

If applicable – **Utilities and hazardous materials:** Which utilities or hazardous materials are **near** the emergency scene?

Tip: Use the site diagram to assist briefing. Specific detail is in [Utilities and suppliers](#).

Appendix E – Recovery checklist

The checklist is designed to be used in the recovery phase after an emergency.

Recovery action	Source of advice	Next actions	Assigned to	Completed
Establish a recovery location	Emergency services	Manage family reunification in the evacuation assembly area		HH:MM DD/MM/YYYY
Implement the communication plan	Media Unit, DEL and WHSA	Seek assistance to prepare communication plan Prepare for media interest and presence Ensure all media enquiries are referred to the Media Unit: (02) 7814 1559		HH:MM DD/MM/YYYY
Determine when will it be safe for people to return to the workplace	Emergency services	Determine what instructions are required for people waiting in the onsite assembly area / evacuation location. Communicate the instructions to the wardens to implement. Collaborate with HSSW who will be in regular contact to provide support.		HH:MM DD/MM/YYYY
Arrange for a detailed damage assessment and site re-entry inspection to be conducted by an authorised local Asset Services Officer, where required	Emergency services and Asset Management Unit	Follow the Site Clearance Protocol . Principal must obtain a Clearance Certificate from an authorised local Asset Services Officer before permitting any re-entry of school premises where infrastructure has been damaged. Develop a plan to resume services in the workplace or an alternative location		HH:MM DD/MM/YYYY Where is Clearance Certificate saved?

Recovery action	Source of advice	Next actions	Assigned to	Completed
Develop a plan to resume services in the workplace or an alternative location	Asset Management Unit Director, Educational Leadership	Collaborate with department teams to consider recovery actions for: Assets Information and Communication Technology Student services (for example, buses) Guidance: Refer to local Business Continuity Plan , where relevant		HH:MM DD/MM/YYYY
Arrange debrief and support services to be available for staff and students	Incident Report and Support Hotline	Staff to provide a debrief to students upon return to the classroom. Determine if additional support is required. If required, arrange locations for delivery of support services: Staff – Employee Assistance Program (EAP) Student – Senior Psychologist Education (SPE)		HH:MM DD/MM/YYYY
Arrange a post incident review of the emergency	Emergency Planning Committee	Review the effectiveness of the workplace emergency management plan using the Evaluating the emergency response form. Arrange additional support services, if required		HH:MM DD/MM/YYYY
Conduct a review of the Emergency Management Plan (EMP) in the context of this emergency	WHS Advisor	Arrange for the EPC to review the EMP – Go to Prevention and Recovery sections Identify any required improvements to the plan, training, and/or controls Schedule the implementation of the improvements Consult with WHSA to update the plan in the In Case of Emergency (ICE) system		HH:MM DD/MM/YYYY

Appendix F – Risk assessment for emergencies

Guidance: This appendix is optional.

All workplaces must have a local risk assessment and risk register as per the department’s [Risk Management Procedure](#).

Hazard	Risk associated with hazard	Risk rating	Control measure/s	Responsibility	Review

Appendix G – School emergency kit checklist

Guidance: The completion of the workplace-specific emergency kit checklist is optional. Refer to [Emergency Kits factsheet](#) for further information. Consider placing printed copies of fact sheets, such as [Site Clearance Protocol](#), in the emergency kits.

Evacuation kit	(✓)	Lockdown kit	(✓)
First aid kit		Water and cups	
Clip board, log forms and pens		Bucket with a lid	
Whistle or bell		Blanket/screen	
Torch with spare batteries		Toilet paper	
Spare workplace keys		Waterless hand sanitiser	
Copy of school Emergency Management Plan (EMP)		Blankets	
Radio with spare batteries			<p>Guidance: Some schools may consider preparing for specific emergencies, such as flash flooding. Parents/carers may want to provide personal emergency kits for students. These kits prepare students for an overnight stay in the school or an evacuation centre until it is safe for reunification with their parents/carers.</p>
Emergency blanket/s			
First aid summary cards for staff and students with medical conditions and list of required medications			
Optional: Bottled water, disposable cups, long-life drinks, food bars and additional blankets to create shelter or shade			

Appendix H – Bushfire and Grassfire Response Plan

Bushfire and Grassfire Response Plan

Tip: To combine documents in Acrobat –

1. PDF both documents
2. Open the main document in Acrobat
3. Go to Tools / Organise pages
4. Click Insert and select the location of the pages you want to insert / Click Open
5. Select the position in the main document to place the inserted pages / Click OK
(if they land in the wrong place you can move them by clicking and dragging)
6. Save the file

Appendix I - Additional information

Guidance: The workplace should include here any workplace-specific procedures it has developed to assist in managing emergencies. This may include supporting plans such as the EMP of onsite or nearby department preschools.

First Aid and Defibrillator Management Plans

Guidance: The inclusion of the workplace First Aid Plan and Defibrillator Management Plan is optional

Floor plans

Guidance: The inclusion of detailed floor plans and specific evacuation diagrams for each building/floor/room is optional / mandatory and at the discretion of the workplace's Emergency Planning Committee. Printed copies of these diagrams should be available for reference by the Chief Warden at the location where they will manage the emergency response.

End of Emergency Management Plan for Wee Waa High School

Appendix 7 - Mitigation Measures Table

7.0 Mitigation Measures

The collective measures required to mitigate the impacts associated with the proposed works are detailed in **Table 18** below. These measures have been derived from the previous assessment in **Section 5.0** and those detailed in appended consultants' reports.

Table 18 Mitigation Measures

Mitigation Measures
<p>Aboriginal Heritage</p> <ul style="list-style-type: none"> Should development consent for the proposal be gained, the proponent will develop an Aboriginal Cultural Heritage Management Plan (ACHMP) which is to be agreed to by the Registered Aboriginal Parties and the Department of Education. The ACHMP will also include an unanticipated finds protocol, unanticipated skeletal remains protocol and protocols for the long-term management of any artefacts should they be discovered during construction and operation of the proposal All staff and contractors involved in the proposed work will be made aware of the legislative protection requirements for all Aboriginal sites and objects. The procedures to conserve Aboriginal cultural heritage values in the ACHMP will also be made clear to all personnel involved with ground disturbing activities.
<p>Air Quality</p> <ul style="list-style-type: none"> Prior to commencement of construction activities, develop appropriate communications to notify the potentially impacted residences of the project (duration, types of works, etc), relevant contact details for environmental complaints reporting. A complaints logbook will be maintained throughout the construction phase which should include any complaints related to dust; where a dust complaint is received, the response actions should be detailed in the logbook. Record any exceptional incidents that cause dust and/or air emissions, either on or off site, and the action taken to resolve the situation in the logbook. Carry out regular site inspections, record inspection results, and make the logbook available for review as requested. Erect shade cloth barriers to site fences around potentially dusty activities such as trench excavations and material stockpiles where practicable. Keep site fencing and barriers clean using wet methods. Impose a maximum-speed-limit of 20 km/h on all internal roads and work areas during construction. Ensure proper maintenance and tuning of all equipment engines. Deploy water carts to ensure that exposed areas and topsoils/subsoil are kept moist. Provide an adequate water supply on the construction site for effective dust/particulate matter suppression/mitigation. Modify working practices by limiting activity during periods of adverse weather (hot, dry and windy conditions) and when dust is seen leaving the site. Minimise drop heights from loading or handling equipment. Re-vegetate earthworks and exposed areas/soil stockpiles to stabilise surfaces as soon as practicable. <p>With respect to managing track-out, the following measures are recommended:</p> <ul style="list-style-type: none"> Access gates to be located at least 10 m from receptors where possible. Use water-assisted dust sweeper(s), to remove, as necessary, any material tracked out of the site onto public roads. Avoid dry sweeping of large areas. Ensure vehicle loads entering and leaving sites are covered to prevent escape of materials during transport. Trips and trip distances should be controlled and reduced where possible, for example by coordinating delivery and removal of materials to avoid unnecessary trips. <p>Visual monitoring by construction personnel will represent an effective means of dust monitoring during construction. Visual monitoring should comprise of the following:</p> <ul style="list-style-type: none"> Undertaking daily on-site and off-site inspections, where receptors are nearby, to monitor dust. The inspection results should be recorded in a specific log. Inspection should include regular dust soiling checks of surfaces such as street furniture and cars. At the commencement of each day's activities, the local meteorological forecast should be reviewed, including the timing of notable increases in wind speed and/or temperature. Appropriate increased intensity or additional mitigation measures should be planned for the day based on this forecast review. The likely meteorological conditions and implications for dust emissions and impacts should be discussed at the morning toolbox meeting. Increasing the frequency of site inspections when activities with a high potential to produce dust are being carried out and during prolonged dry or windy conditions. Should notable visual dust emissions be observed leaving the site boundary, increased intensity or additional mitigation measures should be deployed.
<p>Biodiversity</p>

Mitigation Measures

- No hollow bearing trees are expected to be cleared for the project, however hollow bearing trees occur within the subject land. A pre-clearance survey of trees across the subject land and identification/location of habitat trees (e.g. trees with nests or to identify trees with any new hollows) by a suitably qualified ecologist is required. Supervision by a qualified ecologist/licensed wildlife handler during tree removal in accordance with best practice methods. Prior to and during clearing work.
- Should any trees removed that have hollows/hollow trunks/fissures, they should be retained as ground fauna habitat and/or used as replacement hollows and attached to trees within the within the development site. If it is impractical to use salvaged hollows as replacement tree hollows, compensatory nest boxes should be installed where practical at a ratio of one nest box installed per hollow removed (if applicable). Prior to and during clearing work.
- Appropriate controls will be utilised and maintained to manage exposed soil surfaces and stockpiles to prevent sediment discharge into waterways. Soil and erosion measures such as sediment fencing, clean water diversion must be in place prior the commencement of the construction work to apply for the duration of construction works.
- Daily timing of construction activities is recommended in accordance with Table 1 of Interim Noise Guidelines (2009)
- Dust suppression measures will be implemented during construction works to limit dust on site.
- Vehicles, machinery and building refuse associated with the development construction should remain only within construction footprint areas, avoiding weed or pathogen related impacts to vegetation outside of the development site.
- Waste bins to be present on site. Covers to be used to prevent blown litter and the entry of pest animals or rain. Removal and appropriate disposal of general waste generated during the works.
- All staff working on the development will undertake an environmental induction as part of their site familiarisation. This induction will include items such as:
 - Site environmental procedures (vegetation management, sediment and erosion control, exclusion fencing and weeds).
 - What to do in case of environmental emergency (chemical spills, fire, injured fauna).
 - Key contacts in case of environmental emergency.
 - Unexpected finds protocols.
- The retained vegetation would be managed as part of the broader school grounds maintenance. Weeds should be managed and controlled within the adjacent vegetation to be retained.

Built Heritage and Archaeology

- Following determination of the development, a Heritage Management Plan is to be prepared to provide policies to manage unanticipated finds of historic heritage significance, should any be found during the construction of the proposal.

Noise and Vibration

Construction impacts:

- Engineering and practical noise controls, including distancing of machinery, enclosing mobile plant when being used for long periods of time, screening of construction site and silencing any mobile plant where possible. It is noted that a temporary sound barrier is recommended to be erected up to a height of 2.4 metres around the site.
- All equipment is to comply with the requirements of AS IEC 61672.1:2004 Electroacoustic – Sound Level Meters- Specifications. The noise emission levels for all critical items is to be checked by the site environmental officer for compliance with noise limits in the instance of a complaint.
- In the instance of a noise complaint, any attended noise measurements to be carried out are to be in accordance with the procedures outlined in the Australian Standard AS1055 Acoustic – Description and measurement of environmental noise.
- All construction shall take place within the hours proposed in Section 3.16, to provide periods of respite from construction noise.
- Measures will be implemented to reduce noise from plant and equipment, including the use of alternatives to diesel and petrol engines and comparison of machinery.
- Appropriate work practices will be implemented, including ensuring all workers and contractors are trained in work practices to minimise noise emissions.
- Appropriate construction management measures will be implemented as per a detailed construction management plan to manage the use and direction of vehicles entering and exiting the site and surrounding streets.
- A Community Liaison Officer will be appointed by the contractor to provide a point of contact for surrounding residents. This person will receive and manage noise complaints and implement a Construction Complaints Management System.
- Compliance monitoring of ground borne vibration is to be carried out at the nearest residence when vibratory machinery is likely to be used on site.
- Installation of unattended vibration monitors shall be installed at each residential location where an exceedance of the Peak Particle Velocity vibration criteria is exceeded. These monitors will have the capability to trigger an alert to the site manager or similar aware of the vibration impact.

Operational impacts:

- Mechanical Plant: A detailed assessment will be carried out once the plant selection is nearing completion to ensure the acceptable noise criteria is able to be met.

Mitigation Measures

- Noise emissions from internal road to adjacent residential dwelling: An exceedance of the noise criteria at the residential dwelling at 41 George Street may be considered acceptable without additional mitigation if an agreement can be made with the affected residential neighbour. Written confirmation of the agreement will be required.
- PA Speaker System: Speakers are to face inwards towards the school, generally in a downwards direction ground no closer than 40m from the nearby residences.
- Waste Collection and Grounds Maintenance: Waste collection and maintenance is to be restricted to daytime hours of between 7:00am and 6:00pm Monday to Friday.
- School Hall Materiality: Materials used for external walls, ceiling and roof systems and glazing and glazed doors are to be chosen to restrict noise emissions where possible.

Construction Impacts

- Prepare and implement a detailed Construction Environmental Management Plan as detailed in the Preliminary Construction Management Plan.

Contamination

- It is recommended that access to the contaminated area be restricted and that procedures be put in place to prevent the dispersion of contaminated soil to other areas of the site.
- Based on the findings of the further site investigation it is concluded that the site is suitable for the proposed development, as there are no contaminants present at the site which are likely to present an immediate risk of impact to the health of humans or the environment from the proposed activities.
- Development of the Investigation Area as part of a playing field is subject to the removal of fibre cement fragments from the surface of the site.
- The Remediation Action Plan (RAP) is to be implemented in the removal of the fibre cement fragments from the surface of the site.
- Once remediation is complete, a Long-term Environmental Management Plan (LEMP) will be developed to provide recommendations for the long-term management of the containment, if required.
- A Construction Environmental Management Plan is recommended to be prepared prior to any earth works being commenced. The purpose of the CEMP is for the management of contaminated soil as well as for the management of any excavated soils (which could include contaminated soils) and should include procedures for the classification of the soils as well as for the implementation of sediment and erosion controls for stockpiling of excavated soils.

Flooding

- It is recommended that a "Construction Soil and Water Management Plan" (or similar) be developed as part of a Construction Environmental Management Plan for the proposal. The former document would set out the measures that are to be implemented to manage erosion and sediment, as well as stormwater runoff during the construction of the proposal, while the latter would identify the existing flood risk on the proposal site and include measures that are aimed at mitigating the impact that flooding would otherwise have on site personnel, equipment and work areas.
- While flooding of the proposal site is generally of a low hazard nature, it will be important to locate site sheds in areas that lie above an elevation of RL 191.0 m AHD. Access off George Street will also be raised in order to prevent the frequent and potentially prolonged inundation of the access road into the proposal site. As this will require the filling of a portion of the proposal site, it is recommended that construction activities commence in its north-eastern corner, as this corresponds with the location of the proposed main vehicular entrance.
- If not already incorporated in the construction of the FMW, it is recommended that temporary earth bunding be provided along the northern and eastern sides of the High Flow Conveyance / Flood Storage Area, as well as along the eastern side of the proposed fill platform upon which the school buildings would be constructed, as this will reduce the frequency floodwater impacts to the remainder of the proposal site, and hence reduce the impact that flooding has on construction activities.
- Spoil stockpiles will be located in areas which are not subject to frequent inundation by floodwater, ideally outside the 5% AEP flood extent. The exact level of flood risk accepted at stockpile sites will depend on the duration of stockpiling operations and the type of material stored.
- Minimum habitable floor levels to be set no lower than RL 191.5 metres AHD, noting that this would provide 0.5 metres freeboard to the peak 1% AEP local catchment flood level.
- The underside of Pedestrian Footbridge No. 1 and Pedestrian Footbridge No. 2 to be set no lower than RL 191.0 metres AHD (i.e. no lower than the peak 1% AEP local catchment flood level).
- The northern abutments of Pedestrian Footbridge No. 1 and Pedestrian Footbridge No. 2 are to be set no further south than 4 metres off the southern face of the proposed buildings, while the southern abutments are to be set as close as practical to the road reserve boundary
- Flood emergency management measures for construction and operation of the proposal will be incorporated into relevant environmental and/or safety management documentation
- Materials and heavy machinery should not be stored on George Street where it borders the proposal site as during very intense storm events there is the potential for floodwater to surcharge the road, with any obstruction of this flow potentially exacerbating flooding conditions in existing residential development that is located on its eastern (upstream) side.

Mitigation Measures

Transport and Accessibility

- Further development of the Green Travel Plan, Operational Traffic and Access Management Plan, and Construction Traffic and Pedestrian Management Plan (or inclusion in the School Transport Plan subject to the relevant conditions of consent)
- Construction of the required pedestrian footpaths to access the school including detailed public domain design, in accordance with the submitted Architectural Drawings as required for the school in this SSD Application.
- Construction of required road widening to accommodate the kiss and drop and the bus bay within the road reserve including detailed design, in accordance with the submitted Architectural Drawings as required for the school in this SSD Application.
- Future monitoring of the kerb blistering is to be undertaken to determine whether warrants have been met for construction of a marked pedestrian crossing between the public school and the new high school across Mitchell Street once the new high school is in operation.

Tree Removal

- Engage a Project Arborist to oversee the site prior to site activity and for the duration of the works.
- The trees retained require tree protection fencing, to be installed at the TPZ measurement given in the Tree Survey Table prior to any construction activity. All fencing must comply with AS 4970 2009 (Protection of Tree on Development Sites) and AS 4687 (Temporary fencing and hoarding). Displayed on each assembly a sign with the wording "TREE PROTECTION ZONE NO ACCESS" and a contact number of the Project Arborist. The fencing must remain in place and maintained for the duration of the proposed works.
- Remove only the trees specified in the Tree Survey Table that will be impacted by the development footpad.
- A suitable qualified licenced AQF 3 Arborist contractor must be engaged to complete the works and all pruning work to the Australia Standards AS 4373 2007 Pruning of Amenity Trees. Also see Safe work NSW engaging a contractor.
- All tree waste can be mulched and stockpiled on site as per Environment Protection Authority (EPA) Raw Mulch Order 2016. The generated mulch is to be used on site.
- Excavations or entry within the tree protection must be undertaken with the AQF 5 Consulting Arborist on site and or consult with the AQF 5 Arborist prior to any attempt to enter the enclosed TPZ's.
- The development approval must include a tree planting programme to replace the trees of the same species that are being removed being removed to maintain the biodiversity of the site. (This excludes Tree 39C which is an invasive species).
- Habitat trees that are identified on site require an ecologist to verify activity and species of animal so relocation or intervention can be appropriate.

Waste

Construction impacts:

- Waste planning controls, including:
 - Designing buildings to minimise on site cutting of components and maximising on site assembly tasks, as per the DFMA model.
 - Careful ordering of materials such as sand and building products to match quantities with amounts required, and on time ordering rather than having materials stored on site for months before being used.
 - Segregating materials and providing weather protection for stored materials to maximise their fitness for use
 - Bringing in material such as sand in large bags rather than as bulk loads, to enable excess materials to be easily picked up and used at other sites.
 - Encouraging bulk handling and use of reusable and returnable containers.
 - At the time of tendering, advise contractors and sub-contractors and suppliers of the requirements to minimise waste on site.
 - Include provision in the tender documentation for the client to monitor the use of waste and recycling bins on site.
 - Development of a Construction Waste Management Plan by the main site contractor, which includes details of the above elements.
- On site controls, including:
 - Implementation by the main site contractor of a Construction Waste Management Plan.
 - Segregating wastes generated on site, using different skip bins for recycling and waste, with separate bins for different recyclable materials.
 - Discussion about the site's waste management and recycling policies and practices with employees and subcontractors during site inductions and toolbox talks.
 - Ensuring all waste disposal bins are clearly marked
 - Keeping records of quantities of waste and recycled materials disposed of, and the destinations of these materials
 - Ensuring that wastes are only disposed to licensed facilities.

Sediment and Erosion Control

- Prior to construction start:
 - Erect site signage and construct entry and exit points as indicated on plans.

Mitigation Measures

- Construct vehicle washdown area and associated silt management devices.
- Construct site office and storage compound area.
- Erect silt fence at low points of the site as demonstrated on the plans.
- Erect temporary 3 strand wire fence around existing trees to be retained.
- Construct rock check dams and silt fences downstream of basin.
- Clearing and bulk earthworks
 - Silt fence, sandbags, and earth rills to be erected as indicated or required during clearing.
 - Superintendent to confirm extent of stripping to contractor prior to commencement of works each day, based on predicted rainfalls.
 - Silt fences and earth rills within roads to be erected as indicated or required during earthworks.
- Construction – stockpiling
 - Temporary silt fence to be erected 3m from toe of batter on low side of stockpiling.
 - Stockpile site to be clear of adjacent property boundaries so as not to cause a nuisance to adjoining properties.
- Maintenance (pre to post construction)
 - The silt fences are to be inspected weekly.
 - Any repairs required are to be affected immediately.
 - Silt after rain is to be cleaned from streets and allotments immediately and corrective action taken to avoid a re-occurrence of the failure.

Social Impacts

- A detailed Construction Management Plan will be prepared by the contractor to manage and mitigate where possible the impacts associated with the construction of the development.
 - The proposed development is to be designed and constructed utilizing the MMoC process, in order to reduce construction duration and impacts.
-

8.0 Conclusion and Justification

The Environmental Impact Statement (EIS) has been prepared to consider the environmental, social, and economic impacts of the proposed New Wee Waa High School. The EIS has addressed the issues outlined in the SEARs (**Appendix B**) and accords with Schedule 2 of the EP&A Regulation with regards to consideration of relevant environmental planning instruments, built form, social and environmental impacts including traffic, heritage, and construction impacts.

Students and staff were evacuated from the current Wee Waa High School site due to ongoing health issues in late 2020. Students have been attending school in temporary buildings that are co-located within the town's primary school on an overcrowded site. Provision of this new school is considered an urgent priority for the community.

Having regard to biophysical, economic, and social considerations, including the principles of ecologically sustainable development, the carrying out of the project is justified for the following reasons:

- The assessment of this proposal has demonstrated that the development will not generate any environmental impacts that cannot be appropriately managed and is consistent with the relevant planning controls for the site.
- The development will provide a significant new piece of social and educational infrastructure, providing a new school with permanent teaching spaces to accommodate up to 200 students (with future growth capacity to accommodate 300 students, subject to funding and service need). The new school is an urgent need for the community and will support and strengthen the availability of educational facilities in the region.
- The proposal is consistent with the principles of ecologically sustainable development as defined by Schedule 2(7)(4) of the EP&A Regulation 2000.
- The proposal has a high need to be delivered urgently and is undoubtedly in the public interest.
- The area and shape of the site allows for the provision of new teaching and educational facilities that meet the special design requirements for the proposed uses, whilst not resulting in any significant adverse impacts on surrounding uses.
- The proposal will alleviate pressure from the existing Wee Waa Public School and provide a surplus of open space that can be used by the high school and public school populations as well as the wider community.
- The proposed development is anticipated to create an addition 11 full-time equivalent positions at the school. This is anticipated to have additional social benefits for the region in terms of providing additional employment. The development will also create 150 direct and indirect jobs during construction.
- Transport and access impacts associated with the proposed development can be appropriately managed and active transport will be promoted and encouraged.

The proposal has significant social benefit and will contribute positively to the township and broader region. Given the merits described above it is requested that the application be approved.

Best for Project

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