

Disaster Response and Recovery Policy 2025

Forming part of Giant Steps Tasmania's *Health & Safety Manual*

Policy Statement

Giant Steps Tasmania could be affected by certain disasters which have the potential to disrupt the school community, causing casualties and damaging or destroying property. These disasters could include:

Flooding, Bush Fires, Winter Storms, Mass Contamination, Health Pandemic, Civil Disorder, Explosion
A disaster could be caused by the mismanagement of an emergency situation, or by a unique event (or series of events) that could not be predicted.

The key aspects of a disaster are its unexpectedness and the lack of resources and/ or personnel available to deal with it. It is not possible for Giant Steps Tasmania to manage the **events** of a disaster, but it can aim to manage the **effects of the disaster on the organization**. While a disaster could take many forms, the effects of any disaster on the organisation are likely to be one or more of the following:

- Loss of premises
- Loss of IT/ Connectivity
- Loss/ Contamination of a utility supply
- Loss of staff and/ or students

Giant Steps Tasmania will endeavour to make every reasonable effort to respond to the effects of the disaster on the organisation, with the resources and information available at the time and to effect recovery within a time span dependent on the nature and duration of the disaster and the resources available. However, no guarantee is implied by this policy of a perfect response system.

Outside assistance may be available in a disaster situation. However, since it takes time to summon external assistance and local resources may be overwhelmed, it is essential for Giant Steps Tasmania to be prepared to carry out initial disaster response independently.

Definitions

Emergencies & Disasters. This policy is related to, but separate in terms of concept and procedures, from the Emergency Policy. For the purpose of providing clarity, within the scope of these policies an Emergency, to paraphrase *E. L. Quarantelli (2005), is understood as being an unforeseen but predictable, narrow-scope incident that regularly occurs. Emergencies include fires, vehicle accidents, medical events, and small hazardous materials releases. Fire departments, emergency medical services agencies, police, and public works employees respond to these events by using standard operating procedures. There are resources in place to deal with Emergencies.

Again, to paraphrase Quarantelli, disasters, on the other hand, are sudden onset occasions that seriously disrupt social routines, cause adoption of unplanned actions to adjust to the disruption and endanger valued social objects. Disasters, which are more rare than emergencies, are defined by many human casualties, and/ or much property damage, and/ or severe social disruption. Resources are either quickly overwhelmed, or were never in place to deal with the event.

[*What is a disaster?: A dozen perspectives on the question](#)

This subject of this policy is Disasters. It aims to detail how the organisation prepares to face one and respond and recover from it.

Business Impact Analysis. A Business Impact Analysis (BIA) is a process that identifies and evaluates the potential effects (financial, life/ safety, regulatory) of natural and man-made events on business operations.

While a BIA can be used with Risk Assessments to identify and manage on-going risks to the school's operations, within the context of disasters, which are necessarily unexpected, they are a useful tool in the short-term Recovery process. (See Addendum 5)

Purpose

The purpose of this policy is three-fold, firstly to support the school's **preparedness** (as far as is possible) for an unspecified disaster.

The second purpose of this policy is concerned with **response**, and details the steps that will be taken to preserve human life and, where possible, physical resources and assets, should a natural or human disaster occur

The third purpose of this policy is concerned with **recovery** to facilitate continuing operations as soon as is possible after a natural or human disaster has occurred.

Implementation: Preparedness

To be prepared in the face of a disaster does not imply that Giant Steps Tasmania will be in a position to avert the disaster. Preparedness aims to support effective response and timely recovery.

The school's enrollment is usually 35-40 FTE students, all of whom have additional needs.

The school staff is generally comprised of:

- 5 teachers
- 1 allied health professional
- 40 aides
- 3 administrators
- 2 front office staff

In addition, parents/ carers and visitors may be on-site.

The school consists of the following buildings (as of July 2025):

- The Administration Building
- The Drill Hall
- The Savage River Building
- The Cottage OT Suite
- The Gym and Swimming Pool
- The Arts Building
- The New Classrooms

The school has significant resources and assets, including: books and other learning equipment (e.g. IT equipment and resources); playground and gym equipment; documents of importance; IT equipment for administration purposes and for learning; vehicles.

Giant Steps Tasmania recognizes the importance of securing vital records (such as legal and financial documents and student records) in ensuring effective response and timely recovery from a disaster. Therefore essential records are backed up every evening on a hard disk and stored off-site.

In addition, in order to be as prepared as possible to face a disaster situation and to assist with response and recovery, Giant Steps Tasmania prepares a Key Details and Contacts List (see **Addendum 1**). This list is prepared and up-dated by the Administration Assistants and is shared with the following people:

- The Principal
- The Business Manager

Giant Steps Tasmania has also prepared a Financial Details and Assets Register (also **Addendum 1**) which is completed by the Business Manager and Principal at the start of the academic year and is reviewed annually. This is shared with the following people:

- The Chair of the Board
- Treasurer.

The **Key Details and Contacts List** and the **Financial Details and Asset Register** are stored in the top draw of the filing cabinet in the Front Office. The draw is clearly labelled 'Disaster Response Recovery'. The information is also backed up electronically and stored on the cloud.

Giant Steps Tasmania understands the importance of training, drills, and exercises in ensuring they are as prepared as possible to face a disaster situation. Giant Steps Tasmania plans for:

- A Severe Weather/Shelter-in place event and
- An Evacuation by Bus drill each year

These are additional to those drills planned as part of the Emergency Policy and Procedures.

Giant Steps Tasmania also understands the importance of planning for appropriate response activities. These may include first aid, light fire suppression, law enforcement operations, evacuation, shelter and mass care, light search and rescue, as well as other associated functions. Training opportunities for designated staff are available throughout the year.

Implementation: Response

In the event of a disaster, the principal will seek guidance and direction from local officials and/ or the State and Federal Education Departments as well as seeking technical assistance from state agencies and industry where appropriate.

In a disaster situation, the initial response may well be similar to the responses outlined in the school's Emergency Policy and Procedures. The Principal or their designate is responsible for activating the initial response and this may include:

- **Evacuation** This happens when conditions are safer outside than inside a building. This requires all staff and students to leave the building immediately.
- **Lock down** This happens when a person/ persons or situation presents an immediate threat to students and staff in the building. This requires all exterior doors and classroom doors to be locked and students and staff to stay in their offices, work areas and classrooms.
- **Shelter-in-place** This happens when conditions are safer inside the building than outside. For severe weather sheltering, students and staff remain in the building's safe areas and interior rooms away from windows. For hazardous material release outdoors with toxic vapours, students and staff remain in their classrooms, windows and doors are sealed and all ventilation systems are shut off. Limited movement is allowed.
- **It is possible that, if a disaster occurs, it might be necessary to close the school.** If the Deloraine site were to be no longer useable and if staff were available, in the short-term,

Giant Steps would operate a satellite program from Door of Hope in Launceston and provide remote learning for students not able to attend in person.

In a disaster situation, the flow of information, after calling 000, will be between the school Principal and the Emergency Services or other service designated by the Australian state or Federal authorities.

Unless otherwise instructed by the Emergency Services or other service designated by the authorities, the Principal or their designate will contact families using a communication app, email or SMS, if available, to explain the situation and the measures taken to ensure student safety.

If the principal or their designate experiences or is informed of a disaster occurring during a school break the following steps will be taken:

- If necessary organize alternative premises in which classes can be held once school resumes.
- Identify close friends/staff most likely to be affected by the disaster. Keep the list and recheck it when school reconvenes.
- Notify staff or families of students and recommend community resources for support.
- Notify general staff with appropriate information.
- Schedule a staff meeting for an update the week before students are due to return to school.
- Be alert for repercussions among students and staff.

When school reconvenes, check core group of friends and other at-risk students and staff, and institute appropriate support mechanisms and referral procedures.

The responsibilities of Giant Steps personnel in terms of planning for (as far as this is possible) and initially responding to a disaster situation are as follows:

The Board

- Reviews school construction and renovation projects for safety.
- Evaluates the school's student/family reunification process (see **Addendum 3**).
- Assists the principal to establish objectives and priorities for disaster recovery in the short term (see **Addendum 4**).
- Assists the principal to establish objectives and priorities for disaster recovery in the longer term (see **Addendum 5**).
- Meets and talks with parents of students and partners of adults who have been admitted to hospital as a result of a disaster occurring at Giant Steps Tasmania, where it is safe for them to do so.

The School Principal

- Ensures that all families are aware of the school's procedures for dealing with a disaster, by giving them a copy of the letter (see **Addendum 2**) and/ or making it available on the school's website.
- Has overall decision-making authority in the event of a disaster at the school building until emergency services arrives.
- Keeps families informed during disaster situations.
- Keeps the Board informed of disaster status.
- Keeps the local media informed of the situation.
- Ensures that the disaster recovery plan is coordinated with the State's plans and policies.

- Implements the school's student/family reunification process (see **Addendum 3**) in a disaster situation.
- Works with senior staff and Board members in ensuring Business Continuity in the short and long terms (see **Addenda 4 and 5**)
- Ensures that school personnel and students participate in disaster planning, training, and exercise activities.
- Conducts drills and suggests needed plan revisions to the Board.
- Assigns disaster responsibilities to staff as required. Such responsibilities include but are not limited to:
 - Appointing staff to assist in evacuations
 - Ensuring that all exits are operable at all times while the building is occupied
 - Ensuring a preplanned area of rescue assistance for students and other persons with disabilities within the building readily accessible to rescuers
- Remains in overall charge until relieved by a more qualified person.
- Makes every attempt to preserve school records.

In disaster situations where the state and/or federal governments are providing significant response resources or technical assistance, responsibility for responding to the situation will usually be transferred from the principal (or their designate) to an external command structure.

Classroom Staff & Therapists

- Participate in trainings, drills and exercises.
- During an evacuation as a result of a disaster, direct and supervise students en-route to pre-designated safe areas within the school grounds or to an off-site safe site.
- Check visually the rooms and areas along the path of exit for persons who may not have received the evacuation notice.
- Maintain order while in student assembly area.
- Verify the location and status of every student.
- Report to the principal or other person in charge on the condition of any student that needs additional assistance.
- Remain with assigned students throughout the initial stage of the disaster situation until every student has been released through a student/family reunification process (see **Addendum 3**).
- Maintain contact with and ensure ongoing education of students remotely wherever possible.

Front Office Staff

- Participate in trainings, drills and exercises.
- Maintain the Key Details & Contacts Sheet and circulate to the Principal(s) and Business Manager.
- Maintain Student and Staff Contact Lists and ensure that they are available in an evacuation situation.
- Assist with Student Family Reunification Process in the event of an evacuation to a safe site.

Implementation: Recovery

If a disaster occurs, Giant Steps Tasmania will carry out a recovery program that involves both short-term and long-term efforts. Short-term operations will seek to restore vital services to the school

and provide for the basic needs of the staff and students. Long-term recovery focuses on restoring the school to its normal state.

Senior Staff and the Board prioritise the school's **Critical Business Functions** (see **Addendum 4**) by undertaking a **Business Impact Analysis** for each function. The Critical Business Functions are:

- Safeguarding
- Teaching
- Therapy
- Student Support (incl. Medication Management) & Wellbeing
- Staff Support & Wellbeing
- Family Support
- IT for Administration
- IT for Teaching & Learning

They then consider how the most important functions can be restored, so ensuring **Business Continuity**.

The recovery process could include assistance to students, families and staff. This may include temporary relocation of classes, restoration of school services, debris removal, restoration of utilities, mental health support and counselling, and reconstruction of damaged facilities.

To facilitate longer term recovery, the Principal, with the assistance of other appropriate staff (e.g. Business Manager and members of the Work, Health & Safety Committee) ensures that the school is ready to resume its usual activities after a closure by completing the **Readiness to Return after Closure Checklists** which will be shared with the Board members who will be asked to approve them before the school reopens for face-to-face teaching and learning. (see **Addendum 5**)

Authorised by:	Paul Bowman
Position:	Chair of Board
Signature:	
Date accepted:	
Original policy developed by:	Chris Jacobsen
Position:	Fairlight Educational Consulting
Date Original Policy developed:	July 2020, adapted from Emergency & Disaster Recovery
Date of last review:	July 2023
Staff consultation period:	June 2025
Revisions prepared by:	Chris Jacobsen, Fairlight Educational Consulting
Date of next review:	July 2027

Addenda

Addendum 1: Possible Disaster Scenarios with Risk Assessments

Addendum 2: Key Details & Contacts, Financial Details and Assets Templates

Addendum 3: Information for parents/ carers

Addendum 4: Student Family Reunification Process

Addendum 5: Disaster Recovery Template – short term

Addendum 6: Disaster Recovery Template – longer term

ADDENDUM 1

THE FOLLOWING RISK MATRICES CONSIDER SOME POSSIBLE DISASTER SITUATIONS GIANT STEPS COULD FACE, THE POTENTIAL IMPACT THEY COULD HAVE AND THE SYSTEMS THE ORGANISATION HAS IN PLACE THAT MIGHT HELP MITIGATE THE WORST OF THE IMPACTS AND AID BUSINESS RECOVERY

Possible Scenarios

These scenarios have been identified as Disasters because, unlike Emergencies, should they occur, the organisation can only react to them and recover from them in the most timely and effective way possible.

Possible scenarios	Key potential impacts	Systems in place to reduce impacts
Climate disaster Resulting in extreme weather conditions (flooding, fires etc.)	Loss of life Loss of premises Loss of access to paper and electronic records/ data	Counselling/ EAP available Family reunification plan Satellite classes to run at DoH Remote learning to operate Records/ data also stored off-site and in Cloud Business Continuity Plan Readiness to Return after Closure Checklist
Global pandemic Spread by airborne infection	Loss of life Need to close/ reduce access to premises	Counselling/ EAP available Remote learning to operate Specific Safety/ Hygiene Plan for people able to access premises Business Continuity Plan Readiness to Return after Closure Checklist
Ransomware event Cyber attack	Loss of access to electronic records/ data Reputational damage of personal/ sensitive information being lost/ available outside organisation Financial impact	Records/ data also stored off-site and in Cloud Regular staff PD on recognising and avoiding phishing/ malware attempts Cyber-security procedures in place

Climate Disaster – Risk Assessment

Impact of risk event (with existing systems in place)

Likelihood		No impact	2	3	4	5	Worst possible
	Most likely						
	5						
	4	X					
	3						
	2						
	Least likely						

Mitigating the likelihood of a Climate Disaster is largely out of the organisation's hands. Because of the potential for lives to be lost, the impact would remain very high, in spite of the systems currently in place to reduce the impacts (see table on page 8).

Climate disaster – High Probability – Very High impact

Global Pandemic – Risk Assessment

Impact of risk event (with existing systems in place)

Likelihood		No impact	2	3	4	5	Worst possible
	Most likely	X					
	5						
	4						
	3						
	2						
	Least likely						

Mitigating the likelihood of a Global pandemic is completely out of the organisation's hands. Because of the potential for lives to be lost, the impact would remain very high, in spite of the systems currently in place to reduce the impacts (see table on page 8).

Global pandemic – Very High probability – Very High impact

Ransomware Event – Risk Assessment

Impact of risk event (with existing systems in place)

Likelihood		No impact	2	3	4	5	Worst possible
	Most likely						
	5						
	4	X					
	3						
	2						
	Least likely						

The organization aims to mitigate the likelihood of a Ransomware Event taking place through having robust cyber-security measures in place.

While reputational and financial impacts are important, they are not as catastrophic as the impacts of other potential disasters considered. There are systems currently in place to address impacts (see table on page 8).

Ransomware event – Medium/ High probability – Medium impact

ADDENDUM 2

THE FOLLOWING TEMPLATES ARE DESIGNED TO ASSIST WITH DISASTER PREPAREDNESS

The Key Details and Contacts, Class and Staff Lists will be completed by the Front Office Staff at the start of the academic year and updated each term. They will be sent to the Principal and Business Manager and held in hard copy securely in the Front Office. It must be possible to retrieve them easily in the event of a disaster situation occurring.

The Financial Details and Assets Register will be completed by the Business Manager and Principal at the start of the academic year and updated as necessary. They will be reviewed at the start of each academic year. They will be sent to the Board's Chair and Treasurer.

GIANT STEPS TASMANIA: Key details & contacts

Business Details

Business name	
Business address	
Australian Business Number (ABN)	
Australian Company Number (ACN)	
Tax File Number (TFN)	

Emergency Contacts - key people contact details

Type	Company	Contact person	Email	Phone
Accountant				
Bank Manager				
Solicitor				
Insurance Broker				
Doctor				

Key Locations

Description	Location
Power switch	
Server	
Water Mains	
Hazardous chemicals a) b) c)	

Critical Services Contact Information

Type	Company	Contact person	Email	Phone
Air conditioning (heating and/or cooling)				
Building — repairs				
Buses — finance				

Buses — maintenance				
Business equipment — photocopier/s				
Business equipment — printer/s				
Business equipment — other				
Computers — hardware systems				
Computers – Internet Service Provider (ISP)				
Computers — maintenance				
Computers — software systems				
Computers — web design				
Counselling Services				
Employee Assistance Program (EAP)				
Electrician				
Electricity supplier				
Fire detection equipment (alarms/sensors)				
Firefighting equipment				

Locksmith				
Mail services/post office				
Plumber				
Security system/s				
Telephone provider/s				
• landline/s				
• mobile/s				
Water supply				
Workers' Compensation				

Staff Contact List

[illegible]

The logo for Giant Steps Tasmania is located in the top left corner. It features the words "Giant Steps" in a large, blue, sans-serif font, with "TASMANIA" in a smaller, blue, sans-serif font directly below it. To the right of the logo is a line graph. The graph has a horizontal x-axis and a vertical y-axis. Two lines are plotted: a solid dark blue line and a lighter blue line below it. Both lines start at the origin and trend upwards to the right, with the dark blue line having a steeper slope. The graph is partially cut off on the right side.

Finance/ Insurance / Lease Details

Business Bank Details			
Giant Steps Tasmania has _____ Business Accounts			
Security alert: make arrangements for PINs and passwords to be accessed only by the trusted person of your choice. Do not record them here unless you are absolutely confident they will be the only person seeing this document			
My business banker is		Contact details	
Bank			
	Name of account	Account number	BSB Number
	Direct debits associated with this account (if any)		
	Company (and contact details)	Amount of debit	Date of Debit
Bank			
	Name of account	Account number	BSB Number
	Direct debits associated with this account (if any)		
	Company (and contact details)	Amount of debit	Date of Debit
	EFTPOS transactions and machine maintenance		

Insurance				
	Company	Policy No.	Renewal Date	Location of Policy

Building				
Contents				
Other insurance (e.g. – disability, trauma etc.)	(1) (2) (3)			
(Note: If any insurance policy is paid by direct debit rather than by invoice, be sure to make a note of that.)				

ASSET REGISTER

Description	Quantity	Serial Number	Date Purchased	Notes

ADDENDUM 3

THE FOLLOWING LETTER IS DESIGNED TO ASSIST WITH DISASTER PREPAREDNESS

The Letter will be given to parents/ carers at enrollment.

It may also be available on the Giant Steps Tasmania Website.

Date

Dear Parent/ Carer

In the event that a disaster situation, such as a Flooding, Bush Fires, Winter Storms, Mass Contamination, Health Pandemic, Civil Disorder, Explosion should occur at or in the vicinity of Giant Steps Tasmania during term time, we want you to know that the school has made preparations to respond effectively.

1. In the event of a disaster, we will attempt to keep students at school until either they are picked up by the responsible adult, identified as such on the re-enrollment form filled out by parents/ carers at the beginning of every school year, or until they can be transported to a designated place of safety.
2. The decision to keep students at school will be based upon whether or not streets in the area are open. If students are kept at school, every attempt will be made to inform parents by SMS or communication app. Radio stations will also be notified.
3. In the event that a disaster takes place at school during the time that students are being transported to school, students will be kept on the bus and the driver will ask the Principal for instructions.
4. If a disaster occurs in the afternoon when students are being transported from school, the driver will attempt to continue delivering the students to their destination. Should road conditions prevent this, students will be delivered to the nearest safe school site and that school will communicate with Giant Steps. We will then contact parents/ carers.
5. In the case of a hazardous release event (chemical spill) near the school area, Shelter-in-Place procedures will be implemented to provide on-site protection. All students and staff will clear the grounds, return to their rooms and all efforts will be made to prevent outside air from entering classrooms during the emergency.
6. In the case of a mass contamination or health pandemic, the school will follow state and federal instructions as far as possible. However because of the particular needs of many of our students, it might be necessary to close the school, or limit the number of students attending. Comprehensive risk assessments and consultation with stakeholders will be carried out before any closure or other restrictions occur.
7. If the school needs to remain closed for longer than 1 week, every effort will be made to provide the students with online, remote learning experiences.
8. If it is not possible for students and staff to return to Giant Steps following a disaster, we will attempt to find an alternative location so that school can resume as soon as possible. Please bear in mind that this could take some time, depending on the nature and extent of the disaster.

Your cooperation is essential in a disaster situation. We would ask that you do not telephone the school during a disaster situation. Telephone lines may be needed for emergency communication. If you have any questions about anything in this letter, please contact me.
Yours Sincerely,

Kimberly Trebilco, Principal, Giant Steps Tasmania

ADDENDUM 4

THE FOLLOWING FAMILY REUNIFICATION PLAN IS DESIGNED TO ASSIST WITH DISASTER RESPONSE

The Plan is discussed with the Work Health & Safety Committee at the start of the academic year and changes made as required. It is circulated to all staff.

FAMILY REUNIFICATION PLAN

In the event of an evacuation of students and staff to a safe site being necessary, it is the responsibility of the Front Office staff to take the Student Contact List and the Staff Contact List (**Addendum 1**) to the safe site. If time allows, having multiple copies of the Student Contact Lists at the safe site would be useful, as various people will be contacting families.

The Principal will instruct the Front Office Staff and Administrators (who will be contacting parents/ carers) of what information they need to provide (e.g. what has happened, what is being done, what the next steps will be, what they (parents/ carers) need to do).

If the media (and/ or social media) and/ or any member of the public makes contact with any staff member, the staff member directs them to the Principal. Staff members do not answer questions or give opinions at this stage. Their responsibility is the safety of the students.

The preferred method of family reunification is for all students and necessary numbers of staff to be transported to the designated safe site on the school buses. (Other staff would make their way to the safe site in their own vehicles.) Any students and staff off-site (e.g. on an excursion) will be instructed by the Principal to assemble at the safe site as quickly as possible.

Once parents/ carers have been informed by Front Office Staff and Administrators, students usually transported on school buses will be taken home from the safe site.

For students usually collected by their parent/ carer/ authorised person, the parent/ carer/ authorised person will be informed by Front Office Staff and Administrators and students will await collection at the safe site.

Once all students have been returned to their parents/ carers/ authorised person, the drivers will bring the buses back to the safe site.

If there are no operational school buses available to transport students, it would be necessary for staff to walk students to the safe site and for all parents/ carers to be informed that it would be necessary for themselves/ an authorised person to collect the students. It might be necessary for some staff members to transport some students to the safe site and/ or home in their own vehicles.

If there are casualties and/ or fatalities as a result of the disaster, the Principal will inform the parent/ carer in respect of students or the emergency contact in respect of staff members. The Principal will provide details of counselling support available.

Staff will remain at the safe site until all students have been reunited with their families.

ADDENDUM 5

THE FOLLOWING TEMPLATES ARE DESIGNED TO ASSIST WITH DISASTER RECOVERY IN THE SHORT TERM

The Business Impact Analysis should be completed by the Principal and Business Manager by the end of the academic year and reviewed by the Board at the start of the academic year.

The **Critical Business Functions** of Giant Steps Tasmania are:

- Safeguarding
- Teaching
- Therapy
- Student Support (incl. Medication Management) & Emotional Wellbeing
- Staff Support & Emotional Wellbeing
- Family Support
- Access to IT for Administration
- Access to IT for teachers and students

The senior staff of Giant Steps Tasmania, with the assistance of the Board:

- Prioritise the Critical Business Functions required for continuity
- Plan how the functions can be restored following a disaster involving one or more of the following:
 - Loss of premises (either through damage or closure)
 - Cyber attack (or other IT failure)
 - Loss/ Contamination of utility supply
 - Loss of staff and/ or students (through severe illness or death)

Business Impact Analysis Critical Business Functions: Priority 1

CRITICAL FUNCTION	Safeguarding/ Teaching/ Therapy/ Student Support & Wellbeing/ Staff Support & Wellbeing/ Family Support/ IT for Admin./ IT for Teaching & Learning
Rules and regulations governing Giant Steps Tasmania in respect of Critical Business Function	
Staff member with responsibility	
Potential impact on organisation if interrupted for longer	
Dependencies (e.g. Data/IT systems/ Transportation/Utilities)	
Resources required for restoration	
Key equipment (recovery and/or replacement process)	

Premises (relocation options)	
Recovery timeframe (minimum for restoration)	

ADDITIONAL NOTES

Business Impact Analysis **Critical Business Functions: Priority 2**

CRITICAL FUNCTION	Safeguarding/ Teaching/ Therapy/ Student Support & Wellbeing/ Staff Support & Wellbeing/ Family Support/ IT for Admin./ IT for Teaching & Learning
Rules and regulations governing Giant Steps Tasmania in respect of Critical Business Function	
Staff member with responsibility	
Potential impact on organisation if interrupted for longer	
Dependencies (e.g. Data/IT systems/ Transportation/Utilities)	
Resources required for restoration	
Key equipment (recovery and/or replacement process)	

Premises (relocation options)	
Recovery timeframe (minimum for restoration)	

ADDITIONAL NOTES

Business Impact Analysis **Critical Business Functions: Priority 3**

CRITICAL FUNCTION	Safeguarding/ Teaching/ Therapy/ Student Support & Wellbeing/ Staff Support & Wellbeing/ Family Support/ IT for Admin./ IT for Teaching & Learning
Rules and regulations governing Giant Steps Tasmania in respect of Critical Business Function	
Staff member with responsibility	
Potential impact on organisation if interrupted for longer	
Dependencies (e.g. Data/IT systems/ Transportation/Utilities)	
Resources required for restoration	
Key equipment (recovery and/or replacement process)	

Premises (relocation options)	
Recovery timeframe (minimum for restoration)	

ADDITIONAL NOTES

Business Impact Analysis **Critical Business Functions: Priority 4**

CRITICAL FUNCTION	Safeguarding/ Teaching/ Therapy/ Student Support & Wellbeing/ Staff Support & Wellbeing/ Family Support/ IT for Admin./ IT for Teaching & Learning
Rules and regulations governing Giant Steps Tasmania in respect of Critical Business Function	
Staff member with responsibility	
Potential impact on organisation if interrupted for longer	
Dependencies (e.g. Data/IT systems/ Transportation/Utilities)	
Resources required for restoration	
Key equipment (recovery and/or replacement process)	

Premises (relocation options)	
Recovery timeframe (minimum for restoration)	

ADDITIONAL NOTES

Business Impact Analysis **Critical Business Functions: Priority 5**

CRITICAL FUNCTION	Safeguarding/ Teaching/ Therapy/ Student Support & Wellbeing/ Staff Support & Wellbeing/ Family Support/ IT for Admin./ IT for Teaching & Learning
Rules and regulations governing Giant Steps Tasmania in respect of Critical Business Function	
Staff member with responsibility	
Potential impact on organisation if interrupted for longer	
Dependencies (e.g. Data/IT systems/ Transportation/Utilities)	
Resources required for restoration	
Key equipment (recovery and/or replacement process)	

Premises (relocation options)	
Recovery timeframe (minimum for restoration)	

ADDITIONAL NOTES

Business Impact Analysis **Critical Business Functions: Priority 6**

CRITICAL FUNCTION	Safeguarding/ Teaching/ Therapy/ Student Support & Wellbeing/ Staff Support & Wellbeing/ Family Support/ IT for Admin./ IT for Teaching & Learning
Rules and regulations governing Giant Steps Tasmania in respect of Critical Business Function	
Staff member with responsibility	
Potential impact on organisation if interrupted for longer	
Dependencies (e.g. Data/IT systems/ Transportation/Utilities)	
Resources required for restoration	
Key equipment (recovery and/or replacement process)	

Premises (relocation options)	
Recovery timeframe (minimum for restoration)	

ADDITIONAL NOTES

Business Impact Analysis **Critical Business Functions: Priority 7**

CRITICAL FUNCTION	Safeguarding/ Teaching/ Therapy/ Student Support & Wellbeing/ Staff Support & Wellbeing/ Family Support/ IT for Admin./ IT for Teaching & Learning
Rules and regulations governing Giant Steps Tasmania in respect of Critical Business Function	
Staff member with responsibility	
Potential impact on organisation if interrupted for longer	
Dependencies (e.g. Data/IT systems/ Transportation/Utilities)	
Resources required for restoration	
Key equipment (recovery and/or replacement process)	

Premises (relocation options)	
Recovery timeframe (minimum for restoration)	

ADDITIONAL NOTES

Business Impact Analysis **Critical Business Functions: Priority 8**

CRITICAL FUNCTION	Safeguarding/ Teaching/ Therapy/ Student Support & Wellbeing/ Staff Support & Wellbeing/ Family Support/ IT for Admin./ IT for Teaching & Learning
Rules and regulations governing Giant Steps Tasmania in respect of Critical Business Function	
Staff member with responsibility	
Potential impact on organisation if interrupted for longer	
Dependencies (e.g. Data/IT systems/ Transportation/Utilities)	
Resources required for restoration	
Key equipment (recovery and/or replacement process)	

Premises (relocation options)	
Recovery timeframe (minimum for restoration)	

ADDITIONAL NOTES

ADDENDUM 6

THE FOLLOWING TEMPLATES ARE DESIGNED TO ASSIST WITH DISASTER RECOVERY IN THE LONGER TERM

The Readiness to Return after Closure Checklists will be completed by the Principal(s) with the assistance of the Business Manager and members the Work Health & Safety Committee before the school re-opens for face-to-face teaching and learning. They will be shared with the Board members who will be asked to approve them.

GIANT STEPS TASMANIA: READINESS TO RETURN AFTER CLOSURE

DATE OF REVIEW: _____

Administration and Oversight	✓	X	NA	Actions	Date	Supporting Resources
There is an administrative procedure in place to ensure that any on-line State and Federal Government agencies and other relevant sources of information related to the disaster, are periodically reviewed and states when the reviews will take place						
The administrative procedure requires the school to regularly review existing risk control measures to assess their effectiveness and to implement additional or enhanced control measures where necessary and/or desirable.						
The frequency of the control measure reviews is sufficient to satisfy the requirements of Section 55B(4) of the <i>Workplace Health and Safety Regulations</i> (i.e. "...intervals that are reasonable in the circumstances")						
If the school has received a notice from WorkSafe Tasmania directing them to complete a PCBU Initial Assessment they have completed all requirements associated with it						

Health & Hygiene	✓	X	NA	Actions	Date	Supporting Resources
All staff know those who are unwell and/or subject to an isolation or quarantine order cannot enter the school						
There is a protocol and visual reminders to ensure all adults who attend the school, for whatever reason, and all students follow any expected hygiene measures (including social distancing)						
Procedures are in place to discourage the sharing of food or drink and personal items						
Procedures are in place to ensure young students are supervised and supported with expected good hygiene practices						
Procedures are in place to ensure staff involved in food preparation follow strict hygiene practices						
There is a documented cleaning procedure which also specifies the procedure and frequency for high touch surfaces and frequently used objects						
Procedures are in place to ensure sufficient supply of and access to sanitizer, ppe and cleaning products						
Arrangements for pick-up, drop off and meetings have been reviewed and amended as necessary						

Communication	✓	X	NA	Actions	Date	Supporting Resources
Timely information (including key dates) has been sent to families about the reopening of the school and any changes to procedures and/ or expectations						
Front Office staff have been trained and can access resources to answer questions or provide guidance to parents/ carers and visitors on changes to procedures						
There is signage at entry points to inform visitors of school access requirements and limitations (e.g. do not enter if sick)						
There is a process in place to communicate resources about the disaster with staff members						
All staff are aware of where requests for information about the disaster and the school's response to it from media/ social media/ the public must be directed						
There is a process in place to facilitate regular communication with the school community about changes to school operations, etc. over the next 6 months						
There is a process in place for communicating with families on on-going key issues						
There is a system to capture and share positive stories about the re-opening						

Utilities & Site Safety	✓	X	NA	Actions	Date	Supporting Resources
Any repair/ clearance necessitated by the disaster has been carried out, checked and approved						
The school's heating/ cooling system has been tested and is working correctly						
The school's fire alarm system has been tested and is working correctly						
The school's security system has been tested and is working correctly						
The school's water supply and water quality have been tested and meet required standards						
The school has an adequate connection to the internet						
Administrators have access to all necessary electronic files and data						
Staff and students have access to all necessary teaching and learning materials						

Teaching and Learning	✓	X	NA	Actions	Date	Supporting Resources
A plan is in place to support the learning of any students who must continue to learn from home						
A plan is in place to adapt, re-establish and maintain the school's relationships and routines to support returning students						
Procedures are in place to monitor the engagement of returning students						
A plan is in place for teachers to monitor returning students' progress on an ongoing basis						
A plan is in place to continue the use of online platforms and technology after students return to school where it is appropriate and beneficial to both students and teachers						
A plan is in place to maintain the connections with parents and families to further support learner engagement, progress and achievement						

Wellbeing	✓	X	NA	Actions	Date	Supporting Resources
A plan is in place to support any students and/ or staff who have lost family or friends as a result of the disaster						
A plan is in place to support the wellbeing of any students who must continue to learn from home						
A plan is in place for teachers to monitor returning students' wellbeing on an ongoing basis						
A plan is in place to maintain connections with parents and families to further support learner wellbeing						
Any Working From Home (WHF) requirements continue to be observed and appropriate processes are in place to support staff WFH						
Staff have been advised, and the message is regularly reinforced, about the different options for wellbeing support, including the school's Employee Assistance Program						
Time is given in meetings for staff to air concerns/ feelings about the disaster						

This document draws on information provided in the IST's School COVID Safety Plan Checklist version 1.1

