



Australian Government  
National Emergency Management Agency

Australian Institute for  
Disaster Resilience 

# DRANZSEN Event: Resilient Australian Schools Webinar

## **When**

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Wednesday 26 June  
2.00–3.00pm (AEST)  
Online via Zoom

## **Register**

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[AIDR.ORG.AU/EVENTS](https://aidr.org.au/events)

# DRANZSEN Webinar



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## Welcome

**Dr Margaret Moreton**

*Executive Director, Australian Institute for Disaster Resilience*



## Acknowledgement of Country

AIDR acknowledges the Traditional Custodians of the various lands on which you all join us from today and the Aboriginal and Torres Strait Islander people participating in this event.

We pay our respects to Elders past, present and emerging and celebrate the diversity of Aboriginal peoples and their ongoing cultures and connections to the lands and waters across Australia.





## Housekeeping

- You will remain muted and your camera will not be activated for the duration of today's event.
- Today's event will be recorded and made available after the event.
- Please enter questions for our speakers in the Q&A function, not the chat box.
- Please use the chat box to share any thoughts or reflections during the presentation – remember to select 'all panellists and attendees' to ensure everyone can read your message.
- Please be respectful to each other when posting your comments or questions.

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## Introduction

**Dr Margaret Moreton**

*Executive Director, Australian Institute for Disaster Resilience*

# DRANZSEN Webinar



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## Speaker Introduction

**Denise Hardie**

*Training & Development Manager, Port School (Western Australia)*



# Port School

Ready and Resilient  
EMS cadets



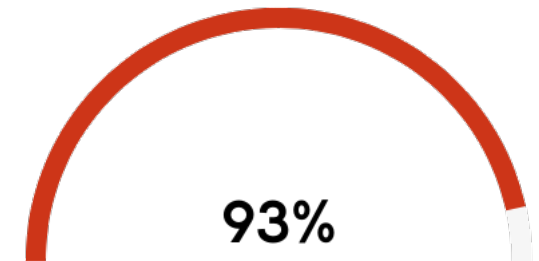
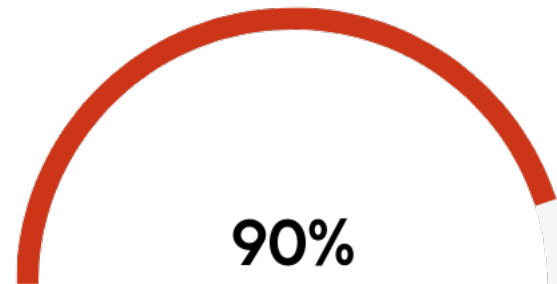
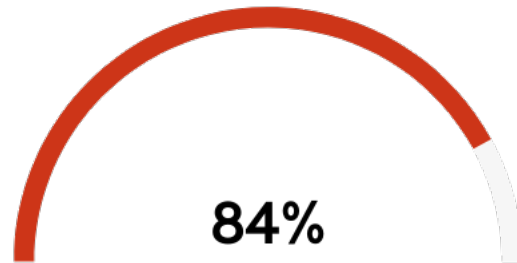
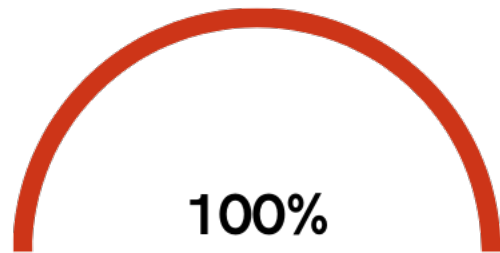
# Port School: A curriculum and re-engagement school (CARE)

Have had a disrupted education

Have a Mental health or disability diagnoses

90% students have challenges such as drug use, FDV, homelessness

Experience low social and economical disadvantage



Years 8 to 13, student programs includes young parents centre with day care, Indigenous boys program, outreaches, mobile classroom. High staff to student ratios, focus on Vocational and Education training, Flexible delivery models from a trauma informed approach



# The Challenge : A flexible cadet program

- Close the gap in knowledge and skills in disadvantaged and vulnerable groups around Natural Disaster preparedness, response, and resilience
- Develop transferable employability skills
- Create a sense of giving back to the community
- Educate the broader school community
- Increase pathways to EMS volunteering through exposure



# The Program

- Funded for two years through SEMC National Natural Disaster Risk Reduction grants.
- All hazards, All services
- Flexible, scaffolded learning
- Designed to accommodate students with learning difficulties, teen mums, intermittent attendees.
- Trauma informed delivery





# The Program



- Borrowed content from DFES Youth in Emergency Services and Gin Gin High School cadets.
- Scheduled as an options class in the school timetable
- School facilitator
- Relied on volunteer knowledge experts from SES, Police, and DFES

# What we achieved

- School bushfire plan
- Community surveys and capacity building
- visits to EMS sites such as Bushfire Centre of Excellence, SES, and DFES comms
- Contributed to the school evacuation plan including modifying staff parking and muster points
- Volunteered at DFES Heritage Museum
- Hose drills, LTVs, Preservation of crime scenes, Search and rescue, fire fighting, parade drills
- Home fire safety plans



# The Challenges

## Knowledge experts

Difficult to rely on EMS or volunteers - pivoted funding to pay a facilitator

## Competing for students

Timetable and TAFE challenges meant a “Fluid” attendance rate

## Complex students with Complex needs

Alternatives to camps had to be found due to complex student behaviours, mental health, disabilities and teen parenting.

## Pathways to volunteering

Parental engagement to provide after hours support such as transport to volunteer units difficult



# The Unexpected Wins!

Increase in student confidence/leadership ability

Three cadets from last year continued as leaders. One won a Leewin scholarship.

Diversion for one student from potential online radicalisation

This student stated that : “The Emergency Services have now become my family!”

Increased collaboration and networking between EMS and Cadets

We now have buy-in from a range of EMS services that provide sessions, including police forensics!

Onwards and upwards

The school is happy to continue to fund our contribution to the program and we will register as a formal cadet unit for Semester two.

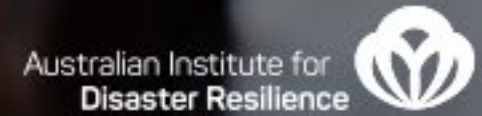


Denise Hardie RTO VET Manager Port School [Denise@portschool.wa.edu.au](mailto:Denise@portschool.wa.edu.au)

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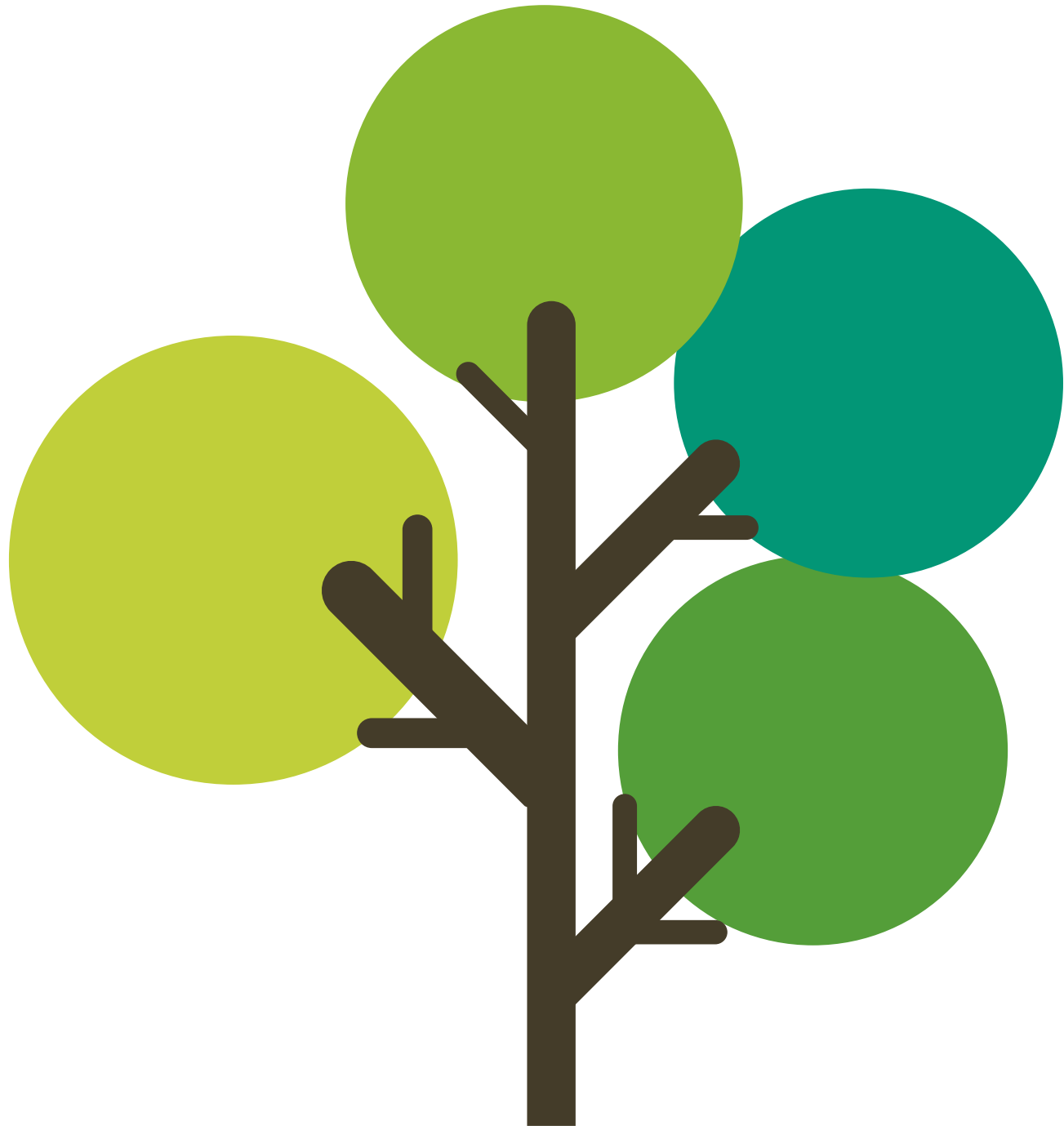


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## Speaker Introduction

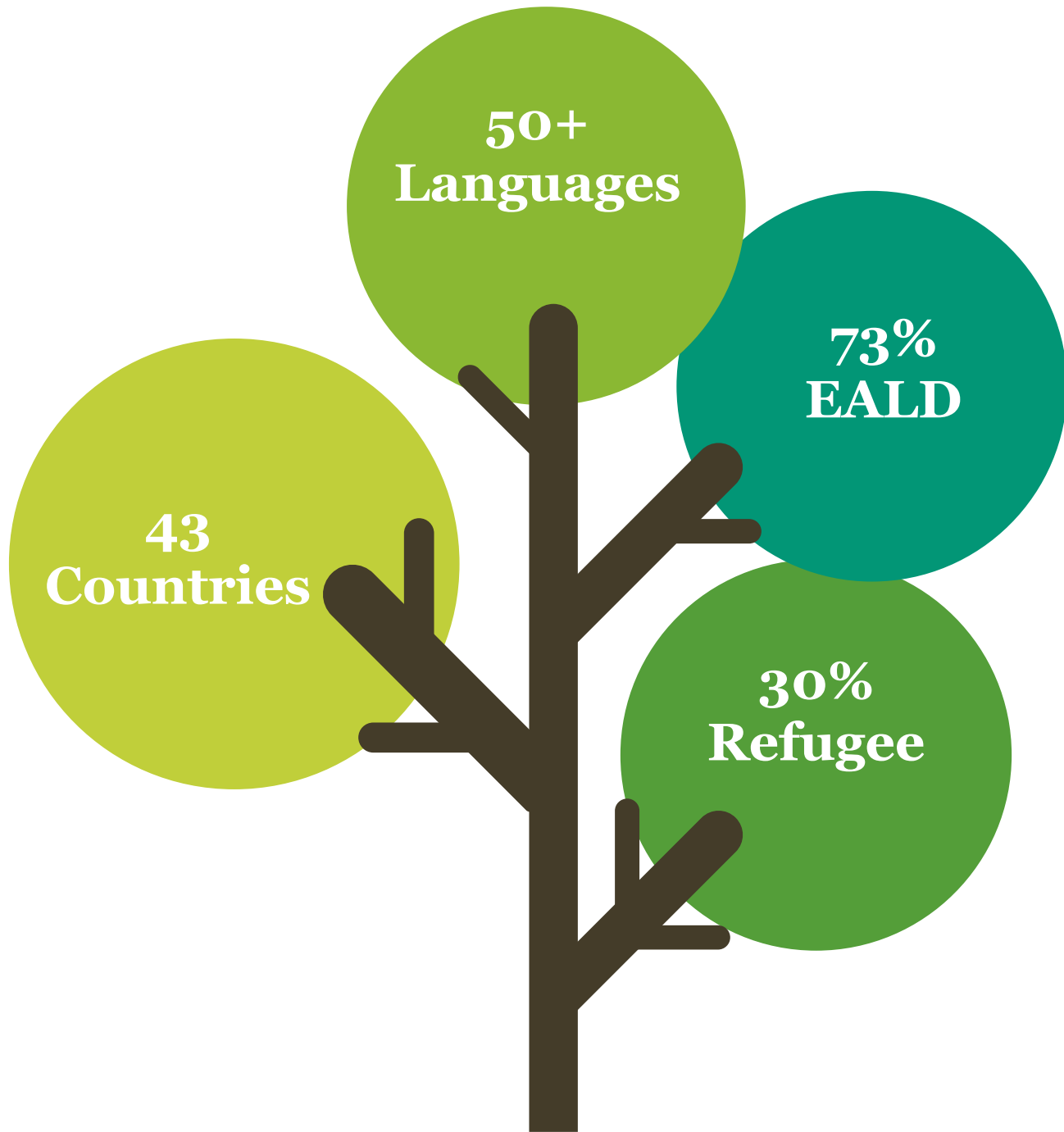
### Megan Lynch

*Deputy Principal – Pedagogy, Learning and Curriculum Years 10-13,  
Woodridge State High School (Queensland)*



This is a story of a tree,  
a school,  
and our resilient community.



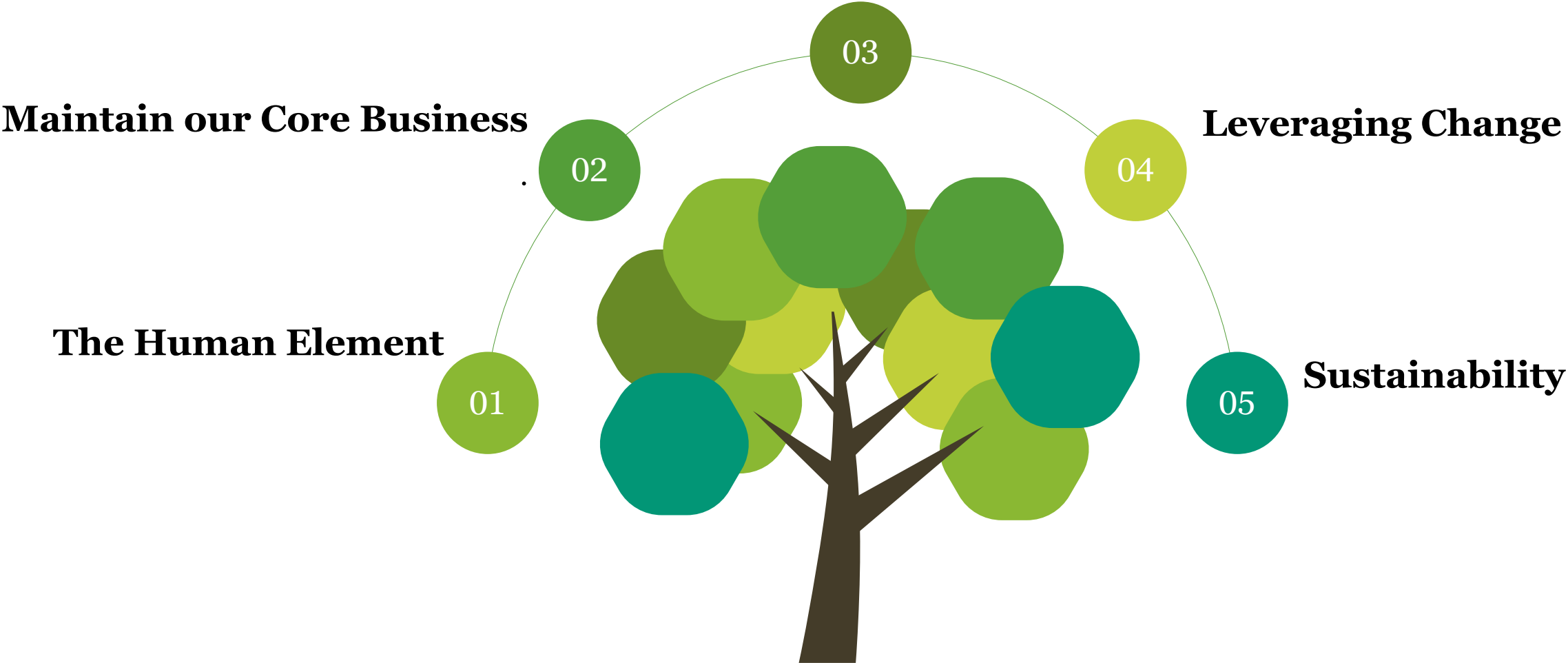


- We are known as a **resilient community**.
- The word 'resilient' is a cornerstone of our school vision: *Empowered, Resilient... World changing!*
- For 50 years our school has been a central point for our community.



# To be resilient we had to learn to see the **Forest** for the **Trees**

## Shared Belief of High Expectations





# Our tree branch of 2022

**31<sup>st</sup> January**

Year 11 & 12 students start the year online



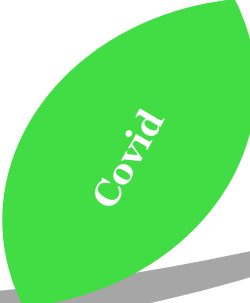
**7<sup>th</sup> February**

All students returned onsite



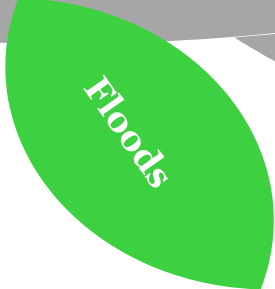
**Ongoing**

Covid seriously affected attendance



**1<sup>st</sup> February**

On Tuesday afternoon a Tornado moved directly over the school.

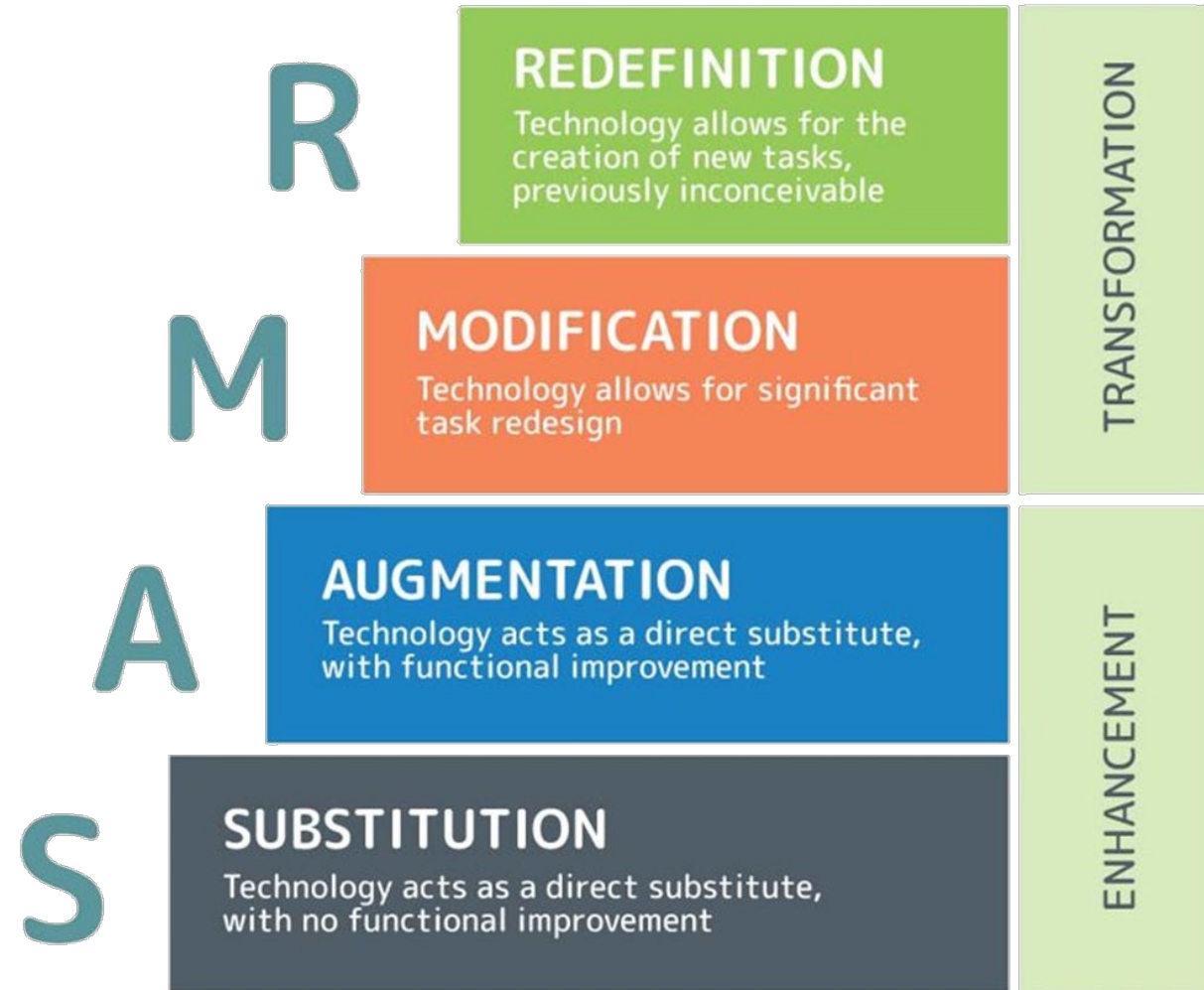


**26<sup>th</sup> February**

Flooding of the Logan River and surrounds

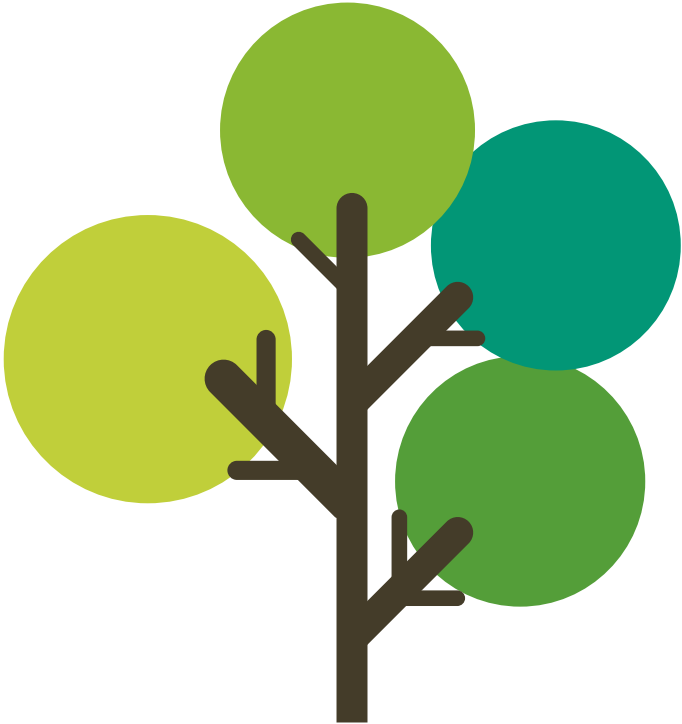


# An opportunity to see the **Forest** for the **Trees**





This is a story of a tree,  
a school,  
and our resilient community.





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## Speaker Introduction

**Emma Wilson**

*Director of Middle School, Living School (New South Wales)*



# CLIMATE CHANGE YOUR TUNE

A DISASTER RESPONSE INITIATIVE





OUR SCHOOL

# LIVING SCHOOL, LISMORE





28TH FEBRUARY, 2022





## Climate Change Your Tune







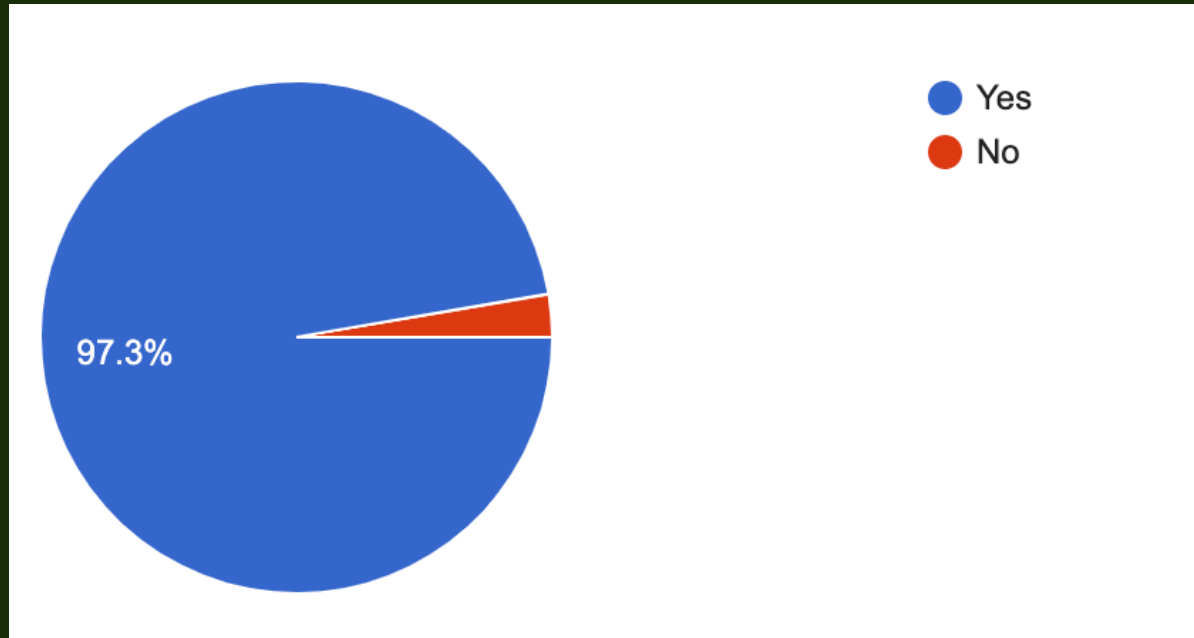
PROJECT BASED LEARNING

## THE LEARNING

- SDG Framework
- Subject Integration
- Real World Application

SDG FRAMEWORK

## 13: CLIMATE ACTION



# 13 CLIMATE ACTION





## PEDAGOGY

# SUBJECT INTEGRATION

### English

Persuasive Writing  
Informative Text Analysis

### Maths

Data collection, representation and analysis  
Financial Maths application

### Science

Earth and Space - Geology and weather

### History

Democracy and government

### Arts

Graphic Design  
Song composition and performance



PRODUCT

# REAL WORLD APPLICATION

Informed BY their community,  
FOR their community





CLIMATE CHANGE YOUR TUNE













RESILIENCE CREATES  
OPPORTUNITY

PURPOSE

AGENCY

PASSION





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## Speaker Introduction

**Leigh Johnson**

*Principal, Harkaway Primary School (Victoria)*

Winner of the 2023 National Resilient Australia School Award



DRANZSEN Resilient Schools  
Webinar  
**Schools in fire country**  
**Run sheet – 26 June 2024**





# Relationship

A really important conversation to be having as we begin to recognise the role of Climate Change Education in our education jurisdictions.

If we can - you can.

- Harkaway context
  - A culture that values putting meaningful learning into action. ([Rules of the Bushfire Season](#))
  - Email from Briony.
  - Learner Agency in Bushfire Education Research Project CRC
  - Sustainable beyond the life of one cohort of students or one person in the school.
- Recognise Dr. Briony's forerunners to this:
  - Anglesea PS
  - Strathewen PS
  - St. Ives in NSW
- [Bushfire Manifesto](#) was the product.



# Bushfire Education for Kids: A Manifesto

**1. WE NEED TO LEARN ABOUT BUSHFIRE SAFETY.** Bush fires can be very dangerous. People need to have a good understanding of bush fires and how to survive. Otherwise, when there is a bush fire, there will be more casualties and more deaths. It will be more catastrophic. Kids also need to know what to do to be safe and they need to learn it from a young age. When kids learn about bush fire safety from a young age, they can grow up knowing about their environment. Most people don't know about bush fires because they didn't learn about it when they were kids. If a bush fire is happening, kids need to know what they can do so they can stay calm and help their parents, instead of the parents doing everything and the kids just going "ARGGHH". When kids know what to do, there will be more hands on deck and everyone will be safer.

**2. WE WANT TO MAKE DECISIONS ABOUT OUR OWN LEARNING AND ACTION.** Kids have really good ideas and sometimes we see problems and risks that adults don't see. We also know what kind of action is possible for us to achieve at home, at school and in our community. If we can make decisions about our own learning and action, we can solve real problems that matter to us. We all learn differently and we have our own special interests and talents. When we can make decisions about our own learning and action, we can achieve more than if we are just told what to do. We also work harder to succeed because we are doing what we are good at and what we enjoy. We also need to learn at our own pace - learning about bush fires can be overwhelming and sometimes we need to slow things down a bit or take a break to let it all sink in. When we learn at our own pace, we can get a better understanding of complicated information. We need independence. We need to figure out how to learn and discover stuff on our own. We just need the adults there to guide us, put us on the right track and help us if we get stuck. We can do the rest.

**3. WE NEED ACCESS TO TRUSTWORTHY INFORMATION FROM EXPERTS.** There is a lot of information about bush fires on the internet, but sometimes the information we are looking for isn't available or it's not explained in ways that we can understand. If we can talk to experts, we can get the information we need and it can be explained to us in ways that make sense. We really want to learn from Aboriginal people too because they have been here for a really long time and they know so much. We also need feedback from experts to make sure we understand things correctly. Bush fire safety is serious and we need to make sure we've got our facts right, especially if we want to share our knowledge with other people. People who are experts can check our work and help us fix problems and mistakes before we go any further. When we learn from experts, we are more confident about sharing information with other people. If our parents or other people don't believe what we say, we can tell them that our information has come from experts that we talked to at school. If we have learned from experts, people will trust us and take us more seriously.

**4. WE WANT TO TEACH OTHERS.** A lot of people don't know very much about bush fire safety. Most kids don't know anything at all. We want to help educate everybody - our families, our teachers, and the other kids at our school. We also want to educate kids from other schools. There is a thing called 'Kids Teaching Kids' and it's really good because kids know what other kids know and don't know. Kids can explain things in ways that are easy for other kids to understand. We can tailor information to fit with kids' perspectives. We can make videos, posters, and books to help get important information to people who need it. We can run workshops and give presentations. Teaching others improves our own learning. Sometimes you don't know how much you know until you try to teach someone else, so it's a good way to find out if you actually know what you think you know. Also, teaching others can show us that we have really learned a lot and that makes us feel proud. We can also help teachers and agencies create better bush fire education programs for kids. We can tell them what is important to us because we are experts in our own lives and we can show them the best ways to teach us because we are experts in our own learning.

# Pre conditions

- Agile Methodology
- Testing and refining the prototype collaboratively
- School staff, students / Researcher / Agency Representative all equal
- Develop the classroom resources BUT ALSO
- Pedagogical Model
  - Episteme
  - Techne
  - Phronesis





# What we did.

- Schools in Fire Country - used the Manifesto
  - Discovery (1)
  - Investigate (2,3)
  - Take Action (4)
- Victorian Teaching and Learning Model:
- All students are empowered to learn and achieve, experiencing high quality teaching practice that promotes learning and wellbeing, equipping them with the knowledge, skills and dispositions for lifelong learning and to shape the world around them.



# What's Next

- Getting other Bushfire Safety Committees up and going.
- Research into the way Climate Change Education is communicated.
- National / International Collaborations ie: GenerAksi
- Pedagogical Model





# What this means for schools

Is there so important to learn we need to change how we teach?

YES - This is it.

- Place based pedagogy
- Transdisciplinary Curriculum Design
- Action Oriented Learning Goals
- Student Voice and Agency
- Collaborative Partnerships

It is Scalable.

It is Sustainable. Third cohort of kids (including COVID)

It is Urgent?



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## Q&A

Don't forget to enter you questions into the Q&A window.



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## Event concludes

Thank you for attending today's webinar.



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