



Australian Institute for
Disaster Resilience

South Australian DRANZSEN Forum 2018

Key notes and outcomes

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Education for Young People Program

The AIDR Education for Young People Program supports the implementation of effective and sustainable disaster resilience education initiatives which empower and give voice to young people throughout Australia.

The Disaster Resilience Australian-New Zealand School Education Network (DRANZSEN) seeks to:

- communicate a shared understanding of Disaster Resilience Education (DRE) connected to international frameworks and relevant to an Australian context
- build the capacity of teachers and other educators to deliver effective and sustainable DRE to young people, informed by contemporary research and aligned with the Australian Curriculum
- provide a forum for schools, emergency management agencies and community organisations in the network to share knowledge, good practice and strategic objectives related to DRE
- facilitate networking and collaboration between stakeholders in the design and delivery of new DRE initiatives.

Forum program

9:30am	Registration, including morning tea
9:45am	Welcome, acknowledgement of country, and opening remarks <i>Peta O'Donohue, Country Fire Service and Craig Fielke, Principal, Cornerstone College</i>
9:55am	Setting the scene: Emergency Management in South Australia <i>Peta O'Donohue, Country Fire Service and Oshanna Alexander, State Emergency Service</i>
10:15am	The Australian Institute for Disaster Resilience: Education for Young People Program <i>Brigid Little, Australian Institute for Disaster Resilience (AIDR)</i>
10:30am	Emergency Management in Victorian schools: Stories and challenges <i>Matt Henry, Country Fire Authority Victoria (CFA)</i>
11:00am	Leg stretch and networking break
11:15am	Your experiences of emergency preparation, response and recovery
12:00pm	Share time and feedback: Common themes and challenges
12:30pm	Lunch and networking break
1:00pm	Emergency Management in Victorian schools: Successes and opportunities <i>Matt Henry, Country Fire Authority Victoria (CFA)</i>
1:30pm	Response and recovery in the Adelaide Hills <i>Nina Judd, Kersbrook Primary School and Lyndsey Martin, Gumeracha Primary School</i>
2:00pm	Emergency Planning for Recovery <i>Julia Goodall, Australian Red Cross</i>
2:15pm	Next steps in Emergency Planning
2:45pm	Closing remarks, evaluation and feedback

Organisations represented

Association of Independent Schools of South Australia (1)	Australian Red Cross (1)
Craigmore High School (1)	Department for Education (5)
Department for Environment and Water (1)	Heritage College (3)
Kersbrook Primary School (1)	King's Baptist Grammar School (1)
Metropolitan Fire Service SA (5)	Mount Barker Waldorf School (1)
Prince Alfred College (1)	SA State Emergency Service (1)
SAFECOM (1)	Save the Children (1)
Schools Ministry Group (1)	South Australian Country Fire Service (4)
Southern Vales Christian College (2)	St Francis de Sales College (2)
The University of Adelaide (1)	Trinity College Blakeview School (1)
Wilderness School (1)	AIDR (2)
Total: 38	

Attendance profile

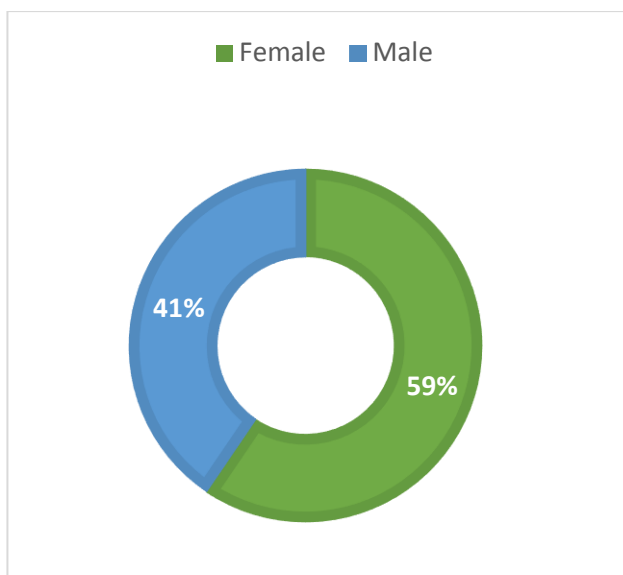


Figure 1: Audience profile by gender

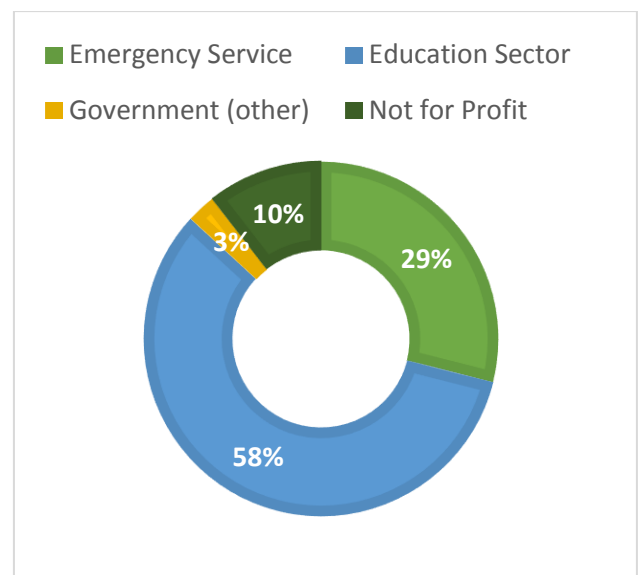


Figure 2: Audience profile by sector representation

Setting the scene: Emergency management in South Australia

As part of the setting-the-scene activity, participants were asked to consider events, domestic and international, which shaped their thinking about emergency management. Participants identified key events and discussed the impact of these events on attitudes, policy or practice in emergency management within South Australia.

1983 Ash Wednesday fires	Coordinated response between fire services
State Disaster Plan	September 11 terrorist attacks in New York
Implementation of 'lock down' procedures	MFS Community Engagement
2005 Black Tuesday fires	2009 Black Saturday fires
Hurricane Katrina	2001 Queensland floods
2012 WHS Act	2015 Sampson Flat fires
2015 Pinery Fires	2016 state-wide power outage
Grenfell Tower fire in London	NBN implementation

Collectively, these events have led to significant changes in emergency management, including:

- review of emergency practices in schools every five years by the Education Standards Board
- critical incident polices implemented in schools
- greater liaison and communication between schools and emergency services
- research into hazard risks in urban and rural areas
- emergency planning expectations for vacation care, after school care, and school camps/excursions

Emergency Management in Victorian schools

Matt Henry, Senior Engagement Advisor, Country Fire Authority Victoria (CFA) joined the group to discuss current emergency management arrangements in Victorian schools and the development of the School Curriculum Natural Hazard Resilience Package.

The CFA worked with principals and school leadership teams from Victorian schools on the state bushfire risk register. They discussed current emergency management arrangements and opportunities to work together to reduce risk. In conversation, it was identified that only schools with a CFA Volunteer within the school community were delivering disaster resilience education. From this, the CFA identified a demand for curriculum-aligned, online resources to support the delivery of contemporary disaster risk reduction education in secondary schools.

Through a grant, CFA teamed up with the Victoria State Emergency Service (SES) to design the School Curriculum Natural Hazards Resilience Package. Working in partnership with teachers and students, six interactive, online lessons for disaster resilience were developed into a learning and teaching resource at:

www.disasterresilience.com.au

The activities include hazard mapping to assess local risk, and group learning tasks to generate actions to reduce risk in the community (related to bushfires, floods and storms). Teachers are supported in the implementation of the resource with short online lesson guides to provide the necessary professional development.

Your experiences of emergency preparation, response and recovery

Participants in the forum were asked to consider their experience of emergency preparation by describing an emergency event, outlining what happened, and identifying the successes and challenges they faced. Some examples included:

<p>Emergency event</p> <p>Mt Pleasant Fire 2017/18</p> <p>What happened?</p> <p>Fire did not encroach the school grounds, but affected transportation routes.</p> <p>Successes</p> <p>Emergency plans were enacted, with alternative routes and meeting points identified and used successfully. Parents kept informed.</p> <p>Challenges</p> <p>Communicating in a large, multi-site school community. Logistics with transport company.</p>	<p>Emergency event</p> <p>School lock-in</p> <p>What happened?</p> <p>Fugitive had escaped custody in the vicinity of the school.</p> <p>Successes</p> <p>School became aware of what do in these circumstances and how to enact plans.</p> <p>Challenges</p> <p>Contacting parents to inform them of the incident, and how the school was responding. Control of messaging via social media to reduce panic from parents.</p>	<p>Emergency event</p> <p>Storm event 2016</p> <p>What happened?</p> <p>Predicted severe weather during school camp.</p> <p>Successes</p> <p>Subscribed to emergency service warning alerts. Communicated with National Parks. Discussed risk management plans with leadership team.</p> <p>Challenges</p> <p>Logistics of ending camp early. Communicating with parents the reason for ending early as weather was fine in Adelaide.</p>
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Some common themes and challenges identified in responding to emergency events included:

- Communicating with parents about risks
- Role of social media in communicating risks, and mixed messages over the course of unfolding event
- When to enact emergency plans and how plans are interpreted in different emergency situations
- Need to identify alternative communication methods in the event of a power outage

Response and recovery in the Adelaide Hills

The group was joined by Nina Judd from Kersbrook Primary School, and Lyndsey Martin from Gumeracha Primary School to discuss emergency events faced by their schools and how they responded and recovered.

Kersbrook Primary School

Sampson Flat Fires (January 2015): flames of the fire reached the school boundary and damaged some buildings around the school premises. During the bushfire emergency, access to the school was cut and staff did not know how the school was affected.

Once access to the school was granted, the school leadership team worked with the Department for Education, to restore the school in time for students to return from holidays. Priority was given to restoring the school, by repairing fences, landscaping gardens and removing smoke smell from classroom buildings.

With many students facing long-term disruption and slow recovery due to fire-damaged property and general family upheaval, the school became a sanctuary where routines could return to normality in a safe and secure environment.

Gumeracha Primary School

Sampson Flat Fires (January 2015): Lyndsey was the newly-appointed principal of Gumeracha Primary School when the fires hit, and the departing principal was on holiday in Thailand. It was a 'catastrophic' risk day and Lyndsey was travelling to Moonta. All contact information for staff and students was in the school, as Lyndsey had not yet taken full possession of these records in her new role. As the fire progressed, the school site came within a road-closure area and she had no contact number for Out of School Hours Care (vacation care).

Once access to the school was given, contact was made with the families of all students to ensure their safety.

In response to this situation, all staff now have printed contact records that they take with them when out of the school and during holiday periods. The school has reviewed emergency management arrangements, with clear roles for staff outlined as well as personal emergency action plans for individual staff members. Closer relationships with emergency services have been developed and regular pre-fire season and winter conversations take place with the school community to ensure preparedness. The school has engaged the Australian Red Cross to facilitate their Pillowcase Project bi-annually to the students. As part of the curriculum planning, resilience is more front-and-centre, with a focus on adapting to change and welfare initiatives such as pet days.

Emergency planning for recovery

Julia Goodall presented to the group on the role the Australian Red Cross plays in post-event recovery in South Australia. Julia presented on the Pillowcase Project that the Australian Red Cross delivers in schools. The aim of the project is to help students prepare an emergency kit containing items they might need in an emergency.

More information about the Pillowcase Project, including the delivery and history, visit the [Australian Red Cross website](#)

Next steps in emergency planning

Participants were asked to consider what their next steps were in emergency planning as a result of the presentations and discussions at the SA DRANZSEN Forum. Some of those steps included:

Communications – needs to be appropriate planning with support systems, i.e. is it paper based, electronic, or both? These systems only work if all staff have access to the Communication Plans and the ability to communicate

Site based, quarterly training for schools and preschools in emergency management, including the development and implementation of robust emergency management plans

Looking into where Disaster Resilience Education best fits into curriculum and skill teachers in presenting a relevant program to students

Advocate for more constant approach to preparedness – aim for full staff awareness

Adopt CFA work, especially the tools such as animations and classroom lessons into a SA specific version – capture stories from students that could be woven in

Work closer with other agencies and schools to integrate environmental recovery and risk reduction as part of emergency management lessons

Drills can be fun, and it is important to know your audience and to present accordingly

Engagement, awareness and ownership is crucial for disaster resilience

Follow-up opportunities to build connection between school communities and emergency services

Communication is key. Connectivity between all emergency services and the school community regarding planning and implementation

Send an email to school leaders to emphasise emergency plans in the event of another disaster

Ensure staff are aware of what is required in an emergency

Review the safety information presented to schools to determine if it fits into the broader context of resilience

Best way to assist resilience is to pre-plan by ensuring plans are documented and templated. Ensure all staff are aware of its need, content, and location

Communication across all areas. Having a plan, but also having the ability to remain fluid as the situation may dictate. Need to have an in-depth review of all plans

Investigate if there is the need to connect more strongly within own department so that we have a greater level of interest in emergency planning and disaster resilience

Dedicated mobile application and website to assist schools, especially temporary leaders, with appropriate responses and list of key contacts and personnel for a disaster event

Forum evaluation

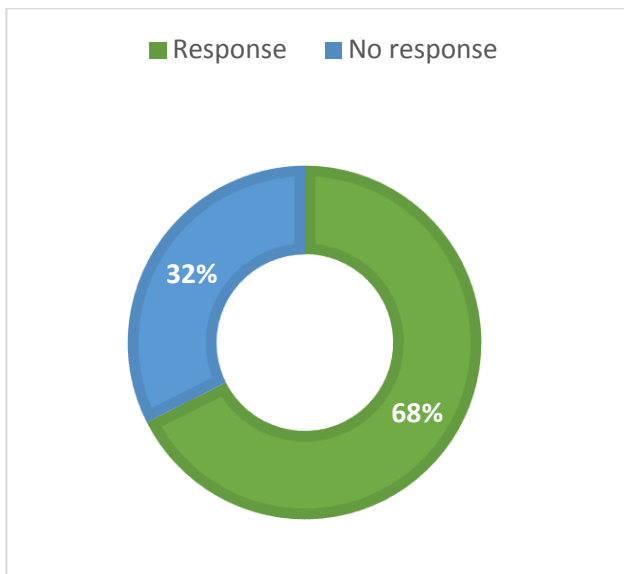


Figure 3: Response rate

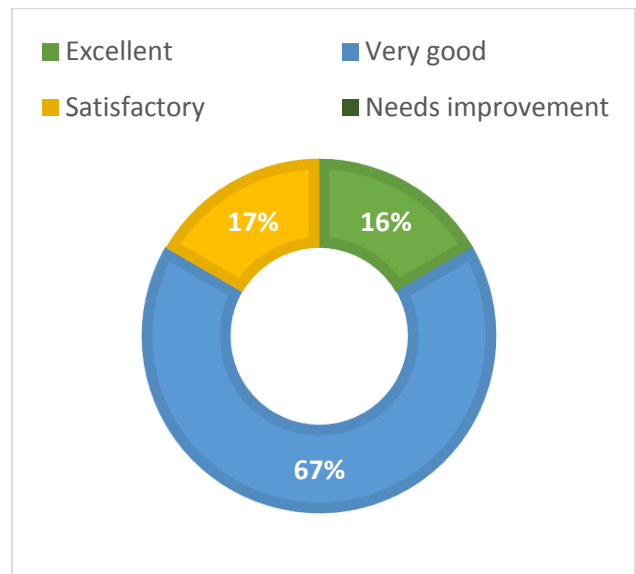


Figure 4: Value of SA DRANZSEN forum

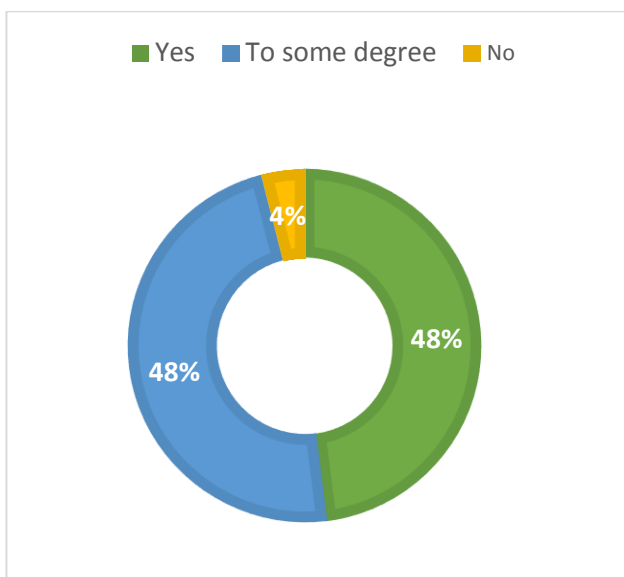


Figure 5: Increase of knowledge of EM in schools

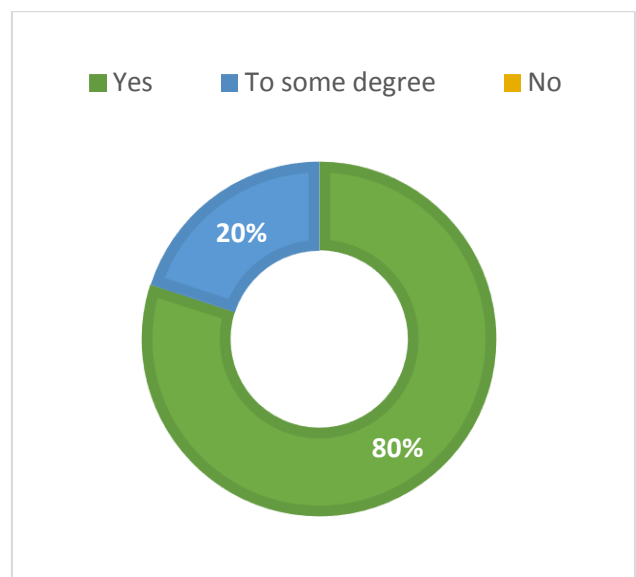


Figure 6: Provide opportunity to network with others

Comments

Keep convening them, even more often to update and review

The content was very good, and the time line was not too long. I would have preferred to start earlier and conclude earlier.

The discussions were a great opportunity to learn more from people in the room and created opportunities to collaborate.

A very good day and a lot of inter-agency conversations.

Gives me confidence to take my disaster management plan further & make sure it is taken to the board and implemented.

Enjoyed the mix of stories and information