



Australian Institute for  
**Disaster Resilience**

# 2<sup>nd</sup> Victorian DRANZSEN Forum 2018

Key notes and outcomes

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## Education for Young People Program

The AIDR Education for Young People 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

12:00	<b>Registration and lunch</b>
12:45	<b>Opening remarks</b> Welcome & acknowledgment of country
12:50	<b>Education for Young People Program and National DRANZSEN Forum Update</b> Brigid Little, Australian Institute for Disaster Resilience
1:05	<b>Child-Centred Disaster Risk Reduction Project (BNHCRC) Update</b> Dr Briony Towers, RMIT
1:15	<b>Community Partnerships and Disaster Risk Reduction at Timboon P-12 School</b> Andrea Vallance, Timboon Agricultural Project (TAP) Coordinator
2:10	<b>Black Saturday Memorialisation in Schools</b>
2:20	<b>Seasons for Change: Stormbirds program for disaster recovery</b> Paula Sharp, Good Grief
2:45	Afternoon Tea
3:10	<b>Call Push Shock</b> Marie Tanner, Ambulance Victoria
3:30	<b>Google Expeditions and Virtual Reality in Education</b> Melissa Laird, Life Saving Victoria
3:50	<b>Disaster Resilience and the Rohingya</b> Chris Piper, Torquaid
4:10	<b>Child-Centred Disaster Risk Reduction and School Safety updates</b> Kate McFarlane, Save the Children Australia
4:30	<b>Closing remarks, evaluation &amp; feedback</b>

# Organisations represented

Timboon P-12 School (1)	Save the Children, Australia (2)
Australian Psychological Society (1)	Ambulance Victoria (1)
Torquaid (1)	Leva Consulting (1)
Good Grief (1)	Life Saving Victoria (1)
Country Fire Authority (1)	State Emergency Service Victoria (1)
AIDR (1)	Total: 12

# Attendance profile

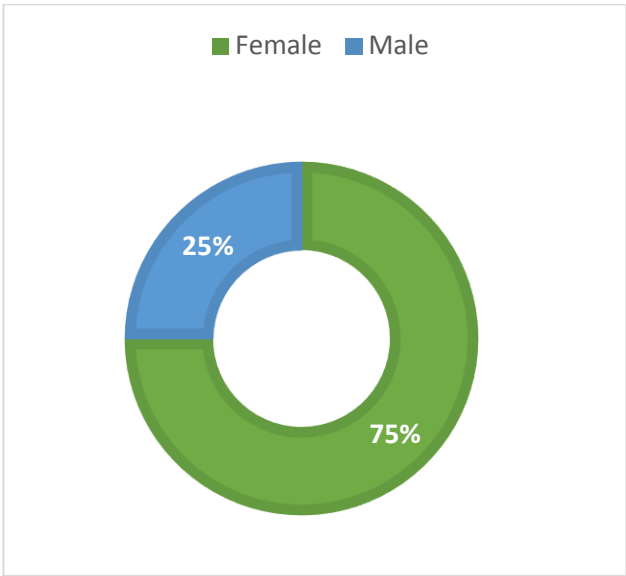


Figure 1: Audience profile by gender

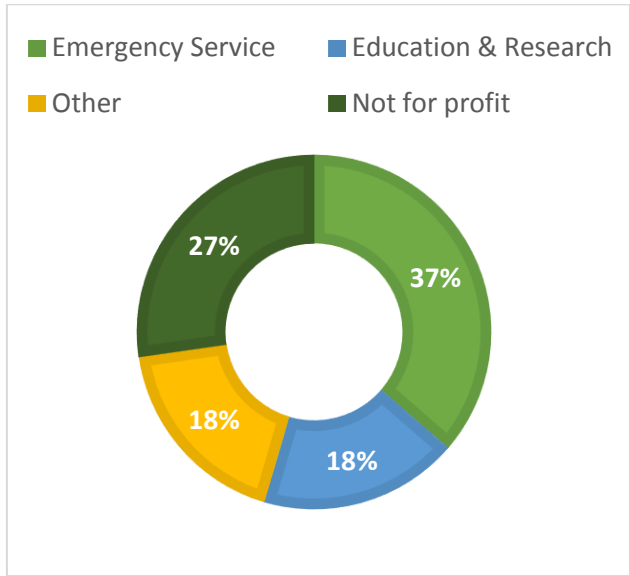


Figure 2: Audience profile by sector representation

**Note:** presentations from this event are available to view at:

<https://plus.google.com/u/0/communities/108982591672240596431/stream/19bda3d3-24d2-4a5e-8577-127664429117>

## AIDR Education for Young People Program & National DRANZSEN forum update

Brigid Little, Senior Project Officer for the Education for Young People Program, presented an overview of the program, guiding principles, resources and opportunities for future development.

AIDR Education for Young People Program guided by:

- [National Strategy for Disaster Resilience](#)
- [Sendai Framework for Disaster Risk Reduction](#)
- Comprehensive School Safety Framework (UNISDR)
- Understanding of risk as a relationship between a hazard, exposure and vulnerability
- Understanding of risk reduction in relation to disaster prevention, preparedness, response and recovery
- [Sustainable Development Goals](#) (see Goal 11 Sustainable Cities & Communities and Goal 13 Climate Action)
- [DRANZSEN](#) (Disaster Resilient Australia New Zealand Schools Education Network) and [DRESG](#) (Disaster Resilience Education Strategy Group)
- Model of learning:
  - content knowledge and skills (curriculum-linked with a focus on local context)
  - partnerships for learning: teachers, students, experts (including emergency services), community groups etc
  - student-led action to reduce risk and build community resilience

Resources & Communications:

- [website](#) (curriculum map, teaching resources, links to state and territory organisations, illustrations of practice etc)
- [Pinterest](#) collection
- [newsletter](#)
- [disaster map](#) on the AIDR Knowledge Hub

Contact: [brigid.little@aidr.org.au](mailto:brigid.little@aidr.org.au) Tel: 03 9418 5242

## Child-Centred Disaster Risk Reduction Project update: Dr Briony Towers

Dr Towers provided a written update for the meeting. In summary:

### Project-based learning for Disaster Risk Reduction and Resilience: A case study from Victoria, Australia

- Case study: a project-based learning (PBL) unit on bushfire safety in two Grade 5/6 classrooms at Harkaway Primary School, located in a bushfire prone area on the peri-urban fringe of Metropolitan Melbourne.
- First in-depth examination of project-based learning for disaster risk reduction and resilience, in both Australia and internationally.
- Case study will provide evidence for emergency management and education stakeholders to inform the design and implementation of PBL for disaster resilience and support further development of the BNHCRC DRE Practice Framework.

Current status:

- Ethics approval obtained RMIT College Human Ethics Advisory Network, and approval from the Victorian Department of Education
- Learning unit has commenced and will continue in the school for the duration of Term 4.
- Agreement from school to be identified in the research outputs, so media and communications strategy in development to communicate the research findings to a wide audience.

## DRE in Australian schools: a nation-wide investigation of current practice

A large-scale multi-stakeholder study will investigate the current status of DRE delivery in Australian schools, involving surveys and interviews with both teachers/principals and agency staff/volunteers at the local level. The surveys and interviews will investigate current knowledge, attitudes, values and practices in relation to the [DRE practice framework](#) (i.e. design, implementation, monitoring and evaluation, collaboration and partnership, diversity and inclusion, protection and participation). The qualitative interviews will also identify good practice case examples that can be explored in more depth through field visits and additional interviews.

Current status:

- Survey instruments and interview protocols were anticipated to be completed by the end of 2018, for data collection to commence in early 2019. Due to changes in the staffing of the CCDRR project, this has been delayed. It is expected that this component of the research plan will resume in early 2019.

## Research Utilisation Activities

There is growing national interest in project-based learning approaches to DRE that have been implemented in schools such as Anglesea Primary School, Strathewen Primary School and St Ives North Primary School. The project team is exploring opportunities for the delivery of a research utilisation project to build capacity for the design and implementation of project-based learning units in a select group of schools during 2019-2020.

For further information, contact [briony.towers@rmit.edu.au](mailto:briony.towers@rmit.edu.au)

## Community Partnerships & Disaster Risk Reduction at Timboon P-12 School: Andrea Vallance, Timboon Agricultural Project (TAP) Coordinator

Andrea presented an overview of the TAP (Timboon Agriculture Project) at Timboon P-12 School. In summary:

- TAP is a partnership between agriculture and curriculum to enhance student learning.
- Project links Timboon P-12 School more closely with community and industries that support the community
- Timboon located in SW Victoria, main regional industry is dairy, part of tourism/foodie trail off the Great Ocean Road. School: 460 students.
- Project developed in response to evidence of student disengagement and disconnect between school and local community.
- Leadership pitched project to teachers first, then reached out to local industry through parent community.
- Agriculture as a vehicle for authentic learning in science, maths and integrated STEM (science, technology, engineering, maths) education more generally from P-12
- Key industry partner: Dairy Australia / WestVic Dairy
- Funding from Gardiner Foundation
- Steering committee: teachers, industry reps, vets, farmers, business operators, parents etc
- TAP coordinator: works with teachers to identify curriculum needs, propose resources, package modules with resources, contacts, extension activities, guest speakers, excursions etc
- Targeted, practical staff PD to trial activities and investigate learning opportunities / curriculum links
- Curriculum showcase every year, 'kids teaching kids' in 30-minute workshops. Attended by visiting schools, parents and community/industry partners. [Brigid Little attending on behalf of AIDR/DRANZSEN 22 Nov 2018]
- Example Unit of Learning, Year 5: TAP into farm safety (winner of Victorian 2015 WorkSafe Awards - OHS initiative), leading to the development of a farm safety app by students in partnership with Dairy Australia and an A-Z Farm Safety Guide (winner of a Dairy Australia schools' competition).

- Example Unit of Learning, Year 6: Natural Disasters.
  - FIRE: Investigated impact of Ash Wednesday bushfires on local area. Students analysed maps of fire spread over time. Local CFA members shared personal experiences of fighting the Ash Wednesday fires: what they heard, saw and smelt. Students reviewed account from a Year 6 student in 1983 of hiding under wet towels in a trough at the dairy to survive; newspaper articles from local media of the time; stories of community impacts and response. Students reviewed changes since 1983: fire equipment and vehicles, protective clothing, communications technology, warnings and preparedness information. Sharing learning: students created bushfire plans at home and posters on fire behaviour and history.
  - FLOOD: September 2016 was 5<sup>th</sup> wettest September recorded in SW Victoria. Students analysed weather maps from BOM, collected images of flooding on local roads and waterways (roads that students travel every day). Local farmer shared evidence of damage to his farm and fencing due to flooding, challenged students to calculate the cost of replacement fencing through pricing of posts, wire, staples etc. Extension: are expensive flood-resistant posts cost effective?
- Example Unit of Learning, Year 10 Maths – Queensland Flood Project
- Year 10 Pathways: great relationships with CFA, Ambulance Victoria, Ambulance community officers (ACOs), Community Emergency Response Team members (CERTs) introduce students to the role of volunteers in the community and the value of volunteering, personally and professionally. Some students are CFA cadets.
- VCE English: Persuasive Writing, Ambulance Victoria paramedic met with students to share personal experiences of occupational violence against paramedics related to public awareness campaign
- Year 10 Party Safe: delivered by local Ambulance Officer
- St Patrick's Day fires 2018: fires broke out across several fronts and took days, in some instances, to bring under control. Losses experienced: stock, house and infrastructure (but thankfully no human life). Timboon students described how recent school learning activities helped to prepare and enable them to take action when the fire came.
- Positive impact on student engagement through TAP. School engagement and community connectedness promotes mental health and wellbeing as well as learning outcomes.
- Timboon P-12 school selected for Department of Education Inclusive Schools working group
- Huge growth in teachers' knowledge of the local environment and community.

Andrea described some of the current plans for TAP at Timboon, including this year's community day on 22 November. DRANZSEN members are very welcome to come along from 10am – 1pm. Event participants considered their own opportunities to collaborate with different community partners to promote learning.

Suggestions included:

- small to medium businesses, youth clubs and organisations, community-based organisations (Rotary, Lions, Guides, Scouts, CWA), sports clubs, artists and art groups.
- chamber of commerce, AIDR, other schools
- mental health providers, GPs, religious leaders (positive psychology, self-care, mindfulness)
- architects, engineers, builders, geologists (safe site selection, construction, non-structural mitigation and maintenance)
- journalists, media etc about reporting on hazard events and public messaging & education
- local councils, men's shed, welfare organisations
- Ambulance Victoria, CFA, Surf Life Saving, Aged Care
- Travellers Aid Australia, CFA, Red Cross, Victorian Institute of Sport, Australian Paralympic Committee, University of Melbourne Positive Psychology (MAPP) students, Smilingmind, FloodZoom (flood mapping)
- urban planners (safety/hazard considerations in planning).

For further information, contact [brucevallance@hotmail.com](mailto:brucevallance@hotmail.com)



## Black Saturday Memorialisation in schools

Michelle Roberts was unable to attend but indicated prior to the event that the Department of Education would be consulting with highly impacted schools before releasing any official communications.

## Seasons for Change: the Stormbirds program for disaster recovery: Paula Sharp, Good Grief

Paula delivered a presentation, 'Kids, Resilience and Natural Disasters', introducing the event participants to the Stormbirds program for young people in disaster recovery. In summary:

- Program developed by the Sisters of St Joseph in 2009, in response to devastating impacts of Black Saturday
- Recognised by Expert Panel Evidence Based Program, Beyond Blue, MindMatters, KidsMatter
- Used successfully after a range of hazard events, including Black Saturday bushfires, Cyclone Yasi, Blue Mountains fires, Christchurch Earthquake, Yarloop bushfire (WA)
- Recognises physical, social and emotional impacts of disaster
- Focus on restoring sense of safety and resilience in relation to seeking help, talking about feelings and solving problems
- Recognises change, loss and grief as part of life
- Small group peer-based program for impacted children (level one: primary, level two: secondary)

For further information, contact [paula.sharp@goodgrief.org.au](mailto:paula.sharp@goodgrief.org.au)

## Call Push Shock: Marie Tanner, Ambulance Victoria

Marie introduced participants to new resources for the *Call, Push, Shock* initiative with Ambulance Victoria and led a practical demonstration. Thank you, Marie!



Notes:

- Bystanders can be put off from administering CPR by reluctance to perform mouth-to-mouth resuscitation. Moving away from this model.
- Check for consciousness and normal breathing, then:
- Call 000
- Push: chest compressions
- Shock: administer shock with defibrillator (AED)

Part of the *Call, Push, Shock* initiative is to encourage more organisations (including schools) to register their AEDs so that they can be made available to the public.

AEDs can be registered on the Ambulance Victoria website and GoodSAM responders can also register here. These responders are trained and qualified people, verified by Ambulance Victoria or partner organisations, who can register to provide first aid in the event of an emergency in their local area.

Read more about the GoodSAM app at:

<https://www.ambulance.vic.gov.au/community/community-partnerships/goodsam/>

For further information, contact [marie.tanner@ambulance.vic.gov.au](mailto:marie.tanner@ambulance.vic.gov.au)

## Google Expeditions and Virtual Reality in Education: Melissa Laird, Life Saving Victoria

Melissa presented an update on the Google Expedition virtual reality and supporting resources now available to teachers and students from Life Saving Victoria at <http://www.lsv.com.au/vr/>.

Virtual tours available:

- Lifesaving volunteers to the rescue
- Life on the Murray River
- Everyday Lifesavers responding to an emergency
- Rip current safety

Curriculum-linked supporting resources are available for students from Year 3 – Year 8. The tours can be viewed online on any device but work best with VR headsets or Google Cardboard.

For further information, contact [melissa.laird@lsv.com.au](mailto:melissa.laird@lsv.com.au)

## Disaster Resilience and the Rohingya: Chris Piper, Torqaid

Chris Piper presented an overview of his recent work (April to July 2018) in disaster preparedness and recovery in the Cox Bazar district of Bangladesh, contracted through RedR Australia to the UN Development Program. Notes:

- Nearly one million Rohingya refugees from Myanmar are living in 27 camps and settlements in the Cox Bazar district, where they face an ongoing threat from typhoons and cyclones
- The Rohingya are a Muslim minority from north Rakhine state, Myanmar
- The United Nations released a joint response plan (JRP) for the Rohingya Humanitarian Crisis until end 2018
- ‘Crisis within a crisis’: vulnerability of camps and settlements to damage from monsoonal rains (leading to flooding, landslides and health risks) and tropical cyclones
- [Torqaid resources](#) implemented in Chris’ work, include:
  - The Disaster Risk Management Cycle (DRMC)
  - The Disaster Risk Reduction (DRR) Diagram
- Bouncing back better from disaster: understanding risk, preparing for, responding to and recovering from disasters, including psycho-social support
- Context of conflict impacts on effectiveness of disaster management
- Humanitarian workers need to ensure that self-care remains a priority in challenging conditions

For further information, contact [pipercm@iprimus.com.au](mailto:pipercm@iprimus.com.au) or visit <https://www.torqaid.com/>

## Child-Centred Disaster Risk Reduction and School Safety updates: Kate McFarlane, Save the Children Australia

Our host, Kate McFarlane, provided an update from Save the Children Australia, as follows:

- Ready Steady Safe children’s emergency preparedness app available on the app store. Currently under evaluation. Save the Children are looking for year 5/6 classes to help evaluate the app. Contact Myles Bateman [myles.bateman@savethechildren.org.au](mailto:myles.bateman@savethechildren.org.au) or Andrew Milhouse (researcher) on [andrew@pivot.org.au](mailto:andrew@pivot.org.au)
- Extensive research outputs and tools published re. child-centred disaster risk reduction, education and school safety, available at <https://resourcecentre.savethechildren.net/>, <https://www.preventionweb.net> & [https://www.zotero.org/groups/1857446/ccrr\\_css](https://www.zotero.org/groups/1857446/ccrr_css)

Kate also notified participants of the 2020 Asian Ministerial Conference on Disaster Risk Reduction (AMCDRR) to be hosted by Australia. This presents an opportunity for DRANZSEN to promote disaster resilience education in Australia, share initiatives and connect with other countries in our region for child-centred disaster risk reduction.

For further information, contact [kate.mcfarlane@savethechildren.org.au](mailto:kate.mcfarlane@savethechildren.org.au)



# Forum evaluation

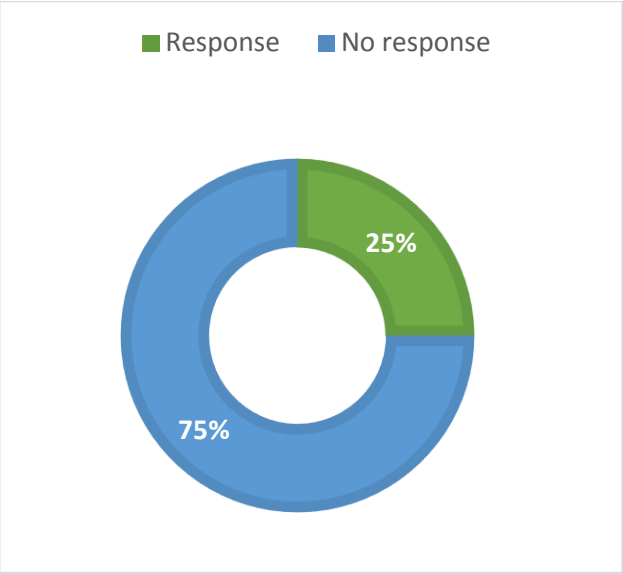


Figure 3: Response rate

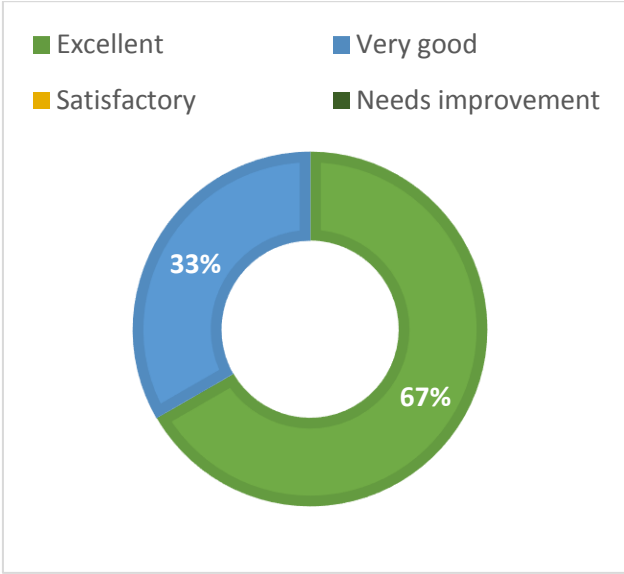


Figure 4: Value of VIC2 DRANZSEN forum

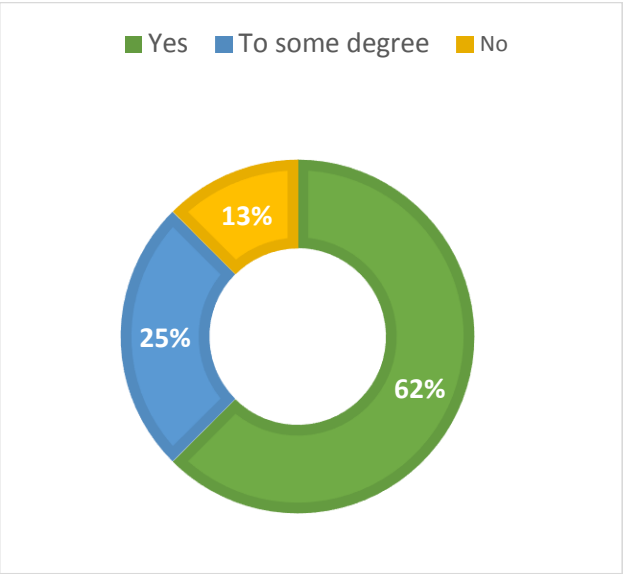


Figure 5: Presentations: demonstration of knowledge and engagement with audience

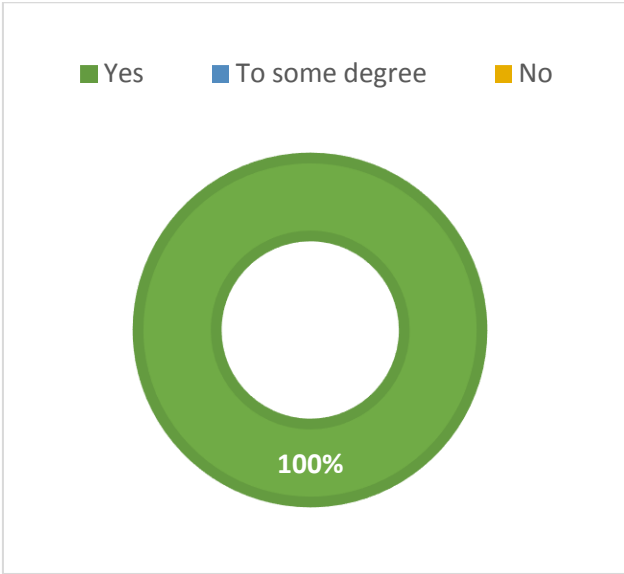


Figure 6: Opportunity to network with others

## Comments

Thank you for the invitation and inclusion.

Thank you for all the effort put into the event.

As this was my first attendance at a forum, I found all the content interesting. I would hope that presentations from individual schools come from across various sectors.

## Suggestions

Case studies of topics or curriculum links in schools.

Identifying relevant research and having it presented would be useful.