



KEY POINTS

Australian Capital Territory and New South Wales States DRANZSEN Forum

Date: Friday, 12 May, 2017
Time: 10:00am-3:00pm
Location: Australian Catholic University,
 Level 18, 8-20 Napier Street, North Sydney
Chair: Dr Liz Tomazic, AIDR
Meeting Contact: AIDR Event, Ph: 03 9418 5274, E: events@aidr.org.au

Participants:	Andrew Edwards Anthony Bradstreet Fiona Amundson Heather Liney Jacqueline Murphy Jan Seruga Lew Short Luke Catorall Mark Caddey Peter Lalor Rachel Flitman Symeon Bourd Tam Hoang Tony McArthur Tony Jarrett	NSW SES Volunteers Association NSW Rural Fire Service ACT Emergency Services Agency Tara Anglican School for Girls NSW Rural Fire Service ACU Blackash Emergency Management NSW Rural Fire Service NSW Office of Environment & Heritage SES Australian Red Cross SES Youth Beyond Disasters Catholic Education Commission NSW NSW Rural Fire Service
Observers:	Greg Taylor (Minutes)	AIDR

1. Welcome

Liz Tomazic, AIDR

Key points:

- Liz Tomazic, AIDR Project Officer, opened the forum by welcoming everyone and acknowledging the traditional owners of the land in which the forum was held.
- Participants introduced themselves.

2. How can the Australian Institute for Disaster Resilience (AIDR) help you foster disaster resilience in your school and community?

Liz Tomazic, AIDR

Key points:

- Liz provided a presentation to introduce AIDR and the work AIDR is contracted to deliver
- Spoke of the Australian Disaster Resilience Knowledge Hub, which is a useful tool for schools when learning about disasters in Australia. The revised Knowledge Hub was launched the day of the Forum – www.knowledge.aidr.org.au



- The presentation provided by Liz is Appendix A to these minutes

3. Schools as generators and sustainers of community resilience: Tony McArthur, CEC NSW Opportunities and challenges

Key points:

- Tony gave a presentation, which is provided as Appendix B to these minutes.
- For more information on the work being conducted by Catholic Education Commission NSW, contact Tony McArthur, Tony.McArthur@cecnsw.catholic.edu.au

4. NSW Rural Fire Service work on Geography Stage 3 Bushfire Unit Tony Jarrett, NSW RFS

Key points:

- Tony Jarrett and Jacqueline Murphy from NSW RFS presented on the work they have done with St Ives North Public School in preparing the school community for bushfires.
- Key message coming out of the work is that the school has led the work, and NSW RFS has been a supporting partner.
- A video of the innovative Grades 5 and 6 STEM project, FireStorm, was viewed: <https://www.youtube.com/watch?v=Z7vjeHef8xU>
- More information on the project can be found on the NSW RFS website: www.rfs.nsw.gov.au/resources/schools

5. ACT and NSW DRANZSEN: where to from here? Rachel Flitman, Red Cross Liz Tomazic, AIDR

Key points:

- Group reviewed the Australian Red Cross definition of disaster resilience education to see if it applies to their vision and direction.

Australian Red Cross definition:

"Disaster Resilience Education builds knowledge, skills and confidence to problem solve and take action in times of adversity."

ACT and NSW DRANZSEN definition:

"Disaster Resilience Education supports the acquisition of knowledge, skills and confidence to problem solve and act before during and after adversity."

- There was extensive discussion around the purpose of the ACT and NSW DRANZSEN group, and if it should exist moving forward.
- It was agreed that the group would need to look at "what things can be provided to promote resilience in a disaster".
- Need to ensure that work in disaster resilience education brings the school leadership team into the conversation.
- For DRANZSEN to succeed, a more collaborative approach to disaster resilience education between the emergency services and education sector is needed; further advocacy required to the education sector to participate in DRANZSEN.



- Any future work that is undertaken, especially any tools that are developed, by DRANZSEN needs to assist school leadership teams to support and foster resilience in their school community.
- AIDR acknowledges that as the first in a series of State and Territory DRANZSEN Forums, ACT and NSW may have been at a disadvantage insofar as lacking knowledge of the priorities of other jurisdictions.
- It was agreed that at the end of the DRANZSEN Forum series in May 2017, AIDR will provide the ACT and NSW group with a comprehensive list of priorities of other states and territories for disaster resilience education.
- AIDR committed that should the need arise, another forum or workshop would be facilitated for ACT and NSW to consider disaster resilience education in their jurisdictions.

Action	Provide ACT and NSW DRANZSEN Forum participants with a comprehensive outline of priorities in other jurisdictions	AIDR	Mid-June 2017
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6. Next Meeting and Close

Liz Tomazic, AIDR

Key points:

- DRANZSEN is currently undertaking a series of forums around Australia
 - o Thursday 18 May – Hobart, TAS
 - o Monday 22 May – Perth, WA
 - o Thursday 25 May – Darwin, NT
 - o Tuesday 30 May – Brisbane, QLD
 - o Wednesday 31 May – Adelaide, SA
- The 2017 National DRANZSEN Forum will be held as part of the AFAC17 Conference in Sydney
 - o The forum will be held as part of the Professional Development Program on Thursday 7 September 2017.
 - o Forum will also include an ‘introduction to disaster resilience education’ session.
 - o Registration for the 2017 National DRANZSEN Forum is free, and is done as part of the AFAC17 registration process – you do not need to attend the AFAC Conference to participate in the 2017 National DRANZSEN Forum.
 - o Registrations are open online: www.afaconference.com.au/register

Attachments

Appendix A: Presentation by Liz Tomazic

Appendix B: Presentation by Tony McArthur

Appendix C: ACT and NSW DRANZSEN Terms of Reference

Australian Institute for
Disaster Resilience



Welcome to the first NSW & ACT DRANZSEN Group Forum

Providing the opportunity to meet and interact,
commence conversations about DRE and identify
future directions and actions.

Today's Program

- 10:20am **How AIDR can help to foster disaster resilience in your school and community**
Dr Liz Tomazic, AIDR
- 10:50am **Schools as generators and sustainers of community resilience: opportunities and challenges**
Tony McArthur, Catholic Education Commission NSW
- 11:35am **Presentation on RFS and St Ives North Primary School – The Firestorm Project based on Geography Stage 3 *Bushfires Unit*, NSW Geography K-10 syllabus**
Tony Jarrett and Jacqueline Murphy, NSW Rural Fire Service
- 12:00pm **Lunch**
- 12.45pm **Who are we and where are we going?**
Workshop/discussion facilitated by Rachel Flitman, Australian Red Cross and Dr Liz Tomazic, AIDR
- 2:00pm **Closing remarks**
- 2:30pm **Conclusion of event**

Australian Institute for
Disaster Resilience



NSW & ACT DRANZSEN Forum

Friday 12 May 2017

**How AIDR can help to foster disaster
resilience in schools and communities**

Dr Liz Tomazic, AIDR

About AIDR

- AIDR is a disaster resilience knowledge centre
- Established in 2015
- In partnership with:

AFAC

Australian Red Cross

Bushfire & Natural Hazards CRC

Australian Attorney-General's Department



AIDR products and services

- NEW! Knowledge Hub website – extensive collection of resources grouped into collections (yet to be launched)
- Re-developed Education for Schools website – links to Knowledge Hub, providing resources for educators and students (yet to be launched; feedback required)
- Australian Journal of Emergency Management (AJEM) published quarterly (free digital subscription)
- Australian National Disaster Resilience Handbook Collection (incl. Manuals), several currently under review (available free online)



- Professional Development Program
- Volunteer Leadership Program
- Resilience Ambassadors Program – provides opportunities for 4 young people under 30 each year
- Resilient Australia Awards sponsored by Attorney-General's Department
- Disaster Resilient Schools Program
- For more information on any of the above, to register for events, to subscribe to AJEM or find a handbook, go to AIDR's website www.aidr.org.au



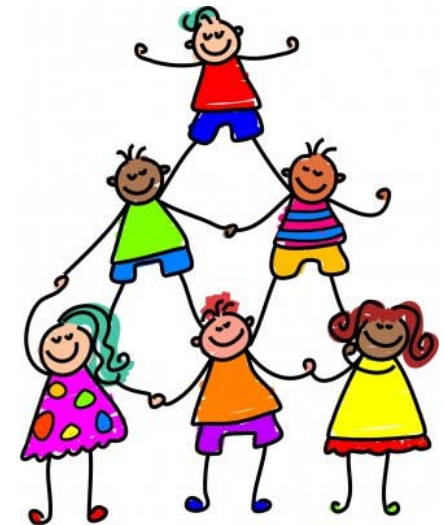
Disaster Resilience Education for Young People

AIDR's program focuses on embedding educational approaches that enhance resilience as a fundamental capability for students, acknowledging that the ability to make informed decisions in emergencies and disasters beyond their life experiences will be an increasing part of their world.



The 3-tiered structure

1. National Disaster Resilience Education Strategy Group (DRESG)
2. Disaster Resilient Australia-New Zealand School Education Network (DRANZSEN)
3. Educators' Forums (currently under development).





National Disaster Resilience Education Strategy Group (DRESG)

Provides leadership for the Disaster Resilience Education program; develops strategies; plays significant role in evaluation of new evidence; advocates for collaborative approach towards practice, funding and policy; works closely with DRANZSEN.



State and territory Disaster Resilient Australia-New Zealand School Education Network (DRANZSEN)

DRANZSEN groups meet in central and accessible locations around Australia. An annual national forum also takes place, featuring a spokesperson from DRESG providing updates on outcomes of the disaster resilience education strategy. DRANZSEN groups develop implementation plans at national and regional levels; guide engagement with schools to encourage active teaching of DRE through PD activities, and link to teaching materials/other resources. DRANZSEN groups work closely with DRESG.



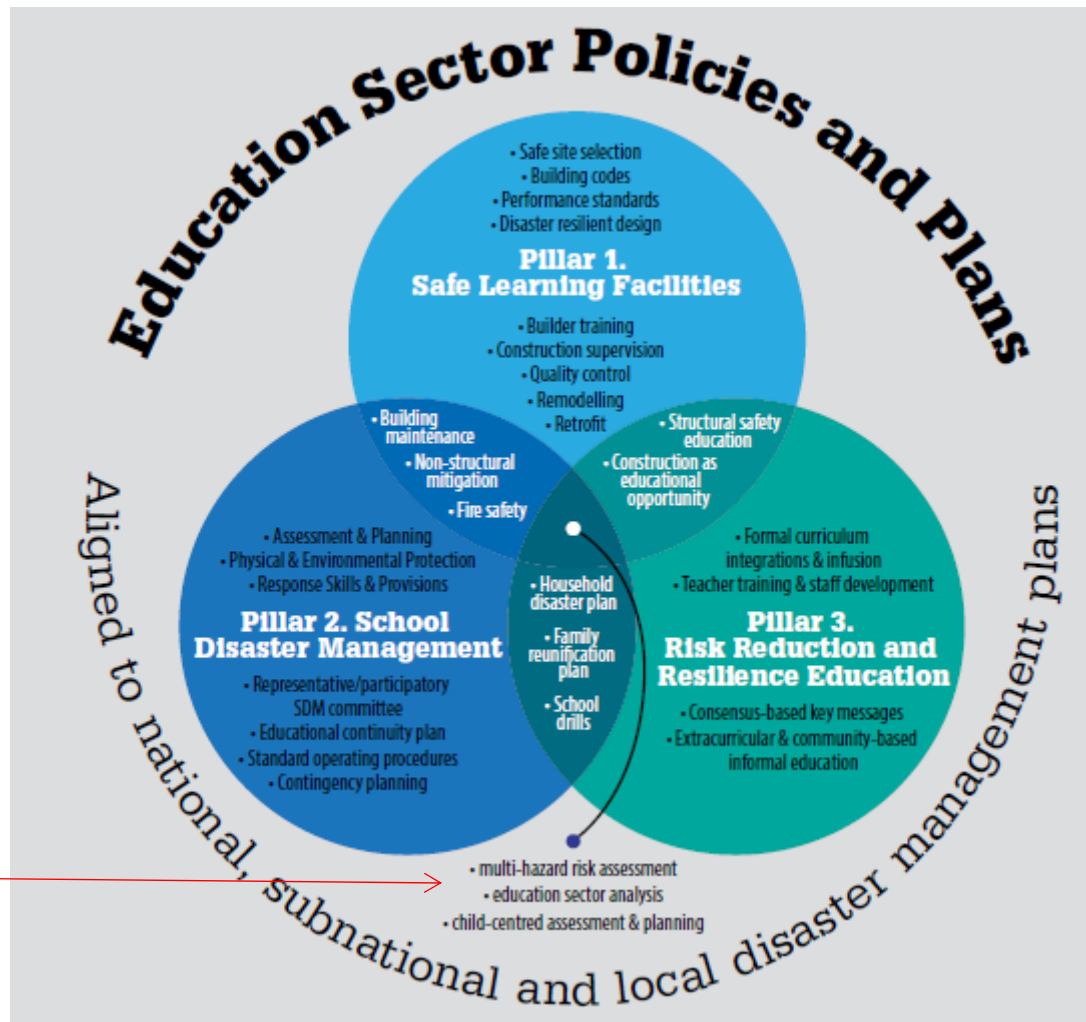
Educators' Forums

Provide educational opportunities for pre-service and experienced teachers to build skills and provide support in teaching disaster resilience education. The forums also provided information to the state/territory DRANZSEN groups about this group's needs.



Useful frameworks

1. Comprehensive Schools Safety (CSS) framework – UNISDR (United Nations), GADRRRES (Global Alliance for Disaster Risk Reduction in the Education Sector)



Purpose of CSS

- Promote risk reduction and resilience in the education sector
- Strengthen coordination and networks for resilience, from local to national, regional, and international levels
- Strengthen education governance and local participation ... to prevent and reduce hazard exposure and vulnerability to all hazards and risks, and to increase preparedness for response and recovery, and strengthen resilience.



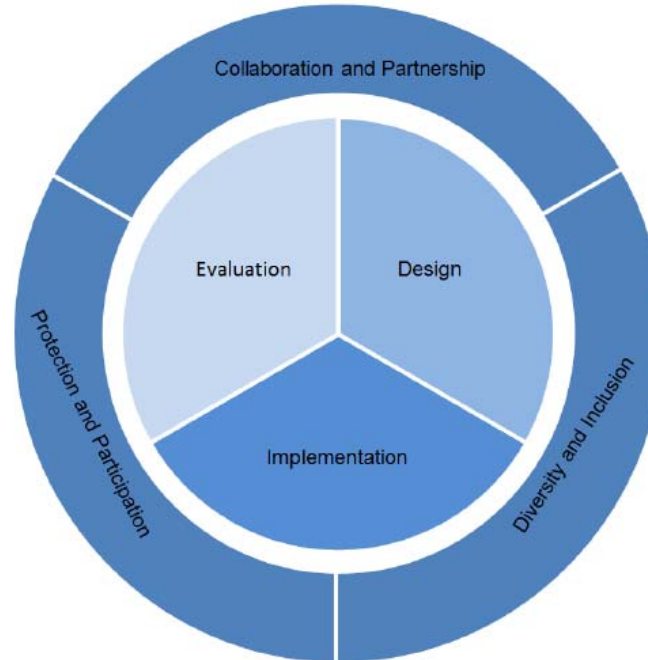


- The Comprehensive School Safety Framework is aligned with Sustainable Development Goals 2015-2030 and Sendai Framework for Disaster Risk Reduction

- DRESG currently exploring Australia's possible affiliation with GADRRRES → DRANZSEN and DRESG could be directly associated in future research and actions

DRE Practice Framework

- Framework developed by Briony Towers, Kevin Ronan et al
- 3-year BNHCRC project - *Building best practice in child-centred disaster risk reduction*
- To provide Australian EM agencies with a strategic, evidence-based approach for designing quality DRE programs that reduce risk, increase resilience and can be implemented at scale.



State/territory DRANZSEN network update

- Other state and territory DRANZSEN Groups:

May 2017 Forums –

18th Tasmania

22nd Western Australia

25th Northern Territory

30th Queensland

31st South Australia



- A report on Forum outcomes will be provided to all members next month

- Victoria Group met Nov 2016 and March 2017; commenced mapping of agencies/programs; planning annual 'Schools Get Ready Day' to gauge and celebrate DRR/DRE occurring in Victorian schools; Ambulance Victoria testing Briony's DRE Practice Framework
- A report on this activity will also be made available to members
- 2nd National DRANZSEN Conference on Thursday 7 September in Sydney

Final points ...

Please 'test drive' the re-designed Schools website,



And

think about what you would like to see on the Program for the National Forum in September – I'll be asking for feedback on both soon.



Schools as generators and sustainers of community resilience: opportunities and challenges

NSW/ACT DRANZSEN Conference 12 May 2017
Dr Tony McArthur, CECNSW

An assumption...

Disaster preparedness is critical in Australia, particularly with the increased threat of natural disasters that climate change portends. ... Disaster-based education is also embedded in the National Curriculum. Understanding whether the programs administered within schools are effective in raising knowledge and awareness about disasters among children is an important component in the delivery of these programs. ... Research in other countries has supported the benefits that may ensue from successfully delivering disaster risk reduction programs to children, not only for increasing children's agency, but also in building community resilience to disasters.

Boon and Pagliano 2014

This may be true... but is it enough?

Focus issues

- What does resilience look like in students and a community?
- How can schools promote resilience?
- Is there anything in particular needed by the schools?

So... what does
resilience look like?

The Resilience Doughnut



Resilience: community and students

Community	Children and Young People
Governance	Exercise initiative, confident
Risk Assessments	Reflective
Knowledge and Education	Sound academic abilities
Risk Management and Vulnerability Reduction	Alert and attentive to stimuli
Disaster Preparedness and Response	Social skills

Using schools to promote community resilience

- Understanding how schools “work” to socialise children: formal and informal learning
- Partnership of schools with community/family
- Children as “influencers”

What children can learn from good school practice in emergency preparation

- Anticipating the emergencies
- Mitigation of risks
- Conscious, deliberate planning for responses to emergencies
- Importance of communication
- The role of rehearsals to train and identify deficiencies
- Links to community agencies

But there is more...

Protecting children and young people in their schools

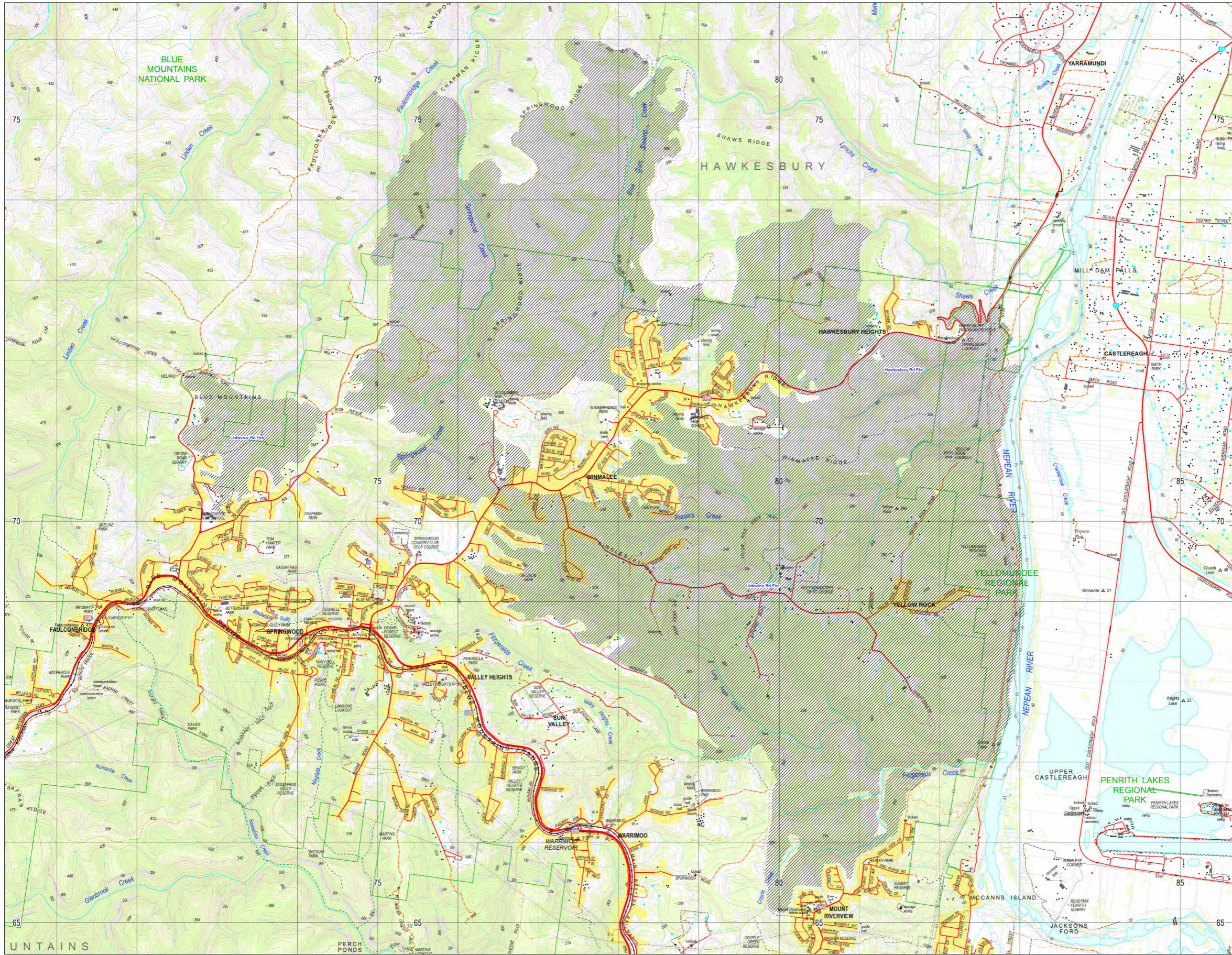
- Schools aggregate the most precious resource for our nation, communities and families
- There is no national, state or territory standard for preparing school leaders to manage emergencies
- Police and combat agencies have little idea of if and how schools prepare for emergencies

What works?

- Adopt common national/state preparation frameworks
- Use local combat agencies to assist school leadership to:
 - * Identify and mitigate threats
 - * Plan responses
 - * Rehearse/test drills
- Involve the students and their families
- Leverage resources of education authorities



Good practice: St Columba's College and
St Thomas Aquinas School, October 2013



BLUE MOUNTAINS

**Hawkesbury Rd Fire
Linksview Rd Fire**

Scale: 1 : 15,000



LEGEND

- | | |
|--------------------------------|----------------------------|
| ● Fire Incident | ● Plant |
| ○ Access Point | ○ Police Motor Vehicle |
| ○ Air Base | ○ Portable Communications |
| ○ Ambulance | ○ Property Damage |
| ○ Assembly Area | ○ RAFT Crew |
| ○ Asset | ○ Refuge Area |
| ○ Asset Defendable | ○ Road Closure |
| ○ Asset Not Defendable | ○ SES Motor Vehicle |
| ○ Asset Potentially Defendable | ○ Sector Boundary |
| ○ Asset - Fauna | ○ Sector Command |
| ○ Asset - Flora | ○ Smoke Hazard Sign |
| ○ Asset - Hazmat | ○ Smoker on Ground |
| ○ Asset - Historic | ○ Smoker Standing |
| ○ Asset - Indigenous Site | ○ Spot Fire |
| ○ Asset - Threatened | ○ Staging Area |
| ○ Base Camp | ○ Tree Down |
| ○ Control Centre | ○ Water Point |
| ○ Control Point | ○ Water Point - Helicopter |
| ○ Custom Point | ○ Water Point - Vehicle |
| ○ Divisional Boundary | ○ Wind Direction |
| ○ Divisional Command | ○ Aerial Ignition |
| ○ Escape Route | ○ Backburn Line Completed |
| ○ Evacuation Area | ○ Backburn Line Burning |
| ○ Evacuation Centre | ○ Backburn Line Proposed |
| ○ Fire Appliance | ○ Control Line Completed |
| ○ Fire Direction | ○ Control Line Proposed |
| ○ Fire Origin - Suspected | ○ Fire Edge Contained |
| ○ Helibase | ○ Fire Edge Going |
| ○ Helipad | ○ Fire Edge Inactive |
| ○ Hotspot | ○ Fire Edge Predicted |
| ○ Hydrant Point | ○ Machine Cut Track |
| ○ Livestock | ○ Track |
| ○ Medical | ○ Burnt Area |
| ○ Mobile Weather Station | ○ Emergency Alert |
| | ○ Previously Burnt Area |
| | ○ Proposed Burnt Area |
| | ○ Safety Hazard |

PRODUCTION INFORMATION

Plot Information:

Date: 13/09/2013
Time: 16:16:55

Fire Statistics:

Burnt Area: 871 Ha
Burnt Perimeter: 27 Km

Map Details:

Base Data: © LPI, SPOT, AAM, SKM, CEH, Sensis, Katron
Map Projection: GDA 1994 MGA Zone 56
Print Date / Time: 14/11/2013 11:18:00 AM
Produced by: Helen Belshaw

WARNING INFORMATION

- This map has been prepared by a NSW Government Agency ("the Agency") using data supplied to it by other agencies and entities.
- The Agency has not verified or checked the data used to prepare this map. The map may contain errors and omissions.
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KEY MAP

The first day



The fire and the schools

- The fire was started by power lines c.1300 on 17 October 2013
- Strong westerly winds caused extensive spotting
- The fire crossed Hawkesbury Road c.1330. By 1530, the fire had spotted across the Nepean River
- 208 homes were destroyed but no lives were lost
- St Thomas Aquinas Primary School self evacuated by walking over 600 K-6 students and staff 2 km.
- St Columba's College sheltered in place until final evacuation at 1900 hours over over 1000 students and staff
- Police set up an evacuation centre in Springwood

The Linksview Fire: lessons

- Site preparation
- Planning and drills
- Implementation of plans depend upon staff and students
- Communication with the school community
- Don't assume emergency services will be present unless you are under immediate threat
- Decisions have to be made - know what information is needed
- School authority support particularly for communications
- Equipment deficiencies were identified
- Staff need to plan for evacuations and lock downs - implications for their families

And why were these schools able to respond?

- In March 2013, the schools participated in a planning workshop conducted by the local RFS brigade and CECNSW
- The workshop covered:
 - The vulnerabilities historically
 - How combat agencies work
 - Will the cavalry come or not
 - What a bushfire is like
 - Decision-making
 - Review current emergency plans

What did the students and the community learn?

- Disasters will happen
- Impacts can be mitigated
- Planning and preparation are really important
- Schools can be trusted to be prepared
- “I will be looked after even if bad things happen”

Take home messages

- There is a role for schools in the promotion of resilience in students and their communities
- Don't rely on curriculum for the promotion of resilience in school students
- People learn effectively through modelling and doing
- School leaders need to learn how to manage emergencies - local is feasible and effective

References

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Australian Institute for Disaster Resilience

Disaster Resilient Australia-New Zealand School
Education Network (DRANZSEN)

DRAFT Terms of Reference



Australian Institute for
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DRAFT

TERMS OF REFERENCE

This Terms of Reference document is informed by the AIDR Disaster Resilience Education for Schools Strategy.

Context

In 2012 the Disaster Resilient Australia School Education Network (DRASEN) was formed with the support of the Australian Government Attorney-General's Department and the former Australian Emergency Management Institute (AEMI) to encourage the development of disaster resilience education in school programs nationally. In 2014, DRASEN was extended to include New Zealand emergency service agencies and DRANZSEN was formed.

Following the Attorney-General's decision in 2014 to close AEMI in June 2015, the Australian Institute for Disaster Resilience (AIDR), a partnership between the Australasian Fire and Emergency Service Authorities Council (AFAC), the Australian Red Cross and the Bushfire and Natural Hazards Cooperative Research Centre (CRC) was successful in its proposal to deliver a range of products and services previously delivered by AEMI and is working closely with the Attorney-General's Department to deliver those programs. Launched in November 2015, AIDR is delivering a range of disaster resilience-related products and services including professional development, schools education and knowledge management to professionals and volunteers in the education sector.

The major objectives of AIDR for the Disaster Resilient School Education program are:

- To develop a common context and framework for the promotion of disaster resilience in Australian schools
- To strengthen the capacity of the education sector to develop disaster resilience in young people.

AIDR has begun establishing a three-tier structure to support the School Education program, as follows:

- National disaster resilience educational strategy group (DRESG)
- State and territory Disaster Resilient Australia-New Zealand School Education Network (DRANZSEN) forums, and
- Educators' forums.

National Disaster Resilience Educational Strategy Group (DRESG)

The strategic reference group will identify strategies and options that will broaden the understanding of disaster resilience in primary and secondary schools. DRESG will provide leadership for the School Education program and will work closely with DRANZSEN forums in the implementation of the strategies. The reference group will identify means of evaluating how resilient schools are to disasters.

State and territory forums (DRANZSEN)

DRANZSEN is a national network of state and territory groups. While each state/territory DRANZSEN group may from time to time elect to combine their DRANZSEN activities with other local initiatives, their main priority will be to contribute to the overall achievement of the DRANZSEN National Priorities (see Appendix 1).

The DRANZSEN state and territory forums are the central element of the schools education strategy. The forums will provide feedback on the strategies developed by DRESG and develop implementation plans for those strategies at national and regional levels – understanding that while much of the implementation may be common, there may be regional nuances that need to be understood and incorporated into planning.

The core objective of the DRANZSEN forums is to foster and strengthen the ability of the education sector to promote disaster resilience confidently and consistently.

Membership of this group is open to each state/territory's representatives drawn from the education faculties of universities; federal, state and local governments; educational institutions; professional associations; community agencies; and other organisations with an interest and ability to contribute to the implementation of the disaster resilient schools education program.

The forums will guide engagement with schools to encourage them to more actively teach disaster resilience education as a fundamental life skill by translating strategies into professional development activities, links to relevant teaching materials and other initiatives that the DRANZSEN forums identify. Open communication between the three elements of the program will ensure consistency in the objectives of the program and the sharing of any initiatives that are developed by an individual or state/territory.

The forums will:

- 1 Occur five times a year in locations across Australia (in some cases, there may be joint state/territory events to ensure annual coverage). One of those will be a national forum to share and discuss the work of the state/territory forums and the progress of the program.
- 2 Include an annual national teleconference or webinar featuring a spokesperson from the DRESG speaking about and providing updates on development and progress with the implementation of the disaster resilience education strategy and updates on recent research.
- 3 Take place in central and accessible locations across Australia.

It is anticipated that at least five forums will take place during the 2016 calendar year and every year thereafter. Delegates are expected to fund their own travel and incidental expenses although the budget will allow for assistance with transport costs for up to two remote delegates to each forum.

Educators' forums

These forums will provide opportunities particularly for pre-service teachers in collaboration with teachers and school executive staff to develop an understanding of disaster resilience in schools. While acknowledging the broad benefits to student wellbeing of resilience, the focus will be on promoting confidence in staff and students that they can respond effectively to a disaster in their community.

The network will leverage on other existing networks rather than developing a completely new structure.

Aims, objectives and outcomes

The aim of the Disaster Resilient Australia-New Zealand School Education Network (DRANZSEN) is to foster and strengthen the ability of teachers and other educators to promote disaster resilience in young people with confidence and consistency.

The objectives and outcomes required to achieve this aim form the basis of the DRANZSEN Work Plan, constructed collaboratively by the members of DRANZSEN and contained in a separate document.

Review

This Terms of Reference is effective from June 2016 and continues until the cessation of funding of AIDR by the Attorney-General's Department. Subsequent to annual reviews, it will be ongoing until terminated by agreement between the parties.

Membership

- DRANZSEN membership reflects education departments/authorities, community engagement/school program officers from state and territory emergency service agencies, academics, non-government agencies and co-opted specialists, ensuring a balance across jurisdictions and sectors. For example: Australian state/territory Departments of Education, state/territory Catholic Education Commissions, Independent Schools' Associations, researchers and/or other staff of universities (e.g. ACU, RMIT, CQU), local government authorities (e.g. councils), fire and emergency services, Scouts Victoria, Save the Children, etc. Membership of DRANZSEN is not limited. DRANZSEN members are free to propose additional ongoing or ad hoc members from other relevant and interested agencies and specialists whose involvement might be necessary to achieve the aims of the group.
- Membership of the group will be geographically inclusive.
- AIDR will provide a secretariat for the group.

Membership term

Membership of DRANZSEN is ongoing, but will be reviewed every two (2) years to ensure the membership list remains current.

Organisation

- DRANZSEN state/territory groups will aim to meet face-to-face at least once a year.
- DRANZSEN will maintain out-of-session contact through agreed communication channels.
- Through the Annual National Forum, DRANZSEN will establish a three-year strategic plan that is refreshed annually.
- DRANZSEN can form working groups if and as required.

Responsibilities

- The AIDR Secretariat is responsible for convening meetings and/or other events as required.
- DRANZSEN will report to the AIDR DRANZSEN Project Officer.
- Jurisdictional delegates are responsible for briefing their own organisational networks.

Resourcing

Any costs involved in participating in the forums and/or other events will be borne by participants or their organisations unless otherwise agreed in advance with the AIDR Director.

Quorum

A quorum for any national DRANZSEN Forum will be twenty (20) members.

For any state / territory Forum, the quorum will be influenced by the size of the state or territory. A quorum will be the larger of either 10 members or 50% of the number of members registered to attend the Forum.

Voting

Decisions will be made by consensus (i.e. members are satisfied with the decision even though it may not be their first choice).

Submission of new business

All correspondence will be submitted to the AIDR Secretariat – liz.tomazic@aidr.org.au.

Distribution of documentation

- Members will be supplied with complete, accurate and meaningful information in a timely manner.
- Meeting Agendas and Minutes, including the preparation of agendas, supporting papers, meeting notes and information, will be provided by the AIDR Secretariat.
- Minutes will be distributed within one (1) week of meetings.

Reporting

- Individuals will be responsible for reporting to the agencies or organisations they represent and for communicating views and opinions of those agencies and organisations to the group.
- AIDR will develop and maintain an information sharing capability for the network.
- Public sharing of group documents will be with the agreement of the group.

Amendment, modification or variation

This Terms of Reference may be amended, varied or modified in writing after consultation and agreement by DRANZSEN members and ratification by AIDR.

APPENDIX 1

DRANZSEN National Priorities 2016-2018

"For a resilient nation, all members of the community need to understand their role in minimising the impacts of disasters, and have the relevant knowledge, skills and abilities to take appropriate action." (National Strategy for Disaster Resilience, COAG 2011)

"The Australian Institute for Disaster Resilience (AIDR) contributes to a more resilient Australia by investing in people through the delivery of tailored training, professional development and schools education." (AIDR Growth & Development Strategy 2017-2019)

AIDR, through the DRANZSEN state and territory forums, seeks to:

1. Establish a connected community of practice that is committed to building resilience to disasters as a core capability in young people and in schools
2. Identify the most effective means of promoting disaster resilience in schools in collaboration with emergency management agencies and the education sector and promoting the use of the frameworks
3. Promote the adoption of effective, sustainable disaster resilience practices into school policies
4. Enable all educators to be confident in their promotion of disaster resilience in their students.
5. Encourage collaborative practices and promotion of partnerships between emergency management agencies and the education sector
6. Contribute to the development of a freely accessible body of knowledge that will support all who are interested in contributing to the growth of disaster resilience in young people.

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