



## KEY NOTES

### South Australia DRANZSEN Forum

**Date:** Wednesday 31 May, 2017  
**Time:** 10:00am-2:30pm  
**Location:** Immanuel College  
 32 Morphett Road, Novar Gardens  
**Chair:** Carolyn Grantskalns, AISSA  
**Meeting Contact:** AIDR Event, Ph: 03 9418 5274, E: [events@aidr.org.au](mailto:events@aidr.org.au)

| Participants: |                             |   |
|---------------|-----------------------------|---|
|               | Carolyn Grantskalns (Chair) | Assoc'n of Independent Schools of SA (AISSA)  |
|               | Annette Bardsley            | The University of Adelaide                    |
|               | Anton Visser                | Portside Christian College                    |
|               | Antonella Cavallo           | Emergency Relief Functional Support Group     |
|               | Carol Haley                 | SA Veterinary Emergency Management            |
|               | Catherine Maynard           | Australian Red Cross                          |
|               | Catherine Opitz             | Dep't of Ed'n & Childhood Develop't SA (DECD) |
|               | Cheryl Glenie               | DECD  |
|               | Cynthia O'Neil              | DECD  |
|               | David Evans                 | Immanuel Primary School                       |
|               | Debbie Antoniw              | Portside Christian College                    |
|               | Deborah Lamb                | SA State Emergency Service (SES)              |
|               | Erin Labadas                | DECD  |
|               | Fiona McAuliffe             | Concordia College                             |
|               | Fiona Dunstan               | SA Country Fire Service (SA CFS)              |
|               | Glenys Perri                | Save the Children                             |
|               | Grant Bock                  | Westminster School                            |
|               | Helen Marron                | Kids Media                                    |
|               | Jayme Moreland              | SA (SES)                                      |
|               | Jodie Fraser                | Immanuel Primary School                       |
|               | Johan Giesel                | Toongabbie Christian School                   |
|               | John Kinniburgh             | School  |
|               | Kathryn Bruggemann          | DECD  |
|               | Ken Dorgan                  | TAFE SA                                       |
|               | Margaret Whitbread          | Immanuel Primary School                       |
|               | Michael Arman               | Australian Red Cross                          |
|               | Mick Hoopmann               | Concordia College                             |
|               | Miriam Lumb                 | SAFECOM                                       |
|               | Nichole Tiller              | Cedar College                                 |
|               | Nicole Cawley               | DECD  |
|               | Penny Kazla                 | SA CFS  |
|               | Peta O'Donohue              | SA CFS  |
|               | Robert Cavallera            | TAFE SA                                       |
|               | Ross Scrymgeour             | Prince Alfred College                         |
|               | Rowena Fox                  | DECD  |
|               | Steve Genesin               | Catholic Education SA                         |



|                   |                       |   |
|-------------------|-----------------------|---|
|                   | Vicki Scott           | DECD  |
|                   | Rob Ruediger          | Immanuel College                              |
|                   | Robert Pluck          | Immanuel College                              |
|                   | Tracy Grime           | SACES   |
|                   | Therese Pedler        | SA CFS  |
|                   | Carolyn Markey        | St Johns Grammar                              |
|                   | John Hubbard          | DECD  |
|                   | Sue O'Kelly           | Wilderness School                             |
|                   | Sonia Peters          | Pembroke School                               |
|                   | Sandra Nolan          | Wilderness School                             |
|                   | Delene Weber          | University of South Australia                 |
|                   | Michelle Roberts      | Department of Education and Training Victoria |
|                   | Henry Yelland         | Immanuel College (student)                    |
|                   | Meg Elsworth          | Immanuel College (student)                    |
|                   | Rino Veldon           | Immanuel College (student)                    |
| <b>Observers:</b> | Greg Taylor (Minutes) | AIDR  |
|                   | Liz Tomazic           | AIDR  |

## 1. Welcome

Peta O'Donohue and Carolyn Grantskalns

### Key points:

- Peta O'Donohue from CFS SA welcomed everyone to the South Australia DRANZSEN Forum, and briefly recounted how the forum was developed.
- Peta introduced Carolyn Grantskalns from the Association of Independent Schools of South Australia (AISSA) as Chair.
- Immanuel College School Vice-Captain, Max Richardson, welcomed forum participants to the school, and acknowledged the traditional owners of the land.

## 2. How the Australian Institute for Disaster Resilience (AIDR) can help foster disaster resilience in schools and communities

Liz Tomazic, AIDR

### Key points:

- Liz provided a brief 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 on 12 May 2017 – [www.knowledge.aidr.org.au](http://www.knowledge.aidr.org.au)
- The full version of the presentation is Appendix A to these notes.

## 3. Are we disaster ready? An interactive exercise designed to challenge participants to think about what might happen when disaster strikes

All

### Key points:

- Country Fire Service (CFS) community engagement practitioners, led by Peta O'Donohue and Oshanna Alexander, worked with groups to discuss challenges and implications across four different disaster hazard types:
  1. Toxic cloud
  2. Severe weather



3. Bushfire
  4. Earthquake
- Each group worked on two different disaster hazard scenarios, then reported back to the wider group
  - Responses to these activities are attached to these notes as Appendix B.

#### 4. Video: Building best practice in Child-Centred Disaster Risk Reduction Prof Kevin Ronan

Key points:

- Prof Kevin Ronan, CQU, provided a short video to discuss Child Centred Disaster Risk Reduction
- Kevin acknowledged that there needs to be a balance of protection and participation when preparing children and young people for disasters
- He stated that research over the past 20 years indicates that DRE programs for children and young people make a difference in their knowledge and preparedness and reduce their fears, whereby a threat is turned into a challenge to be solved, effectively disempowering the “monster in the closet”.
- Additionally, children and young people were “an untapped community motivational reservoir”, their active participation in DRE enabling households to “move from belief to action”
- ‘Transfer effects’ of DRE include children and young people bringing home tasks, with their parents more likely to be involved in more preparation and mitigation activities at home.
- In response to Prof Ronan’s video, Carolyn Grantskalns from the Association of Independent Schools of South Australia (AISSA) invited the group to discuss:
  1. What were some of the key ideas raised by Prof Kevin Ronan that are particularly relevant to you and your school or community?
  2. What concepts or ideas would you like to learn more about?
- Responses to these activities are attached to these notes as Appendix C.

#### 5. Managing children, schools, emergencies, critical incidents and trauma Michelle Roberts

Key points:

- Michelle Roberts from the Department of Education and Training Victoria joined the group to discuss work being undertaken in Victoria
- Michelle’s presentation is attached to these notes as Appendix D.

#### 6. Panel Discussion Various

Key points:

- Panel members included:
  1. Michelle Roberts – Department of Education and Training Victoria
  2. Kathryn Bruggeman – Department of Education and Child Development South Australia
  3. Cynthia O’Neil – Principal Elliston Area School
  4. Kevin Richardson – Principal Immanuel College
  5. Penny Kazla – Country Fire Service and Parent Representative

Some of the key themes to come from the panel session included:

- Important that schools build a level of trust for parents to feel comfortable that their children are safe during a critical incident



- Important to honour individuality to recovery, and respect that everyone deals with critical incidents in their own way
- School communities take more interest in policies post-event, so it is important to generate interest before events
- Important to partner with and foster parents and leaders – recovery is ongoing and triggers are always around

## 7. Workshop: What support is needed in the youth and education sectors

All

Key points:

- Discussion led by Carolyn Grantskalns, AISSA.
- Considering Comprehensive School Safety, groups discussed the following questions:
  1. What skills and capabilities do educators need to foster disaster resilience in their communities? How can AIDR and DRANZSEN help?
  2. What support does the sector need to further DRE in South Australia?
- Responses to these activities are attached to these notes as Appendix E.

## 8. "Post It" Concepts, Ideas and Questions

All

- Participants contributed their ideas, questions and comments to a set of "Post It" charts and these are attached to these notes as Appendix F.

## 9. Next Meeting and Close

Liz Tomazic, AIDR

Key points:

10. DRANZSEN is currently undertaking a series of forums around Australia
  - a. Friday 12 May – Sydney, NSW and ACT *(Completed)*
  - b. Thursday 18 May – Hobart, TAS *(Completed)*
  - c. Monday 22 May – Perth, WA *(Completed)*
  - d. Thursday 25 May – Darwin, NT *(Completed)*
  - e. Tuesday 30 May – Brisbane, QLD *(Completed)*
11. The 2017 National DRANZSEN Forum will be held as part of the AFAC17 Conference in Sydney
  - a. The forum will be held as part of the Professional Development Program on Thursday 7 September 2017.
  - b. Forum will also include an 'introduction to disaster resilience education' session.
  - c. 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.
  - d. Numbers are limited – register early!
  - e. Registrations are open online: [www.afaconference.com.au/register](http://www.afaconference.com.au/register)

## Attachments

Appendix A: Presentation by Liz Tomazic, AIDR



- Appendix B: Responses to Item 3, 'Are we disaster ready?'
- Appendix C: Responses to Item 4, Prof Kevin Ronan's video on CC-DRR
- Appendix D: Presentation by Michelle Roberts, DET Victoria
- Appendix E: Responses to Item 7, 'What support is needed in the youth and education sectors?'
- Appendix F: Contributions to "Post It"
- Appendix G: SA DRANZSEN Draft Terms of Reference

Australian Institute for  
**Disaster Resilience**



## **Welcome to the South Australia DRANZSEN Group Forum**

Wednesday 31 May 2017, Adelaide

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 foster disaster resilience in your school and community**  
Dr Liz Tomazic, AIDR
- 10.35am    **Are we disaster ready? An interactive exercise designed to challenge participants to think about what might happen when disaster strikes.**  
Peta O'Donohue and Oshanna Alexander, SA Country Fire Service
- 11.05am    **Video: Building best practice in child-centred disaster risk reduction (CC-DRR)**  
Prof Kevin Ronan, CQU
- 11.20am    **Managing children, schools, emergencies, critical incidents and trauma**  
Guest speaker: Michelle Roberts, Department of Education and Training, Victoria
- 12.15pm    **Lunch**
- 12.45pm    **Panel discussion: What are the learnings from the impacts of recent disasters on education communities?**  
-Kate Bruggeman, Department of Education and Child Development South Australia  
-Michelle Roberts, Department of Education and Training Victoria  
-Cynthia O'Neil, Principal Elliston Area School, R-10  
-Kevin Richardson, Principal Immanuel College
- 2.00pm    **Workshop: Building disaster resilience: What support is needed in the youth and education sectors?**
- 2.25pm    **Closing remarks**
- 3.30pm    **Conclusion of event**

Australian Institute for  
**Disaster Resilience**



# South Australia DRANZSEN Forum

Wednesday 31 May 2017, Adelaide

**How AIDR can help foster disaster resilience**

Dr Liz Tomazic, AIDR, Project Officer

# What's Disaster Resilience?

## The United Nations International Strategy for Disaster Reduction (UNISDR)

defines it as .....

the ability of a system, community or society exposed to hazards to resist, absorb, accommodate to and recover from the effects of a hazard in a timely and efficient manner, including through the preservation and restoration of its essential basic structures and functions.

There are many definitions.

AIDR refers to the [Australian National Strategy for Disaster Resilience](#) which describes the *attributes* of disaster resilience within communities as individuals' ability to:

- function well under stress
- successfully adapt to change
- be self-reliant, and
- have social capacity and support systems.

# About AIDR

- AIDR is a disaster resilience knowledge centre
- Established in 2015
- Partnering 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 <https://knowledge.aidr.org.au/>
- Re-developed **Education for Schools website** – links to Knowledge Hub, providing resources for educators and students (launched soon; feedback invited)
- **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** – providing learning opportunities for volunteers through to leadership teams in response agencies and humanitarian organisations
- **Volunteer Leadership Program** – training events to enhance volunteers’ skills in leadership and organisational management
- **Resilience Ambassadors Program** – providing opportunities for several young people aged under 30 from across Australia each year
- **Resilient Australia Awards** – sponsored by Attorney-General’s Department (nominations now open until 30 June 2017)
- **Disaster Resilient Schools Program**

For more information on any of the above  
go to the AIDR website

[www.aidr.org.au](http://www.aidr.org.au)



# What is Disaster Resilience Education?

*Disaster Resilience is the ability to anticipate, prevent or mitigate, prepare for, respond to and recover from the impact of hazards.*

*Disaster Resilience Education builds knowledge, skills and confidence to problem solve and take action before, during and after a disaster.*

*Disaster Resilience Education supports the development of a culture of safety and preparedness and thus disaster resilient communities.*

*The features of effective Disaster Resilience Education include (but are not limited to):*

- it is appropriately pitched to the audience – including pre-school, primary, secondary and post-secondary students;*
- It considers inclusivity and student diversity;*
- It utilises contemporary communications and delivery modes and tools;*
- It builds incremental understanding and milestones;*
- It is relevant to the learner (local and global contexts);*
- It is dynamic and reflects current and emerging research;*
- It uses a common/consistent language;*
- It is action oriented (participatory, experiential, volunteerism, production of learning artefacts);*
- It is embedded / integrated in the Australian Curriculum;*
- It links with school strategic plans and initiatives;*
- It empowers students – sense of purpose and usefulness;*
- It builds on / supports home/school/community connectedness;*
- It is interactive, fun and engaging;*
- It can be evaluated (Is it working? Does it help prepare students physically and emotionally?).*

# Why is it important?

## There are a number of reasons ....

- It's a life skill
- Children and young people are citizens now, in their own right, as well as on their way to becoming adults and need to keep developing their knowledge and skills
- Children are experts in their own lives and have much knowledge to contribute

- As the climate changes, our populations will need skills that they might not have needed in the past
- Evidence shows that children are ‘influencers’ of their families and communities
- Children enjoy being involved in decision-making and learning how to be resilient through inquiry-based approaches, practising drills, etc.
- Resilient communities save governments money (i.e. prevention = less government expenditure)!

# Sendai Framework for Action on Disaster Risk Reduction 2015-2030 states that:

It's necessary to have an 'inclusive and all-of-society disaster risk management which strengthens the synergies across groups'

in order to create

'a culture of prevention and education on disaster risk ... and advocate for resilient communities' (p20).



Groups noted in particular include children and youth.

Emphasising their roles as ‘agents of change’, children and young people ‘should be given the space and modalities to contribute to disaster risk reduction’ that are aligned with ‘legislation, national practice and educational curricula’ (SFDRR 2015, p20).

# National Strategy for Disaster Resilience, COAG 2011 (NSDR):

This revolves around the organising theme of disaster risk reduction being a 'shared responsibility' between government and the community; one that promotes a 'culture of disaster resilience'.

Providing information and warnings is important but educating people how to act on their knowledge is equally important (p10).

## NSDR notes that:

Existing community structures and networks are used to promote and enhance disaster resilience (p10).

Schools, then, as vital community hubs that link children, young people, households and other community networks, are therefore well placed to embed and promote this notion of shared responsibility.

# United Nations Convention on the Rights of the Child ....

Children and young people have the rights of protection and participation.

Current research findings indicate that parents and teachers have a preference for programs based on an interactive problem-solving approach (Kelly & Ronan 2016).

Again, this notion of ‘shared responsibility’ is reinforced.

# What is AIDR's role?

# AIDR's support for DRE

- **Disaster Resilient Schools Program:**

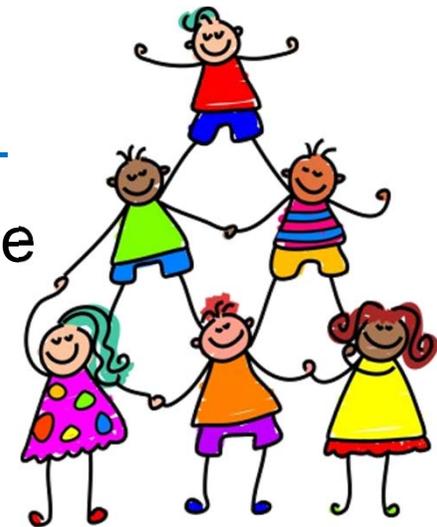
- Dr John Bates, Program Manager
- Dr Liz Tomazic, Project Officer

- **Re-designed EM Schools website:** links to Knowledge Hub, providing resources for educators and students, contributions invited, dedicated state/territory DRANZSEN pages, links to agency/services resources

- **Links to current research** via BNHCRC and other affiliations

# AIDR's 3-tiered structure for disaster resilience education (DRE)

1. *National Disaster Resilience Education Strategy Group (DRESG)* – linking practice, policy and research
2. *Disaster Resilient Australia-New Zealand School Education Network (DRANZSEN)* – a national networking initiative to encourage teaching of DRE
3. *Educators' Forums* (under development): PD for pre-service and registered teachers.





## 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.



# DRANZSEN – Disaster Resilient Australia-New Zealand School Education Network

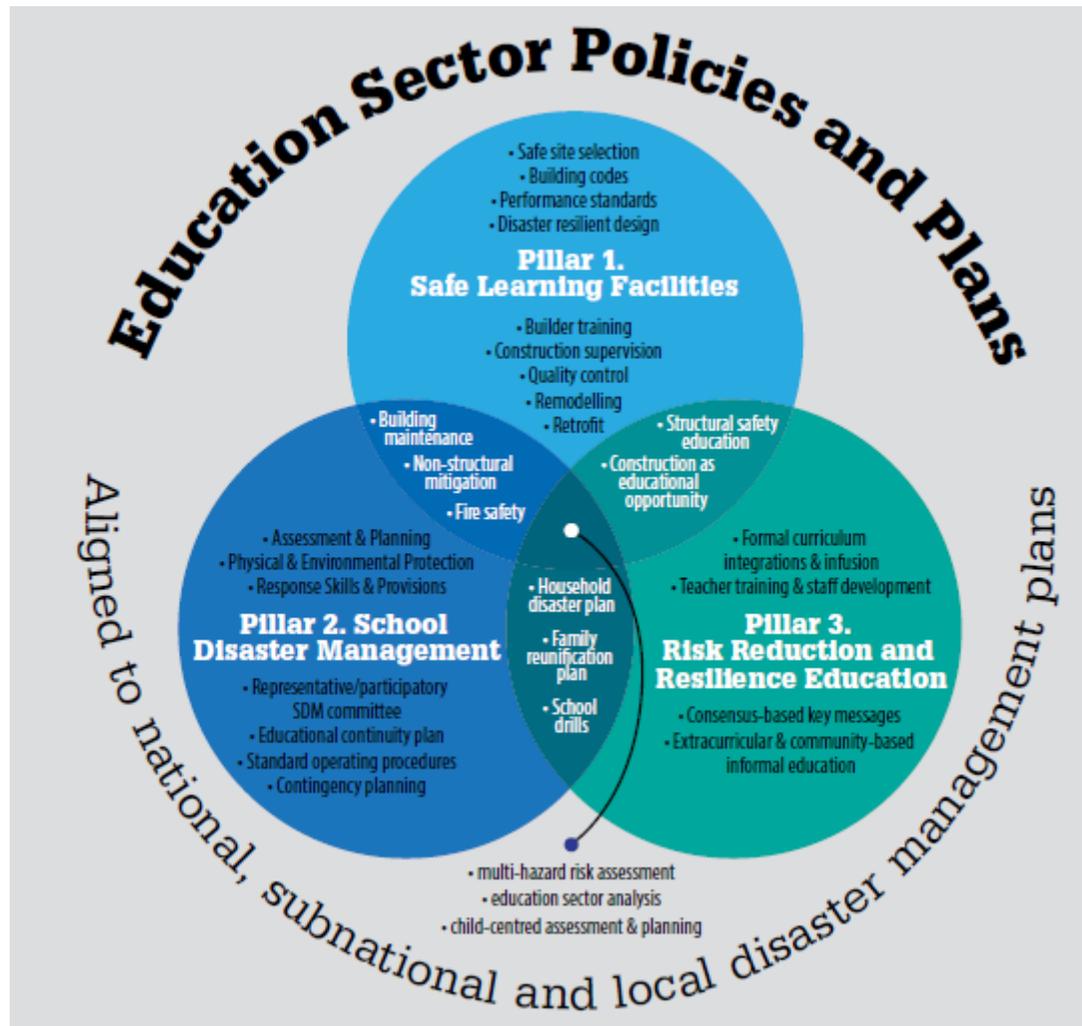
Some of its purposes include:

- To facilitate a national initiative (DRANZSEN) that enables sharing of DRE information, resources and practices
- To support the collaborative DRE activities and efforts of EM/other agencies and the education sector
- To encourage evaluation of DRE programs in order to build an evidence base



# Useful frameworks

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



# Purposes 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 Dr Briony Towers, Prof 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 activity update

- Other state and territory DRANZSEN Groups:  
May 2017 Forums –

12<sup>th</sup> NSW & ACT

18<sup>th</sup> Tasmania

22<sup>nd</sup> Western Australia

25<sup>th</sup> Northern Territory

30<sup>th</sup> Queensland

31<sup>st</sup> South Australia



- A report on all states' and territories' Forum outcomes will be provided to all DRANZSEN members next month

Forthcoming events:

- 2<sup>nd</sup> National DRANZSEN Conference on Thursday 7 September in Sydney

Registration is free and now open via the AFAC17 Conference registration page

## Final points ...

Please visit the Knowledge Hub, the re-designed Schools website,

and ....

think about what you would like to see on the Program for the National Forum in September.

**Any questions?**





## SOUTH AUSTRALIA DRANZSEN GROUP FORUM 31 MAY 2017

### Workshop activity: Are we disaster ready?

#### Various disaster type scenarios

Led by Peta O'Donohue and Oshanna Alexander, CFS SA

Participants worked in small groups representing multi-agencies and sectors; each group was provided with a brief scenario overview and asked to identify the potential issues and challenges involved in dealing with same.

Scenarios incorporated the following hazards:

1. Toxic cloud
2. Severe weather
3. Bushfire
4. Earthquake

#### GROUP RESPONSES (all answers combined)

| <b>1. Toxic cloud</b>  |                                   |                                       |
|--|-----------------------------------|---------------------------------------|
| Lack of communication  | Traffic management                | Head count                            |
| Lack of information  | 'Invac'                           | Who is in charge? What is EM Plan?    |
| Potentially life-threatening   | Prioritising                      | ERT management team                   |
| Hysteria/panic   | First Aid/Senior First Aid people | Child safety/Are children ok?         |
| Getting children indoors   | Medical emergency                 | Staff leaving                         |
| Shutting and blocking windows, doors   | Medical conditions                | Family concerns for children of staff |
| Children concerned for family/friends  | Bus company issues/drivers        | Conflicting roles                     |
| What to do/how to  | Keeping people calm               | Tapping into other resources          |
| Gov't radio network/CB/wind-up radio   | ZEC activated                     | Grounds people                        |
| SAPOL lead agency  | Inform boss of own whereabouts    | Stay in classroom? Or go?             |
| Influx of parents into school  | Has school informed parents       | Cross-checking of lists               |
| Safety of pets/farm animals  | Satellite phone?                  | Answering parents' questions          |
| Dealing with opportunistic people  | Sealing with media                | Collateral damage                     |
| Provide emergency number/s   | Leave phone lines clear           |                                       |
| <b>Basic principles:</b>   |                                   |                                       |
| <ul style="list-style-type: none"> <li>▪ Know your plans</li> <li>▪ Remain calm</li> <li>▪ Make the best decision you can with the information you have</li> <li>▪ How we communicate with our communities beforehand</li> </ul> |                                   |                                       |

| <b>2. Severe weather</b>   |   |  |
|--|---|--|
| Local council warnings - 'stay home. Who is to blame?              | Deploy works crew to clear debris/sandbagging                   | What do small children get told?                           |
| Out of hours BOM forecast - emergency texts/ timing of warnings    | DECD alerts; communication failures; email from Regional office | Email system for all staff                                 |
| Parents – email – personal contacts SMS, facebook                  | How much responsibility do indiv. community members have?       | Emergency relief area/centre – blankets, food, water, etc. |
| Does the community know the EMP?                                   | Staff not able to attend modified program.                      | Neighbour risks, e.g. tree might fall on property          |
| Site closure; site safety  | Reliable weather info.  | Buses  |
| School responsibilities: emergency kits for students/staff on site | What to do when schools cut off                                 |  |

|   |  |  |
|---|--|--|
|   |  |  |
| <b>Principals' tasks:</b>   |  |  |
| <ul style="list-style-type: none"> <li>▪ Risk assessment with team: where students are / bussing students</li> <li>▪ Communication strategy</li> <li>▪ Outings – BOM website severity</li> <li>▪ Touch base – Head Office authorisation for closure of school</li> <li>▪ Care arrangements for students coming to school</li> <li>▪ Power outages – torch/heat</li> </ul> |  |  |
| <b>Regional manager offsite:</b>  |  |  |
| <ul style="list-style-type: none"> <li>▪ Offer advice – checklists</li> <li>▪ Alarms – would they work?</li> </ul>  |  |  |
| <b>Bus drivers:</b>   |  |  |
| <ul style="list-style-type: none"> <li>▪ Aware they need to talk with Principal – have knowledge of roads; decide whether to cancel bus</li> <li>▪ Who has the last say?</li> <li>▪ In emergency – DECS – Principals call as privilege; local knowledge</li> </ul>  |  |  |

|  |  |   |
|--|--|---|
| <b>3. Bushfire</b>   |  |   |
| Where is fire/how far away? Time of day. Size? Source of information?                | Do we have a SDM plan?<br>Awareness of legalities        | Checklist – fire on site plan, approaching plan   |
| School rating – R1, R2, R3, R4   | Rating of day/weather                                    | Speed of fire   |
| Sign in procedure?   | Where are all children, including camp/excursion groups? | Communication – emergency alerts; parents' need to know                                   |
| Dealing with parents – keep away/bring in? Stop students from leaving if applicable? | Verifying official information; timely / accurate?       | Duty of care: clarity of staff roles; panic controls; role of staff vs. role as a parent? |
| Dealing with media   | Reliance on electricity/mobile phone coverage            | Satellite phones, UHF, radios   |
| Children's/parents' anxiety and stress   | Who's doing what/where/how                               | Safe cells in school  |
| Staffing numbers/logistics   | Who's in command? Plan for control of staff, parents     | Police presence?  |
| Keeping people calm, chn occupied  | Keep normal routines if possible                         | Power supply: back-up generator   |
| If lack of info, plan for worst case   | Adults model approp. behaviour                           | Psychosocial preparation  |

|  |  |  |
|--|--|--|
| <b>4. Earthquake</b>   |  |  |
| Student panic/staff panic – keeping calm   | Safety of all – decisions about safest option; assessing situation; making decisions | Communication - no communication within school, families, emergency services                       |
| Within school – inconsistency in incident management; inability to make informed decisions | Practices/policies/procedures? Are they known to entire school community?            | Decision making – who makes them; need for flexibility; support structures for key decision makers |
| Staff/student preparedness, e.g. emergency drills in schools                               | Managing parents, e.g. wanting to take own and others' children                      | Continuous safety assessment   |
| Alternative communications: Pre-plan A, B, C   | Aftershocks – evacuate to oval? Assess   | Responsibility to check on students/assess injuries  |
| Existing WHS process, emergency plans, procedures  | Practise/review/share plans regularly  | Students in safe place   |
| Managing neighbours  |  |  |



## SOUTH AUSTRALIA DRANZSEN GROUP FORUM 31 MAY 2017

### **Workshop activity: Video - Building best practice in Child-Centred Disaster Risk Reduction, Prof Kevin Ronan, CQU**

Led by Carolyn Grantskalns, AISSA

In response to Prof Ronan's video, Carolyn Grantskalns invited the group to discuss:

- 1. What were some of the key ideas raised by Prof Kevin Ronan that are particularly relevant to you and your school or community?**
- 2. What concepts or ideas would you like to learn more about?**

Combined responses as follows:

- Strong leadership
- Passion for subject
- Training and support
- Tools and resources
- Good communication skills
- Peer support
- Include community: students, parents, social
- Acknowledge existing resilience
- Continuing days like today (i.e. Forum)
- Making DRE a permanent inclusion in curriculum, meetings, agendas, etc.
- Legislating to have DRE included in curriculum as a compulsory inclusion/delivery

SA DRANZSEN

# Supporting Children and Youth Before, During and After a Disaster

Michelle Roberts

Psychologist/Manager of the Student Incident Recovery Unit

Emergency Management Division



# Disaster – the context

- On January 20, a driver drove down the Mall in the centre of Melbourne and killed, injured and distressed thousands
- May 24<sup>th</sup> we heard of a bombing at a concert in Manchester, impacting many children and young people directly and indirectly
- Bushfires, floods, storms, cyclones, acts of mass violence and terrorist inspired acts
  - Do we treat them as incidents with core principles or are there differences inherent to the type and nature of the event?

Self-care is not selfish.  
You cannot serve from  
an empty vessel.

|| THE AGE OF ENLIGHTENMENT ||



THE AGE OF  
ENLIGHTENMENT



# National Strategy for Disaster Resilience

2009

A collective responsibility for resilience

2011

Disaster resilience is based on individuals taking their share of responsibility for preventing, preparing for, responding to and recovering from disasters

# 2015

## Disaster Resilience Education

- To exclude children & young people from disaster planning processes undermines their safety when disaster strikes
  - Harwood et al, AJEM, 2014
- Community based methods are adult centric, children are seen to be passive victims
- If children are provided with appropriate opportunities they have capacity to understand, problem solve and take action to reduce risk
  - Tanner, 2010

# Research and what it might tell us

- Quality data that is child specific, time comparative and event comparative is difficult to find
- Adult frameworks imposed on child measures
- Reluctance to allow researchers assess children and youth

What are we measuring when we think about adverse impact and what resilience looks like?

PTSD  
Post Traumatic Stress Reactions  
Depression  
Anxiety  
Disruption to life trajectory  
Wellbeing  
Post Traumatic Growth

# Data: The nature of the event

## American Data

- 94.3% of children trapped in a school playground by sniper fire
  - (Pynoos & Eth, 1987)
- 100% Chowchilla kidnapping
  - (Terr, 1979)
- 30-50% Natural Disaster
  - (La Greca & Prinstein, 2002)

## Australian data

Do **not** have severe or very severe PTSD

- 88% bushfire (12%)
- 89% cyclone (11%)
- 60% severe flood (40%)

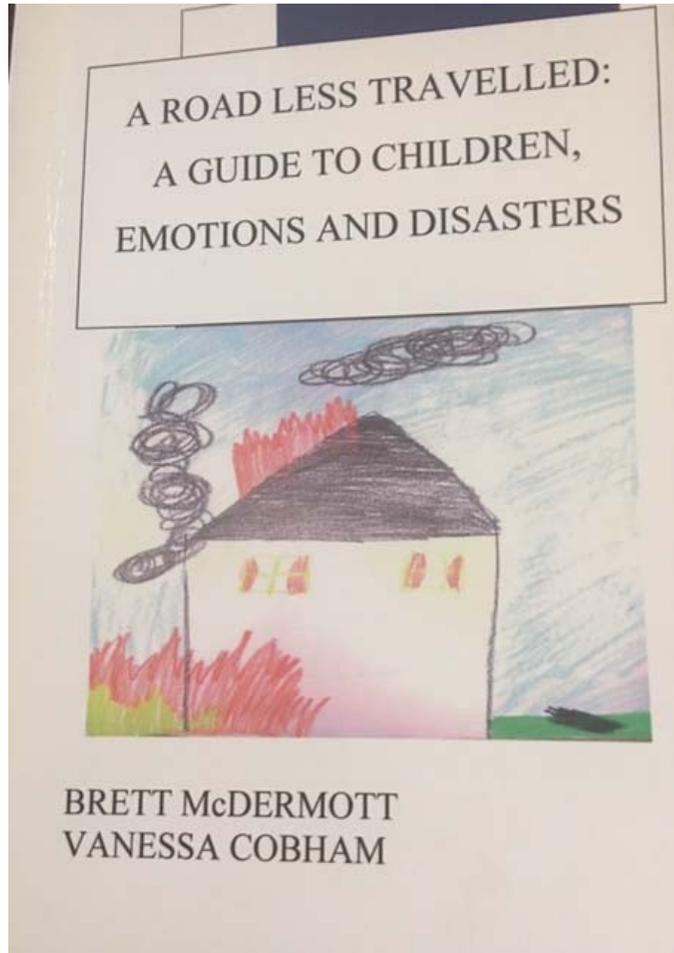
Cyclone Larry (2010) primary aged children

- 12% reported severe or very severe responses

Canberra Bushfires (2003) primary aged children

- 9% reported severe or very severe responses

# Research

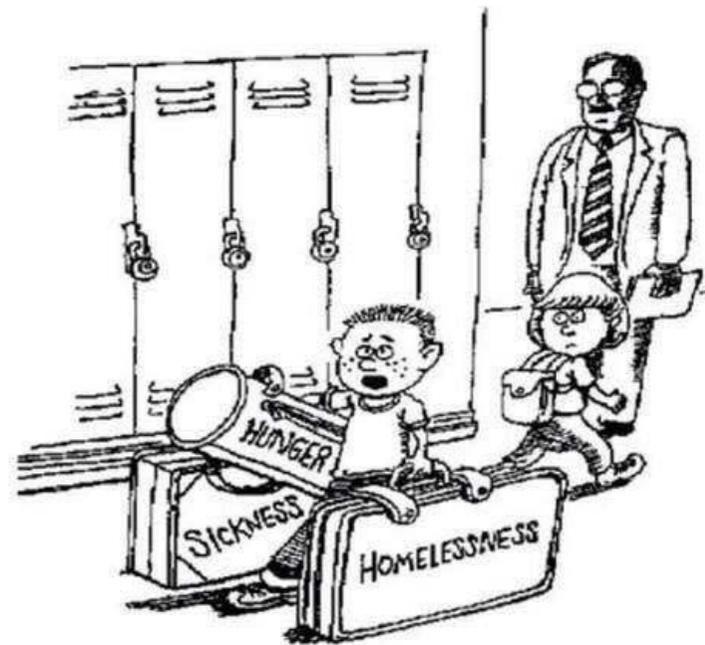


Most children **do not** experience a serious mental health syndrome after a disaster but it is not uncommon for them to experience traumatic stress symptoms

# Resilience and Recovery from adversity

- Most students recover over time, yet the reality is that a significant number of students cannot re-engage in the learning process or return to normal functioning without adult help and support.

“Could someone help me with these?  
I’m late for math class.”



# Every disaster is unique

## Every experience is also unique

- Varying factors influence the experience of the incident
  - The nature of the event
  - The subjective and objective experience of the event
  - The life experiences before and during the event
  - The recovery context
  - The personality and gender of the person
  - The number of previous adversities experienced
  - Social Capital
  - Developmental stage
  - Personal agency



# Beyond Bushfires – University of Melbourne & partners study of the recovery trajectory post 2009 Victorian Fires

6 year study

- Progressive recovery
- Delayed impacts
- Mental health, PTSD, Severe Psychological Distress, Depression (3-4 years after the fires, 2x greater than non impacted population)
- Bereavement, loss arising from the death of a friend or relative was predictive of poor mental health outcomes
- Separation from loved ones, during and immediately after is a risk factor for mental health problems
- Physical health was poorer than that of the general population
- Children, the study reinforced the importance of
  - safety and stability
  - Grandparents, school staff and community members were important additional supports to promote stable environments for children

# Strengthening school communities study

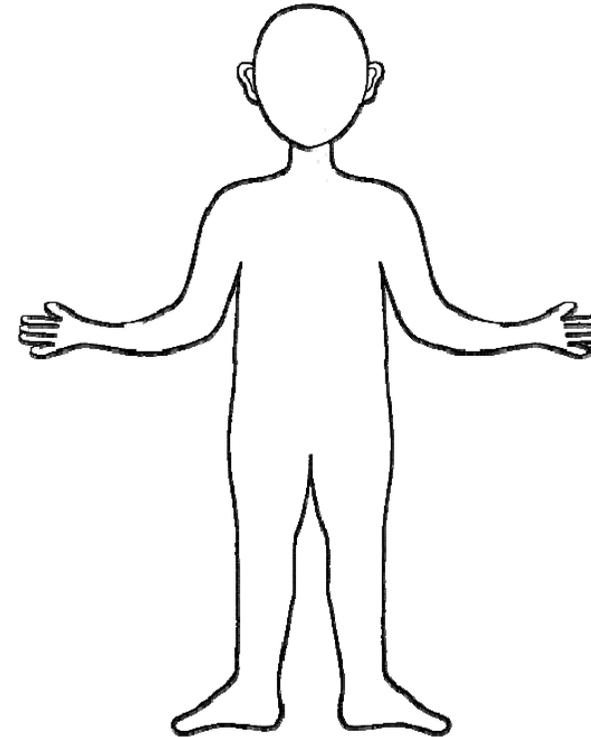
- NAPLAN and SEHQA data
  - Most impacted communities = drop in reading and numeracy data
    - The **numeracy** tests assess the proficiency strands of understanding, fluency, problem-solving and reasoning across the three content strands of mathematics: number and algebra; measurement and geometry; and statistics and probability.
    - **Reading:** These tests focus on the reading of written English. Knowledge and interpretation of language conventions in context are also an important part of reading and are drawn upon in many reading questions.
  - **Oral Language**

# Recovery, starting at the destination



# What does a resilient child look like in the context of our work?

- Problem solve
- Recognise danger
- Can take action to be safe
- Can seek help and ask for it
- Learn from experience and use that knowledge positively
- Has a sense of being able to make a difference
- Has hope
- Can self calm
- Knows what to do and can do it
- Understands time and can contextualise the incident



Free Printables ©  
atorteacherstuff.com

© All in 1 Teacher Stuff, LLC. All Rights Reserved.

Free Printables © All in 1 Teacher Stuff, LLC.

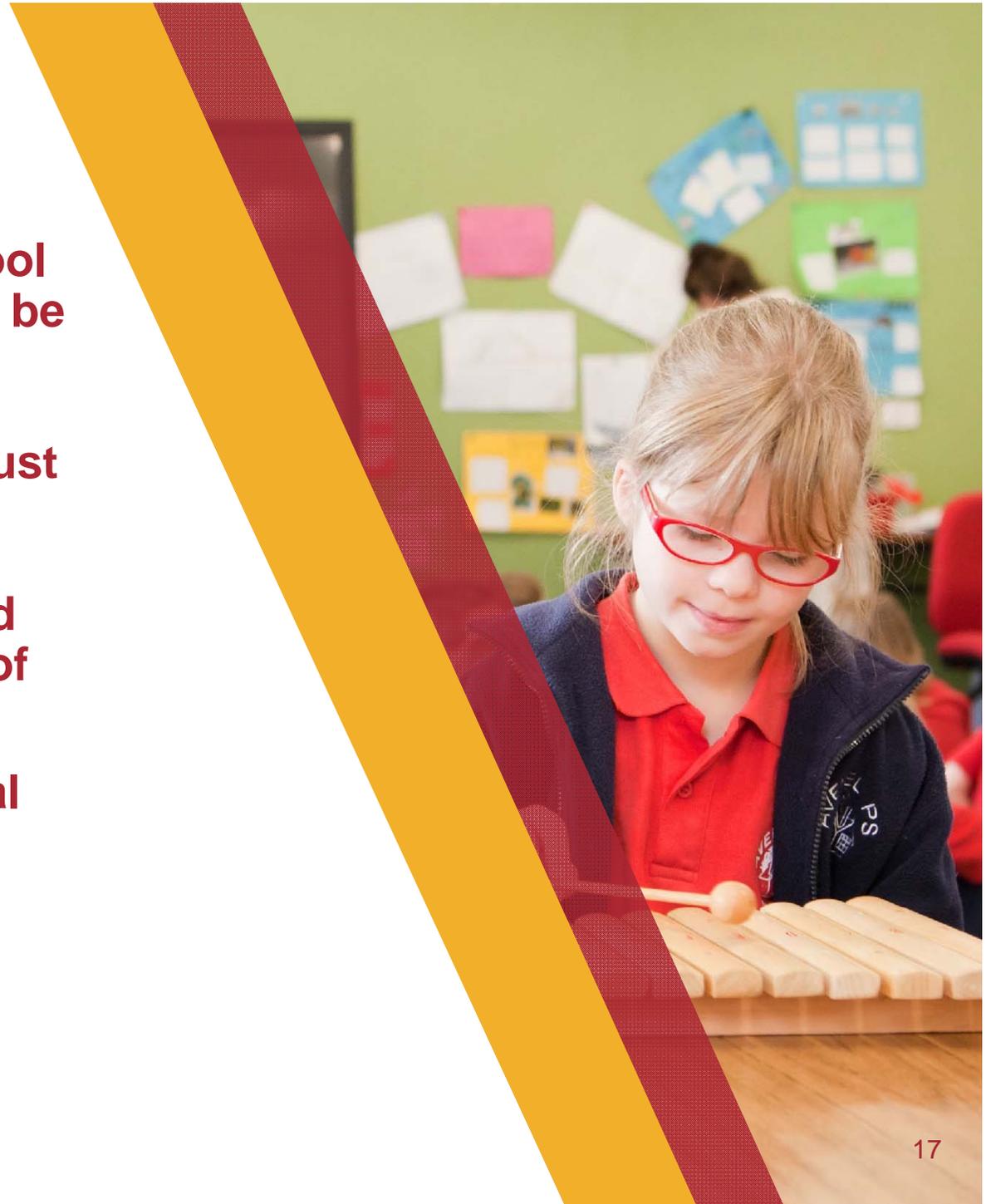
5 intervention principles  
5 Essential elements of immediate & mid term mass  
intervention: Empirical evidence. Hobfoll et al, 2009



1. Promotion of a sense of safety
2. Calming
3. A sense of self & community efficacy
4. Connectedness
5. Hope

**“Before any other school crises intervention can be implemented, the members of the school community not only must be objectively safe but also must have their physical needs met and believe that the threat of danger has passed.”**

**p.175 Brock et al**



A sense of self & history

Plans & goals

Networks of reciprocity such as schools, church & sporting groups

Backpacks of hope [www.backpacksoflove.org](http://www.backpacksoflove.org)

Benefit finding/post traumatic gains

Being able to take action

Participate in rebuilding Kids [give.com.au](http://give.com.au)

De-catastrophising  
Positive thinking

Belief that safety can be gained and restored

Plan positive events

Calm adults

**HOPE**



Calming



## Self efficacy & collective efficacy



## Physical & Psychological Safety



**Secure attachment & connection**

# Fostering internal resilience

- - Promote active coping styles
  - Promote mental health
  - Teach students how to better regulate their emotions
  - Develop problem solving skills
  - Promote self confidence, self esteem and positive attitudes
  - Promote internal locus of control
  - Foster feelings of competence
    - Pg. 175 Brock et al

## Fostering external resilience

- Support families
- Facilitate peer relationships
- Provide access to positive role models
- Provide a caring and supportive learning environment
- Encourage volunteerism and social competence

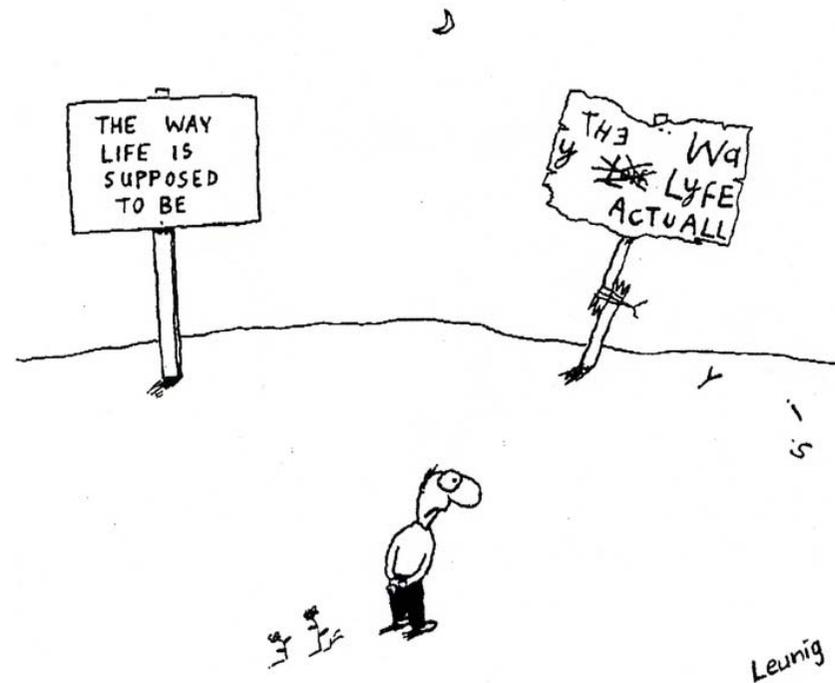
Pg. 175 Brock et al

# Prequel



# Research – A CC- DRE Approach

- Child centred disaster resilience education approach
  - Requires an understanding of how young people conceptualise their environment
  - Must reinforce what is appropriate & safe
  - Must encompass before, during & after
  - Must be developmentally informed
  - Must be culturally appropriate
  - Inclusiveness



# Research

- “Although school based hazards education was associate with an increase in children’s knowledge of DRR (disaster risk reduction), evidence that is translated to greater preparedness & hazard mitigation was not found”.
- Ronan & Johnstone, 2003

# What this means for DRE

School based hazard education



Disaster Resilient Communities  
(including children & youth)

# Aims

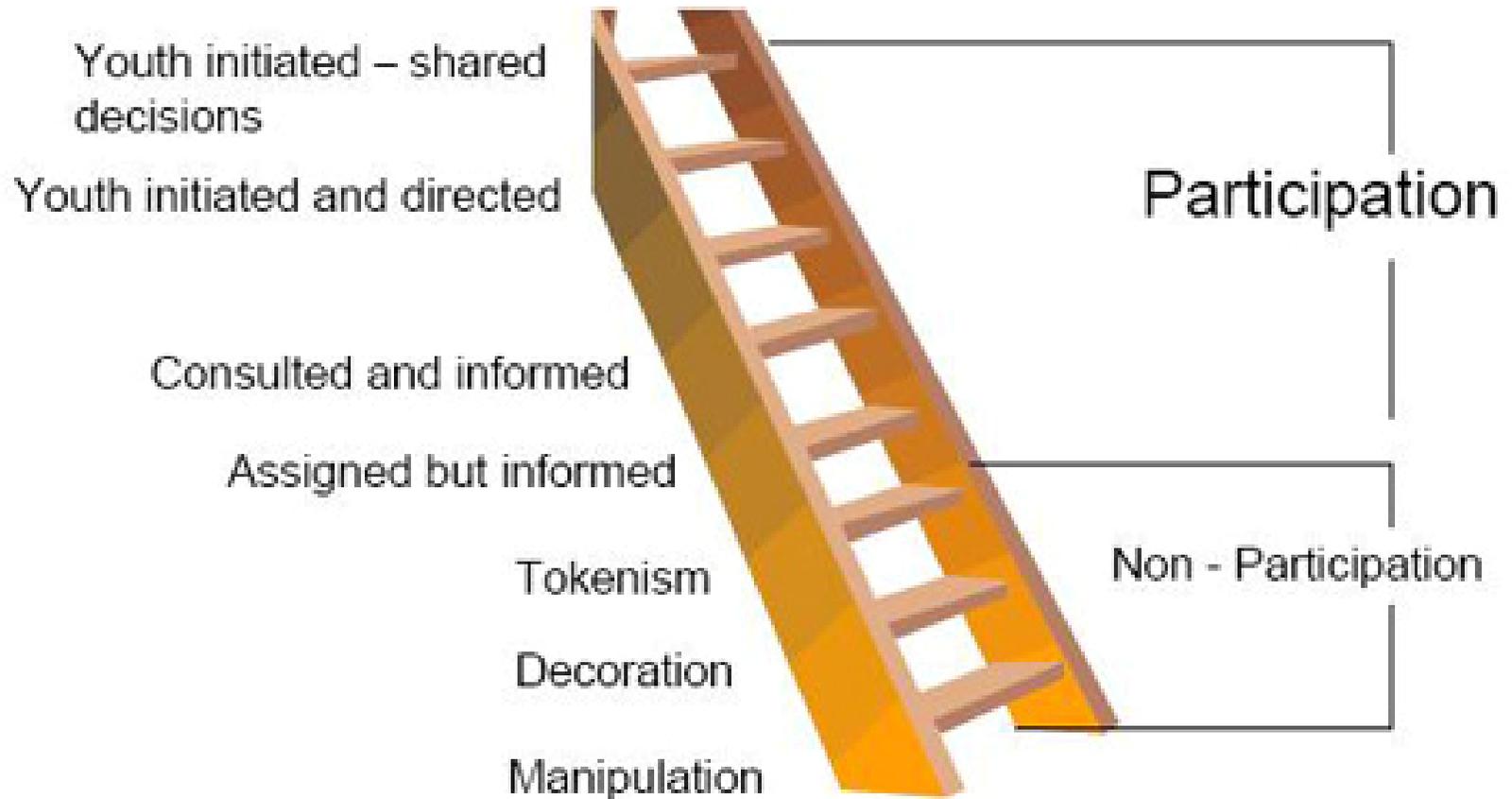
- To strengthen children's skills so that they understand the risks of disasters in their communities and are able to play a role in reducing risks and impacts of potential disasters
- To identify the range of adaptation & mitigation strategies that young people would undertake if they were able to control the decision making
- To give children the tools & opportunity to be disaster resilient

# Disaster Resilience Education- making children agents of community education

Emergency Management Victoria Strategic Action Plan - SAP Action 4

**Identify key partnerships across government, agencies and public and private school sectors to develop innovative approaches to engage with young people as both learners and educators to build emergency management awareness and capability.**

# Hart's Ladder of Participation



# Disaster Resilience Education

- ‘Building **knowledge**, **skills**, & **confidence** to problem solve & **take action** before, during and after disaster’
- Supporting the development of a culture of safety & preparedness & thus a disaster resilient society

# TEACHER SAFETY:

What to do if you see a student or parent at the store over the weekend:



# During/ Response Phase

# During

- Incident command is responsible for crisis management
  - The key tasks are to ensure physical and psychological safety
  - Identify immediate incident priorities
  - Assign responsibilities
  - Coordinated activities
  - Communication is verified, accurate and timely
- Students with special needs are considered as an additionally vulnerable group
- A calm, organised and communicated approach is helpful in reducing the likelihood that the incident is seen as overwhelming and therefore potentially traumatic



**I WILL ADD MY OWN  
HEADING FOR THE  
CHAPTER HERE**

**I WILL INSERT MY OWN  
IMAGE OPPOSITE**

To update image, click VIEW in the menu at top, then SLIDE MASTER, You will then be able to right click the image and choose 'Change Image...'





Education  
and Training



## SOUTH AUSTRALIA DRANZSEN GROUP FORUM 31 MAY 2017

### Workshop activity: What support is needed in the youth and education sectors?

Led by Carolyn Grantskalns, AISSA

In consideration of the Comprehensive School Safety (CSS) Framework, groups discussed the following questions:

1. **What skills and capabilities do educators need to foster disaster resilience in their communities? How can AIDR and DRANZSEN help?**
2. **What support does the sector need to further DRE in South Australia?**

Responses as follows:

1. **What skills and capabilities do educators need to foster disaster resilience in their communities?**
  - Incident management for critical incidents
  - Training staff: coping strategies, then DRE for children/students
  - Scenario exercises
  - 'Knowing what to do' – having plans B, C, D → contingency plans
  - Having appropriate equipment, e.g. megaphone, radios
  - Knowing your community – who they are and how to work with them
  - Agile plan – understood by staff, students, parents
  - Planning for recovery
  - Confidence and common sense to decide outside the plan
  - Identified leaders/adaptive leadership
  - Staying calm and supporting students to stay calm
  - Knowing local conditions to enable decision making
  - 'Take a minute' as leader if needed
  - Good knowledge of context
  - Involve community in emergency management planning development and review
  - Communication plans in place and practised
  - Ideas
  - Guidelines, not policies and procedures
  - Lessons learned from other incidents
  - Framework for actions?
  - Teaching students and staff how to own the situation/life, i.e. problem solving, not just knowledge
2. **How can AIDR and DRANZSEN help?/ What support does the sector need to further DRE in South Australia?**
  - Promote use of social media to inform community
  - Enable/encourage/explore multiple ways to communicate
  - Continue to facilitate the synergy in ways similar to today's forum
  - Ask Michelle Roberts to come to SA to run PD for Leaders in Education
  - Leadership training → decision making skills under stress
  - Plans: simple planning templates, checklists, 5 points (**short term priority**)
  - Hazard specific training
  - Training for staff/curriculum/legislation: drills/observation/feedback

**Top priorities:**

- Duty of care:
  - how many
  - where
  - who
  - medical concerns
- Decision-making under duress
  - training
  - who/role
- Back-up for communications
  - UHF, VHF, satellite phones
- Plan A (written), B (written), C (written) .....
- Education/engagement including community, shared responsibility, consultation
- Building trust
- Communication
- Engagement of students and community
- Empowering students and staff
- Building confidence to make agile decisions during a disaster/event



## SOUTH AUSTRALIA DRANZSEN GROUP FORUM 31 MAY 2017

### “Post It” Charts

#### Resilience

- How do you build resilience/prepare for disasters
- Resilience education implementation in classrooms
- How to build disaster resilience into broader resilience curriculum
- What are the specific programs which have assisted with resilience and recovery for students
- What can we do about conflicting messages about implementing bushfire survival plans for teachers when on duty (communication)
- Knowing what to do in the event of an earthquake
- Generalisability across incidents
- Transitioning from being reactive vs. problem solving during disasters

#### Frameworks/checklists

- How will sites be supported with additional resources to develop plans and train, etc.
- School drills
- How best to integrate disaster resilience education in a competing environment
- Comprehensive School Safety Framework
- Checklists for fire, earthquake, etc. x 2
- Simple step-by-step practice framework tool for teachers, students, community
- How to monitor a practice framework tool
- What needs to be considered when making an action plan

#### Empower/Engage community

- How do schools better engage their community in disaster resilience
- How do we reassure the wider school community
- How do we build capacity within our staff and students

#### Preparing/preparation

- Develop, review, monitor DRE
- Community preparedness
- Checklists for disasters
- Curriculum; for coordinators
- What are tried and successful practices for preparing students
- What constitutes a through disaster plan – are there exemplars that could be used as a basis for schools to use
- How to balance preparing children for a disaster without making them fearful
- More about the actual ‘how’ we are going to teach children about preparedness and disasters
- Teaching how to cope after the event
- More about currently developed curriculum
- Processing theory to practicality
- Children know the fire drills but not how to develop practices that follow the drill. [Is this part of the Practice Framework Tool – where is it?
- Practice Framework Tool to assist with planning
- The tools DRANZSEN can provide to implement, monitor and evaluate school programs
- The need to implement, monitor and evaluate the programs that are already in place in schools

- How do we evaluate the effectiveness of a program? Do we need the next disaster to truly do this?
- Need to have teacher training
- Availability of communication templates that can be readily adapted x 2
- Internal staff readiness
- Communications when the power is down
- An emphasis on planning: making sure everyone knows the procedures and how to do them
- Getting more out of school evacuation drills (than just rehearsals); transfer effects children→parents
- Having agreed plans to cope with key disaster scenarios and share these with the school community
- Develop relationship with emergency services
- Planning for and practising resilience
- Emergency Management Planning tool

### **Parents/community**

- Whole school and community confidence to be built about responses to disasters
- School communities are generally unprepared
- How to encourage sites to be prepared
- Plan for disaster resilience for school and community
- How to enable parents to realise their children are in a safe place within their school
- Inform the community of processes to build trust
- Communicating to our community about our emergency plan
- Parent seminars to provide information

### **Unintended consequences**

- The possible unintended consequence of emergency response training for children
- Ethic of using children to train the community
- Drills: circumstances differ→potentially unintended consequences
- Children trained to 'duck, cover, hold' running into damaged structures to seek shelter – as trained

### **Practice and evaluate**

- Must practise, refine and evaluate our practices
- Future-proofing for incident not previously experienced
- Partnerships between practitioners and researchers

### **Involving children/students**

- Children want to be part of preparedness activities
- The significance of child involvement in disaster relief strategies, such as through learnt behaviours, and their effect on the community
- That involving children in planning/understanding emergency plans is important as it reassures them
- Student workshops
- Important approach to educate students “What? How? Why?”, not just rote key message
- Working with students as a method to improve household preparedness
- Children taking 'stuff' home to influence carers/parents, household and wider community
- Transfer effects: children→parents – how does it work?
- Students instigating/organising home/family
- Students involved in planning – student voice/ownership
- Include children in drill reflection, etc.
- Families, students understand the operational aspects of the plan
- How can children be informed in a way that involves them as active problem solvers as opposed to passive agents waiting to be told what to do?
- How children and young people's voices can be incorporated into schools' DM/EM plans
- How to empower the participation of children in emergency management planning
- That children have a role and interest in crisis/emergency management

- Student involvement in planning
- Students/children need problem solving skills – links to effective pedagogy
- A suite of resources would be useful

#### **Comprehensive School (CSS) Safety Framework ('3 pillars')**

- Learn more about the Comprehensive School Safety Framework (specifically the 3 pillars)
- Systematic approach using the 3 pillars will improve school resilience
- Workshop sessions at the DRANZSEN National Conference on how the CSS can be used in an Australian context
- The comment from Prof Ronan's video: "Changing the monster in the cupboard to a challenge or problem to be solved"

#### **Problem solving approach**

- The need for flexibility of response (according to context)
- Importance of students being involved in problem solving re disaster resilience vs. drills
- Reaction vs. problem solving during a disaster

# Australian Institute for Disaster Resilience

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

DRAFT Terms of Reference



Australian Institute for  
Disaster Resilience

# Contents

|   |   |
|---|---|
| Context   | 3 |
| National Disaster Resilience Educational Strategy Group (DRESG)                                     | 4 |
| State/territory Disaster Resilient Australia-New Zealand School Education Network (DRANZSEN) forums | 4 |
| Educators' forums   | 4 |
| Aims, objectives and outcomes   | 4 |
| Review  | 5 |
| Membership  | 5 |
| Membership term   | 5 |
| Organisation  | 5 |
| Responsibilities  | 5 |
| Resourcing  | 5 |
| Quorum  | 5 |
| Voting  | 6 |
| Submission of new business  | 6 |
| Distribution of documentation   | 6 |
| Reporting   | 6 |
| Amendment, modification or variation  | 6 |

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 delivery of disaster resilience education in Australian schools
- To strengthen the capacity of the education sector to deliver disaster resilience education to 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 develop strategies and explore options that will broaden the understanding of disaster resilience in primary and secondary schools and the embedding of that understanding into school curriculum alongside capabilities in specific disasters. DRESG will provide leadership for the School Education program and will work closely with DRASEN forums in the implementation of the strategies that are developed. The reference group will also play a significant role in the evaluation of new evidence as it is developed.

## State and territory forums (DRANZSEN)

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 whilst 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 deliver disaster resilience education with confidence and consistency.

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 educational opportunities for pre-service teachers and professional development opportunities for experienced teachers to bring disaster resilience into their teaching repertoire and to provide them with guidance and teaching materials that will support the consistent and confident delivery of disaster resilience education. These opportunities may include, for example, training, professional development programs, one-off professional development sessions and teaching resources.

Participants in these forums will be university teaching course coordinators, subject teachers/associations, school principals, teachers and pre-service teachers.

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 deliver disaster resilience education to 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, subject teachers' associations, researchers and/or other academics, local government authorities, fire and emergency services, 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 in order 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](mailto: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.

DRAFT