

SAFE AT HOME, SCHOOL AND WORK

13 OCTOBER 2017

INTERNATIONAL DAY FOR DISASTER REDUCTION

REDUCING THE NUMBER OF AFFECTED PEOPLE BY DISASTERS BY 2030



Tony Jarrett
Coordinator Community Engagement
NSW Rural Fire Service

SENDAI FRAMEWORK

FOR DISASTER RISK REDUCTION: FOR CHILDREN



Comprehensive School Safety



A global framework in support of
The Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector
and The Worldwide Initiative for Safe Schools

March 2017



The school beneath the wave:
the unimaginable tragedy of Japan's tsunami

Students from Kamaishi Junior High and Unosumai Elementary School evacuated during the tsunami warning



DISASTER RESILIENCE EDUCATION

A practice framework for Australian emergency management agencies

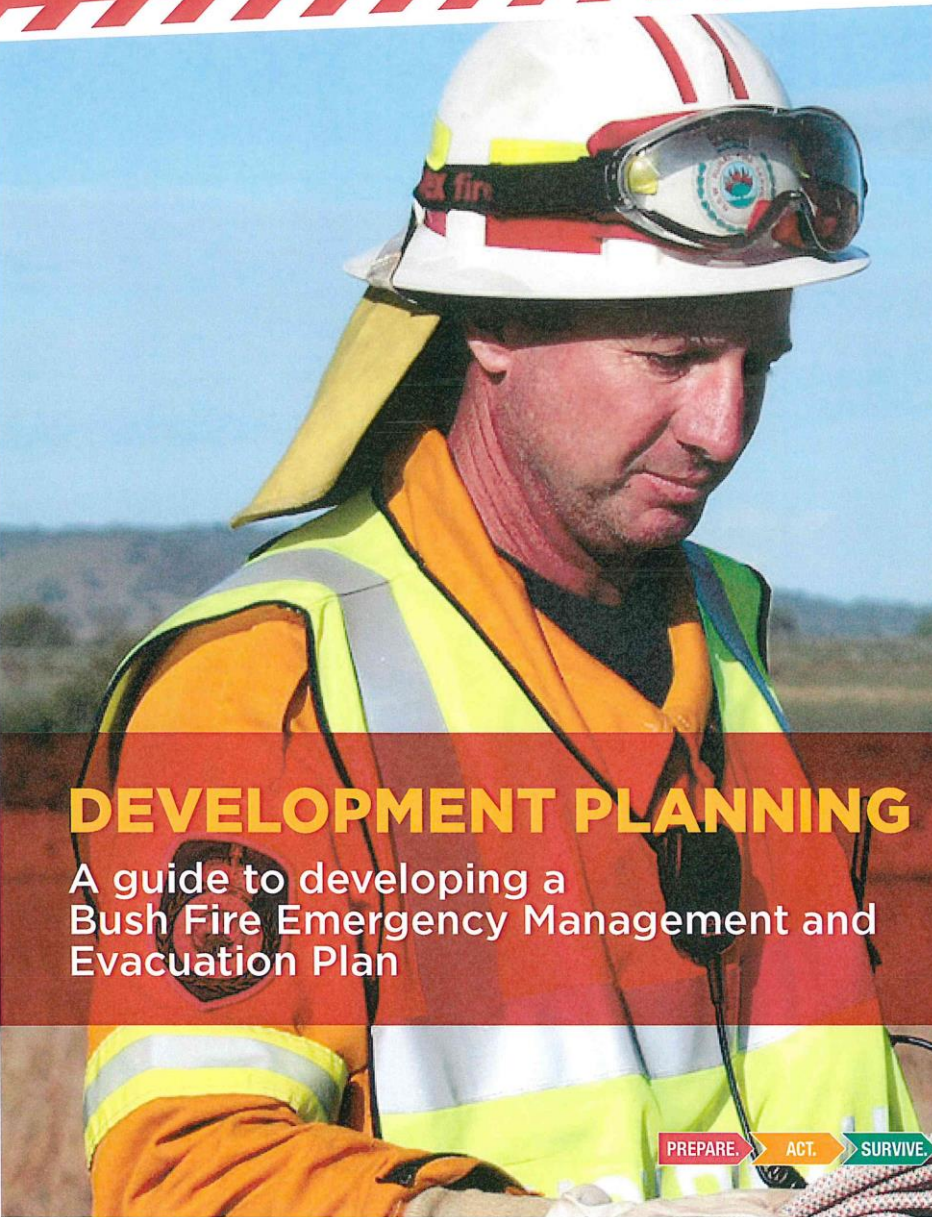
Dr Briony Towers^{1,13}, Prof. Kevin Ronan^{2,13}, Dr Katharine Haynes^{3,13}, Dr Marla Petal^{4,13}, Susan Davie^{5,13}, Liz Addison⁶, Tony Jarrett⁷, Brenda Doren-Higgins⁷, Conrad Walsh⁸, Matthew Henry⁹, Gwynne Brennan⁹, Dr Liz Tomazic¹⁰, Peta O'Donohue¹¹, John Richardson¹², Antonia Mackay¹², Ruth Noonan⁶

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NSW RURAL FIRE SERVICE



DEVELOPMENT PLANNING

A guide to developing a
Bush Fire Emergency Management and
Evacuation Plan

PREPARE. ACT. SURVIVE.



NSW RURAL FIRE SERVICE

EMERGENCY PLANNING WORKSHOP FOR SCHOOLS

FOR PRINCIPALS AND EXECUTIVE MANAGEMENT STAFF RESPONSIBLE FOR EMERGENCY PLANNING.

TUESDAY 10 OCTOBER 2017

9:00am – 12:00pm | East Maitland

The NSW Rural Fire Service will be running a hands-on workshop on emergency planning for bush fire. This scenario based workshop is designed to review your response to bush fire in your emergency plan and offer advice on building the plan to more effectively deal with emergency situations.

Working in small groups, participants will be able to share their knowledge and experience in natural disasters and emergency planning and build a robust response to bush fires.

To register for this FREE workshop, please contact your WHS consultant by email.

RSVP by: 5th October 2017

Workshop will be held at Lower Hunter Fire Control Centre
110 Mt Vincent Rd East Maitland

Please bring: A current copy of your emergency plan including your response to bush fire.



FOR FURTHER INFORMATION

Contact Lower Hunter Fire Control on 4015 0000 or lower.hunter@rfs.nsw.gov.au

BUSH FIRE INFORMATION LINE
1800 NSW RFS
1800 679 737
www.rfs.nsw.gov.au

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NSW RURAL FIRE SERVICE



COMMUNITY ENGAGEMENT STRATEGIC DIRECTIONS 2017-2021

NSW RURAL FIRE SERVICE



GUIDE TO WORKING WITH SCHOOL COMMUNITIES



STAGE 3 GEOGRAPHY: Bushfire mitigation

Focus: Factors that shape places	
Bushfire hazard	Humans shape places
Key inquiry question <ul style="list-style-type: none">How can the impact of bushfires on people and places be reduced?	
Content focus <p>Students:</p> <ul style="list-style-type: none">explore how the environment influences the human characteristics of placesexamine ways people influence the characteristics of places, including the management of spacesexplore the impact bushfires have on Australian people, places and environments and propose ways people can reduce the impact of bushfires in the future.	
Outcomes <p>A student:</p> <ul style="list-style-type: none">explains interactions and connections between people, places and environments GE3-2compares and contrasts influences on the management of places and environments GE3-3acquires, processes and communicates geographical information using geographical tools for inquiry GE3-4	
Overview <p>The geographical inquiry process will investigate a contemporary Australian bushfire event. Through investigation of the case study, students will examine the location and extent of the bushfire, the impact on vegetation, animals and people and the role of government agencies in bushfire management. Shaped as a second inquiry, students will create a bushfire survival plan for an imaginary visit to a bushfire-prone area.</p> <p>Note: Be sensitive to the possibility that students, their family or friends, may have experienced bushfire events, some with tragic consequences.</p>	
Assessment <p>Many of the activities require students to demonstrate their learning. These activities can be used to assess student progress at various stages throughout the inquiry process.</p>	

2,300

4,000

100,000



NSW DFB

We had massive ideas!

Students finding solutions to bush fire problems