

# Continuity, disaster and emergency management framework

Strategy and Performance  
Analysis. Evidence. Insight.

Minimising the impact of disruptive events is essential to the department's pursuit of quality outcomes for children, students and the community.

## Approach

We have a risk-based, multi-tiered approach to managing disruptive events.

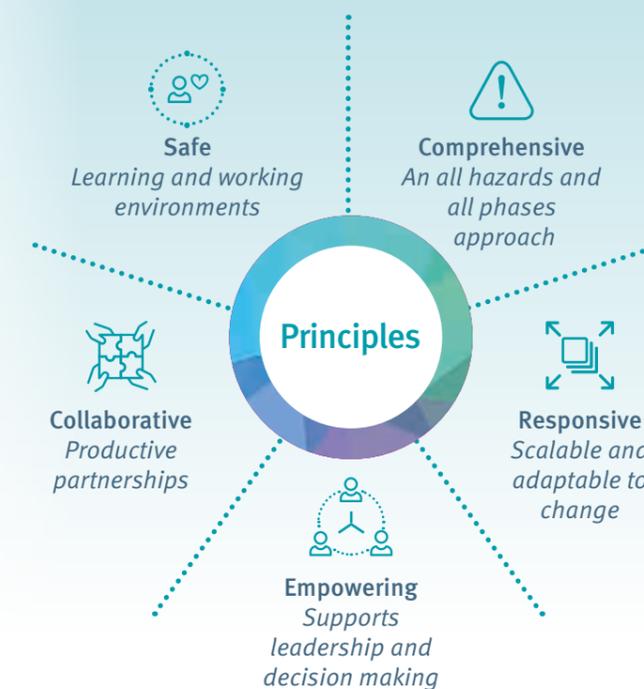
During a disruptive event, our critical objectives are:

- maintaining the safety and wellbeing of children, students, staff and volunteers who work or participate in state schools, institutions and workplaces
- continuing direct service delivery, and critical business functions that support community recovery and safeguard the department's areas of lowest risk appetite\*
- protecting assets.

## What is a disruptive event?

Disruptive events can be natural or caused by human acts or omissions. They may require additional or specialised capabilities and responses to minimise the impact of disruption and return to service delivery as quickly as possible.

Disruptive events include disasters and emergency situations which result in the loss of human life, illness or injury to humans, widespread or severe environmental damage or loss of property. They require significant, coordinated responses in recovery.



## Business continuity management



reduce risks, identify critical business functions and establish plans prior to the event

activate and tailor plans for the event

return to normal service delivery and improve organisational resilience after the event

## Disaster and emergency management



reduce risks, build capability and establish plans prior to the event

activate and tailor plans and teams for the event

restore assets and support the ongoing wellbeing of people after the event

## What success looks like:

### Prevention

Strategies developed and implemented reduce the likelihood of disruptive events and minimise the impact of disruption.



### Preparedness

Capability for response and recovery is built and maintained through risk-based planning, resourcing, training, exercising and testing.

### Recovery

The coordinated efforts of people and partners return the department to usual operations. Leveraging lessons learned improves organisational resilience.



### Response

Activating and tailoring plans to address the nature, scale, impact and duration of the event minimises adverse effects. Communication and coordination ensure the effectiveness of response activities.

\* the department's areas of lowest risk appetite are:

- safety of children and students
- workplace health and safety of its staff and the community
- security of confidential and personal information held by the department
- fraud and corruption.

Prevention



Preparedness



Response



Recovery



### Business continuity management

- Identify and reduce disruption-related risk
- Action lessons identified from testing and event-based scenarios to reduce operational vulnerability

- Undertake business impact assessment to identify business functions that contribute to achieving critical objectives during disruptive events
- Establish and maintain business continuity plans (BCPs) for critical business functions and their coordination, including strategies for:
  - reduced or no access to, or additional demands for operating resources
  - effective communication
  - returning to normal operations
- Test and improve BCPs

- Assess potential impacts, scale and duration of imminent or occurring event
- Activate and tailor BCPs if the event is likely to, or does cause disruption to critical business functions exceeding the maximum acceptable outage
- Prioritise the continuation or resumption of critical business functions, deferring non-critical functions and redeploying resources as required

- Transition to normal operations for critical business functions
- Resume non-critical business functions, if deferred
- Manage lessons identified through debrief, and, if determined, review

Supporting materials

Continuity, disaster and emergency management policy  
Business continuity management procedure

Business Impact Assessment and Planning Tool and Guideline  
BCPs for critical business functions, regions, divisions and the department  
Continuity of learning planning for schools

Tailored plans for schools, critical business functions, regions, divisions and the department



### Disaster and emergency management

- Identify natural and human-induced hazards and assess risks
- Implement risk reduction activities and manage residual risk
- Use lessons identified from debriefs and reviews to inform activities

- Establish sub-plans that:
  - address identified risks and impacts
  - include all-hazards and specific responses
  - identify roles and responsibilities
- Identify capability gaps and address through training and exercises

- Ready operations to respond to imminent event
- Assess potential impacts, scale and duration of the imminent or occurring event
- Activate and tailor plans and teams if the event is likely to, or does cause harm to people and/or assets and requires additional support beyond business as usual capability
- Activate hazard-specific and functional plans for specialised capabilities
- Mobilise personnel and resources
- Maintain situational awareness and communications

- Focus on both human and social recovery and restoring and reconstructing the built environment
- Manage recovery activities at a scale appropriate to the event
- Support return to normal operations where possible
- Manage lessons identified through debriefs, and, if determined, review

Supporting materials

Continuity, disaster and emergency management policy  
Disaster and emergency management procedure  
Department of Education Disaster Management Plan  
Sub-plans (including hazard-specific and functional plans)

Fire and evacuation plans for all departmental workplaces  
Emergency response plans for schools and regions  
Disaster management plans for regions

Tailored plans and teams for schools, regions, workplaces and the department  
Managing offers of assistance in disaster events procedure  
Temporary closure and re-opening of State Schools in disaster or emergency situations

### Authority and practice standards

*Disaster Management Act 2003 (Qld)*  
*Financial Accountability Act 2009 (Qld)*  
AS/NZS 5050 (Int):2020 Managing disruption-related risk  
Emergency Management Assurance Framework and Disaster Management Standard

### More information

Business continuity management (OnePortal)  
Disaster and emergency management (OnePortal)