



# **COVID-19 (Coronavirus) Response Plan**

*As at Thursday, 12 March 2020*

## Watch for Symptoms



“Difficulty breathing is a sign of possible pneumonia and requires immediate medical attention. We don’t yet know how long symptoms take to show after a person has been infected; but current World Health Organization assessments suggest that it is 2-10 days.”

(NZ MOH and US CDC, 7 March 2020)

## Prevention - how to protect yourself and others



**NZ MOH says:**

Avoid close contact with people with cold or flu-like illnesses.

Cover coughs and sneezes with disposable tissues or clothing.

Wash hands for at least 20 seconds with water and soap and dry them thoroughly:

- before eating or handling food
- after using the toilet
- after coughing, sneezing, blowing your nose or wiping children’s noses
- after caring for sick people

Good cough etiquette and hand hygiene will have a bigger impact (than face masks).

(ref NZ MOH and US CDC, 7 March 2020)



**US CDC adds:**

Avoid touching your eyes, nose, and mouth.

Cover your cough or sneeze with a tissue, then throw the tissue in the trash.

Clean and disinfect frequently touched objects and surfaces using a regular household cleaning spray or wipe.

CDC does not recommend that people who are well wear a facemask to protect themselves from respiratory diseases, including COVID-19.

If soap and water are not readily available, use an alcohol-based hand sanitizer with at least 60% alcohol. Always wash hands with soap and water if hands are visibly dirty

## How it Spreads



### Person to Person

### Contact with Infected Surfaces or Objects

### Community Spread

This is *thought to be the main way* this virus spreads

Possible, but not thought to be the main way this virus spreads

Now happening in some parts of the world.

- Between people who are in close contact with another (within 180cm, 6 feet)
- Through respiratory droplets produced when an infected person coughs or sneezes
- People are thought to be the most contagious when they are the most symptomatic (sickest).

It may be possible that a person can get COVID-19 by touching a surface or object that has the virus on it and then touching their own mouth, nose, or possibly their eyes, but this is not thought to be the main way the virus spreads

Means people have been infected with the virus in a geographic area, including some people who are not sure how they were infected.

The virus that causes COVID-19 seems to be spreading easily and sustainably in the community ("community spread") in some affected geographic areas

### How Easily the Virus Spreads

How easily a virus spreads from person-to-person can vary. Some viruses are highly contagious (spread easily), like measles, while other viruses do not spread as easily.

Another factor is whether the spread is sustained, spreading continually without stopping.

(ref US CDC 7 March 2020)

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## INTRODUCTION

1. This document/plan is a working document developed by the school to plan ahead and prepare responses to the risks and likely responses to the COVID-19 virus situation.
2. At all times, publicly directed/requested actions from Crown agencies will inform/over-ride/replace what is recorded in this plan.
3. In developing this plan, it was necessary to 'forecast' ahead and identify likely scenarios that the school may have to respond or contribute to. The simple inclusion of a scenario does not mean that this scenario will actually occur, or be sequenced as set out in this plan.

## PRINCIPLES, ASSUMPTIONS AND IMPLICATIONS

4. The following Principles, Assumptions and Implications underpin this plan.

### NATIONALLY, A SIX STAGE STRATEGY WILL BE USED

5. The NZ Influenza Pandemic Action Plan (NZIPAP) published in August 2017.  
Ref <https://www.health.govt.nz/publication/new-zealand-influenza-pandemic-plan-framework-action>
6. This sets NZ understanding and approach to a pandemic, both aligning to World Health Organisation (WHO) definitions and summarising the actions NZ will follow.
7. NZ's responses are based on a 6-phase framework:

New Zealand phase	New Zealand situation and triggers
Plan For It	<ul style="list-style-type: none"><li>• No human cases in New Zealand</li></ul>
Keep It Out	<ul style="list-style-type: none"><li>• No human cases in New Zealand</li></ul>
Stamp It Out	<ul style="list-style-type: none"><li>• First case identified in New Zealand</li><li>• Clusters of cases in New Zealand</li></ul>
Manage It	<ul style="list-style-type: none"><li>• Increased and substantial transmission in the general population</li></ul>
Manage It: Post-Peak	<ul style="list-style-type: none"><li>• Wave decreasing; possibility of a resurgence or new wave</li></ul>
Recover From It	<ul style="list-style-type: none"><li>• Pandemic over and/or population protected by vaccine</li></ul>

*Refer to NZIPAP page 62, and pages 63 to 99*

8. It appears that MOH is currently working in the Stamp It Out phase.
9. MOH has a webpage of all current reference material, <https://www.health.govt.nz/our-work/diseases-and-conditions/covid-19-novel-coronavirus>
10. Implications:
  1. **The school needs to be aware of the phase MOH is operating in.**
  2. **By using the MOH NZIPAP phases, especially in phases 3-6, the school will be able to align our actions with lead agencies.**
  3. **The school's actions should support our students and staff into the next phase, or through all phases of the event.**

## HEALTH HAS THE LEAD

11. The Ministry of Health (MOH), and their supporting agencies have the lead in this matter, and will be the prime reference for all decisions made by the school.
12. It is likely that the MOH will not (especially initially) interact directly with the school or education sector, and that initially the Ministry of Education (MOE) will be representing MOH views, advice, then directions to schools and sector.
13. Should COVID-19 become an outbreak or pandemic it will then be more localised emergency services that direct the school's efforts and decision making.
14. Implications:
  - d. **The school's role is to support and give effect to the intent and directions from other agencies, with MOH as the prime reference.**
  - e. **The school must remain vigilant re the messages and advice from agencies.**
  - f. **The agency providing the lead and/or advice will change, as will the specificity of the advice.**

## CONFUSION, APPARENT INDECISION, AND LOCAL RUMOURS WILL BE THE NORM

15. As was experienced in the 2019 measles epidemic/outbreak, it is highly unlikely that there will be clear coherent consistent and/or timely advice received by the school.
16. During the measles outbreak, often schools (especially MHS and ourselves) had to do what was right, then wait for agencies to 'catch up' and endorse our decisions.
17. Adding to this complexity, is NZ's current jurisdictional framework. In most cases the higher/national entity has no, or limited command, control, or connection to the lower/regional/local entity.
18. Just as in Education where, because each is its own legal entity, the MOE cannot actually tell a school or Board of Trustees (BOT) what to do without specific statutory authority being signed or delegated by the Minister; the MOH has the same indirect relationship with each of the independent District Health Boards (DHBs).
19. This creates a delays and mis/re-interpretations, as everything has to be achieved through relationships. With the higher intent often being filtered or reshaped by the lower level's own perspectives or priorities.

*Example:* Recently MOH advised that GPs should be issued with personal protective equipment (PPE). All DHBs responded to this – but differently. Some DHBs are charging GPs for the cost. Some DHBs have actually delivered the PPE to the GPs/medical centre locations.

20. Our socio-cultural settings will affect our national problem-solving, especially our assertiveness and timeliness. Including the apparent inbuilt reluctance that NZ political/public sector agencies have to making "big" decisions or act decisively. Accordingly, debate/disconnect between agencies at the boundaries re aspects such as 'responsibility' and 'role definition' tend to over-shadow 'results'.
21. NZ has several tools for responding quickly and decisively to a pandemic, including the Epidemic Preparedness Act 2006 (EPA) which can be enacted quickly, and gives the Government sweeping powers and abilities to act. Ref <http://www.legislation.govt.nz/act/public/2006/0085/latest/whole.html#DLM404459>
22. It is likely that NZ will try and respond to a pandemic without invoking the EPA. Only doing so reluctantly, and probably too late in terms of numbers/extent to which individuals have already been affected, when we do.

*Example:* Other countries will already have nurses and thermometers/heat signature detectors at all airports pro-actively trying to identify risks. NZ has only recently decided to give arriving aircraft passengers a printed card asking that they read it, and if the passenger thinks they might have some symptoms they are requested to tell the authorities and/or self-isolate.

23. It is likely that not all responses/directions will be logical or evidence-based. Especially if the situation escalated to a regional/national pandemic, and increasingly what is 'publicly acceptable' rather than 'medically necessary' shapes decision-maker's views. Noting that decision-making will increasingly shift from MOH/medical specialists to Government/politicians.
24. Especially in an election year, which carries perverse incentives for both governing and opposition parties to be seen to be 'acting' (or "not be seen to not be acting").

*Possible Example:* Based on the groups most medically at risk, there is probably a limited need to close schools, as is already happening in some countries.

On the face of it, school-aged students are an 'extremely reliable' likely vector for spreading the virus, but not the group medically at-risk of harm from it.

Moving school-aged students out of schools and into the community increases the likelihood of:

- Increasing the risks to vulnerable groups, e.g.:
  - Large numbers of young people congregating in public places with more vulnerable groups (old people) e.g. shopping malls,
  - Grandparents looking after children and young people
- Causing family income stress, e.g.:
  - as young people at home will use more of the families' resources (e.g. food, power, water) during the day than they normally would
  - income-earning parents/caregivers stop work to stay at home to look after children, in turn exacerbating economic effects at the local and national levels
- Losing control and influence
  - over the decision making and actions of children and young people e.g. preventative and control measures such as hand cleanliness, social distancing, etc
  - trusted communication networks to communities via schools break down
- Increasing costs for other agencies:
  - Police or local government may have more work created for them because schools are closed

Logically, schools would stay open longer each day, with older staff members sent home or working from home. Places where at-risk populations are resident or frequent visitors would be identified and 'hardened/strengthened'.

25. In an environment of conflicting and/or late advice, and/or local rumour and uncertainty some schools/agencies/communities will act differently or independently. Ranging from doing nothing because they cannot navigate conflicting advice, through to 'wildcat' actions/over-reactions because they lose confidence that anyone "out there" actually knows what is happening.
26. In such an environment, our school will need to have a co-ordination point and decision-making team who can remain up to date and assess the situation, before deciding what to do next.
27. This team should be comprised of representatives of Governance and SLT, directly supported by specialists (e.g. Nurses, Property, e-learning, and communication). It should also be small enough to remain nimble and be able to meet/communicate frequently and at unusual times of the day.
28. Noting that, individual circumstances may at times dictate the membership of the team, and that membership within the team may change over time based on circumstances.
29. Implications of this will be:
- g. The advice from differing agencies at different times will differ. The school needs to identify the most reliable and prudent advice and be prepared to follow this.**

- h. **There will be uncertainty and rumours in our own community/staff. Clear and concise information, using predictable and proven means will be essential for the school's internal and external audiences and stakeholders.**
- i. **A leadership team be established within the school for leading the school's response.**
- j. **A management team be established to support the leadership team, and ensure decisions of the leadership team are enacted.**
- k. **Co-ordination and communication with local Manurewa schools, especially MHS, will be important for our staff, students and community.**

#### THE SCHOOL'S ROLES WILL LIKELY CHANGE

30. Whilst open for learning, the school's roles are relatively straightforward. Being continuing to provide education as well as promoting healthy practices, and managing responses to any individual who presents as being ill.
31. When/if the school closes, our facilities and people provide opportunities for other agencies.
32. These could include:
- having specific agencies, equipment, stores, etc located on site
  - using the facilities for community health, community wellbeing, distribution, triage etc
  - staff members being asked to move into new roles now required by agencies, e.g. delivering food-parcels, administration, liaison etc
33. There will be costs associated with this, (e.g. power, water etc) which central government will likely expect the school sector (individual schools) to absorb.
34. The above is more likely if there is a pandemic with widespread community disruption, a high mortality rate or community-fear rate, or a lengthy time in the *Manage It* phases.
35. Implications of this include:
- l. **We should be prepared for agencies asking to make use of our facilities and personnel, especially if this becomes a pandemic.**
  - m. **If the school closes for instruction, we can expect new roles for the site and some of our staff.**
  - n. **Roles such as property, payroll, IT, accounting etc will likely have to continue after day to day on-site teaching ceases.**

#### LEARNING WILL BE DISRUPTED

36. Disruption to learning will occur at individual student and group levels.
37. Some students will have their learning disrupted for short or lengthy periods as they are either absent/affected by the changes in their whanau, ranging from:
- having to parent younger siblings, or
  - having to work in paid employment because another family member is unwell or unable to work, to
  - responding to the illness and/or death/s of a caregiver/whanau member
38. Should the school close, then all students will have their learning affected. This will be more pronounced at NCEA levels, especially levels 2 and 3.

39. In our setting, a disruption in learning or gaining qualifications for a student who was on a tertiary pathway is less likely to be recovered than in other settings.
40. After the Christchurch earthquakes NZQA applied a scaling factor to the NCEA results of students in the geographic area, so their qualifications could be achieved and remain comparable. This was an overall response that supported all learners.
41. However, it appeared that socio-economically vulnerable communities were more affected and less quick to recover than others, often also facing the greatest upheaval and longer disruption.
42. Given a range of factors, including the greater incidence of underlying health issues, number of students being raised by a grandparent, over-crowding in homes etc, we can expect the effects of any pandemic will be felt more sharply and deeply in our community than many others. And for longer.
43. Given the core purpose of our school and the vulnerability of our community/student population, our school should do what we can to protect and ensure our students learning and outcomes are supported as best possible.
44. Implications of this include:
  - o. Any effects of a pandemic will be felt more and for longer in our community than most, so the *Recovery* phase and return to 'normal' will be likely much longer in our setting than elsewhere.**
  - p. Accordingly, disruption to student learning will likely be greater, and more lasting, than for students in other NZ communities**
  - q. There is an imperative that the school does whatever is feasible to support and continue learning and engagement in schooling/education, especially if the school were to close.**

#### OUR COMMUNITY IS MORE VULNERABLE

45. As identified elsewhere, for a number of reasons once a virus is prevalent in our community it will likely spread more quickly and those individuals susceptible to it are more likely to be affected by it.
46. This was evident in the recent measles outbreak, which NZ not only initially failed to promptly contain, but also exported to the Pacific (likely through our or other South Auckland communities).
47. Health factors (over-crowding, underlying health issues, nutrition, effects of poverty, etc) are prevalent in our community.
48. Additionally, we are also adjacent to a major entry point (Auckland Airport) and many airport employees, or people in related occupations live in our community.
49. Implications of this include:
  - q. The first NZ patients will likely be those who recently travelled overseas. This means that these first cases will likely not be in our community, which gives us planning time.**
  - r. When/if the virus arrives in our community it will establish and spread relatively quickly.**
  - s. This quick spread/far reach will reduce the proportion of people from within the community who are able to assist others, meaning that the wider effects will be felt more.**

## RESPONSES

50. The school will put in place and have in readiness a set of scaled responses. These responses are unlikely to be all or everything that the school does, so this plan will be updated and adapted as necessary.
51. The levels of response that are being implemented and/or planned for are:
1. **Prevention and Education**
  2. **Enhanced Prevention**
  3. **School Closure: Learning Support**
  4. **School Closure: Community Support**
52. Staff members will also have specific support put in place. This will be regularly reviewed and updated as necessary.
53. Communication systems will be confirmed and maintained based on the efficacy in reaching the specific audience.
54. In as far as is possible/practicable these strategies and resources should also be extended to the BLENNZ and Rosehill satellite classes, the TPU, the CMAEC offices, the AE providers - their students and staff.
55. In the absence of their own strategies and practices, then the school's responses are to be adopted and followed by those listed above.

## 1. PREVENTION AND EDUCATION

56. This is designed to provide our students and staff with the learning and actual support to both stay protected at school and have healthy habits at home and in the community.

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### INVOLVES

57. This involves a campaign within the school focussing on:

- a. Coughing and Sneezing
- b. Avoiding touching eyes, nose and mouth
- c. Hand washing
- d. Social distancing – especially greetings/farewells (e.g. multiple “handshake-hand stroke-rub-etc” greetings that are popular with many of our students).

58. This will be supported by:

- a. Posters and charts placed throughout the school. These to be from or based on NZ MOH and credible agencies.
- b. Soap and sanitiser dispensers placed in all bathrooms/toilets, food and communal areas
- c. Messages at assemblies, tutor time, class times
- d. Student leadership from within the Prefects, senior school, PSSP and HAC groups
- e. Specific messages and equipment for sports teams and groups travelling outside the school
- f. Specific messages and provision at school events (e.g. JCHS Cultural Evening)

59. Whilst students are the main focus, staff and visitors are also to be included.

60. Whilst every activity will be examined and additional provisions made (as above) there is no intention to cancel school events nor to temporarily change cultural practices e.g. hongi, handshake - although these may ‘naturally’ become less frequent as a result of this work.

61. Students and staff members that are unwell and whom have ‘flu like’ symptoms will be advised to follow current MOH advised approach. Being to call ahead to their GP/health provider before visiting. The GP will then determine what the next steps are.

62. Staff or students that become unwell at work/school are to advise their teacher/a member of SLT, and will move to an assigned location from which contact will be made with both their home and a GP/medical centre school.

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### RESOURCES

63. It is anticipated that all necessary resources (soap, sanitiser, tissues) are already onsite and available, likely from current operational stocks and KidsCan held stocks.

64. Given the MOH approval of soap, and that most students will realistically only have access to soap (instead of sanitiser) in their homes, the school will include the use of soap in both educational materials and actual use around the school.

65. The school will hold both bulk liquid soap and sanitiser stocks.

66. Posters can be printed and laminated etc within school resources. With a preference for nationally approved/provided materials. Although these should also be amended to carry their messages in other languages including Te Reo Māori, Samoan, and Tongan.

67. These resources should also be offered to other schools, even if only as a digital copy for their own use.

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#### TIMING

68. This commences Monday 9 March 2020, and will run continuously, until further notice or the school is closed for instruction.

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#### PEOPLE AND RESPONSIBILITIES

69. Marlene Anderson, DP, is responsible for this, working with the HOF Health and Wellbeing and faculty team. Ensuring that the day to day actions and messages occur, and involving student leaders and other staff.

70. Denis Murphy, Business Manager, is to ensure that:

- a. A budget line is established for this activity/event
- b. The necessary resources (soap, sanitiser, tissues) are onsite and available (NB: I expect that current stocks and KidsCan stocks with cater for this initially but are likely to be quickly exhausted.)
- c. That commercial supplies of liquid soap and sanitiser, tissues, etc are purchased ASAP and stored securely.
  - *NB: Assuming 30ml per person per day = 30ml x 1400 people x 5 days x 10 weeks = 2100 litres or equivalent.*
- d. Additional, more accessible, rubbish bins are purchased/installed to encourage students to place their tissues etc into the bins rather than dropping them

71. Grant McMillan, Tumuaki•Principal is to:

- a. Liaise with the Board Chairperson and LSM to confirm the establishment and membership of the school's COVID-19 leadership group (C-19 Leadership Team).
- b. Co-ordinate with MHS and external agencies.
- c. Maintain situational awareness, advising and updating SLT and governance, and communicating with staff and community.
- d. Ensure that the staff and community are aware of what is occurring and why.

72. Andr'e Whaanga, DP, will be responsible for the liaison with our local primary and intermediate school, as this also aligns with (and strengthens) his roles with Year 8 enrolment/transition and the Kahui Ako.

73. Anne Farmer, Office Manager, is to support each of the above by:

- a. As and when requested, placing information onto the school website and FaceBook page.
- b. Maintaining copies of school resources, notices and MOH materials at the front desk for community use and access.
- c. Maintaining a similar set of resources within the staffroom for staff access.

## 2. ENHANCED PREVENTION

74. This is designed to build on and continue the work/effects of the previous focus. But now there are added elements focussing on prevention.

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### INVOLVES

75. The education and prevention work will continue. Likely with renewed vigour.

76. The school will now be more active/vigilant re sustaining preventative measures, including:

- a. Under supervision if necessary, all students will wash/sanitise their hands upon entry and exit from:
  - i. The school at the gate
  - ii. Each classroom or class block at the start and end of each lesson/visit
  - iii. Before collecting food from the canteen
  - iv. Other times/locations as identified
- b. Staff and visitors will also be supported to do the same.
- c. Additional staff will be hired, or additional contract hours engaged to carry out during the day and more regular cleaning of risk areas and surfaces (e.g. toilets, bathrooms, kitchens and benches).
- d. With cultural advice/support as appropriate all physical contact (e.g. hongi, handshake, hug) will cease, or be reduced to an absolute minimum.
- e. Students and staff are unlikely to be able to leave the school during the day unless for a good reason.
- f. If College Sport hasn't already acted, the school will review and consider each/all out of school activities and trips, including EOTC and sports.
- g. At-risk staff members will be supported to work from home, or assigned to duties that minimise their risk of interaction with virus vectors.

77. By this time, I expect that a small number of staff members will be absent and unavailable due to looking after whanau or their own health concerns.

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### RESOURCES

78. Most of the resources required for this (e.g. copying, expertise) are within the school.

79. There will be a need for increased stocks of cleaning products/supplies

80. Staff will need to adopt and support new routines and likely changes to duty rosters etc.

81. Brackets or stands will need to be installed at key points so sanitiser is available, especially at places where there is no basin with running water.

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## TIMING

82. This response will commence at time decided by the C-19 Leadership Team, likely recommended by the Tumuaki•Principal.

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## PEOPLE AND RESPONSIBILITIES

83. Marlene Anderson, DP, is also responsible for this phase, working with the HOF Health and Wellbeing and faculty team. Ensuring that the day to day actions and messages occur.

84. In addition to the previous, Denis Murphy, Business Manager, is to ensure that:

- a. An agreement is negotiated in advance with the cleaning contractor, or another provider, to provide additional cleaning services as and when these are required.
- b. Additional hours are available for/from key staff to ensure routines like re-stocking are effective.
- c. Brackets (e.g. cycle drink bottle holders) or equivalent are available to be installed.

85. In addition to the previous, Grant McMillan, Tumuaki•Principal is to:

- a. Ensure that the planning and preparation is completed for the next levels of response

86. Andr'e Whaanga, DP, will continue to be responsible for the liaison with our local primary and intermediate school, as this also aligns with (and strengthens) his roles with Year8 enrolment/transition and Kahui Ako.

87. Anne Farmer, Office Manager, will continue to support each of the above by:

- a. As and when requested, placing information onto the school website and FaceBook page.
- b. Maintaining copies of school resources, notices and MOH materials at the front desk for community use and access.
- c. Maintaining a similar set of resources within the staffroom for staff access.

88. Hamond Matua, Acting HOF Puutake, will assist and advise re tikanga in reducing hongis etc.

89. Other staff members will be asked to assume other responsibilities as required.

### 3. SCHOOL CLOSURE: LEARNING SUPPORT

90. This would be a dramatic and far reaching change for the school, especially for students and staff. including reducing the number of staff available to the school, as some will have parental duties to fulfil due to their own child's school (or ECE centre) closing.
91. School closure will be directed by MOH, likely through MOE. Legally, it may essentially only be a request to the Board of Trustees to close the school, in the knowledge that the MOE will at a later date accept the reasons for closing and waive the requirement to make up the days of instruction lost.
92. It is unlikely that partial closure (some year levels only, or reduced hours) would occur. Or that the provision of schooling will be affected by diminishing teacher supply due to the medical effects of the virus.
93. The extent to which staff will be supported by MOE payroll, and the nature of their duties will no doubt be advised at that time.
94. School closures may be national, or may be confined to geographic areas. It is likely that the initial closure will be for a set period (say 3 weeks) but this may be extended if the situation has not changed quickly enough. Or there is a continuing risk in the local geographic area.
95. Should our school close, based on the health factors in our community (as above) I do not expect us to reopen as quickly as other schools might.
96. Naturally, just because the school is closed for instruction does not mean that movement curfews will also be in place, or that students will remain in their homes.
97. It is likely, and will probably increasingly occur the longer the school remains closed, that students will start coming back to the school site wanting access to facilities (sport, gym, library, computer rooms, music room etc) and congregating at/near the school. Mountfort Park being a likely place – which could place some 'obligations' on us.
98. Whilst not all aspects of this can be planned for, some assumptions and planning can occur now.

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#### INVOLVES

99. Our school putting in place strategies and means for supporting our students to continue their learning, whilst working away from school.
100. These strategies are to:
  1. Prioritise NCEA, especially levels 2 and 3 if necessary.
  2. Be sustainable and "do-able" by the majority of staff on site/available
  3. Be able to operate with a minimum of SLT input, as it is likely that SLT focus will be elsewhere
101. It is likely that this learning will be a mixture of tasks that students work through and a 'call-centre' (digital or by phone) where teachers assist students with their learning.
102. Possibilities within this include:
  1. A set schedule for "skype/messenger video classes" where a teacher is recorded teaching a lesson that students watch
  2. Use of Open Polytech NCEA courses which are free to the school (through their i-qualify LMS)
  3. Packets of printed work for completion being dropped off at student homes, and completed work collected for marking back at the school. All through the letter box so no physical contact occurs

4. Accessing/using web-based resources to supplement work/learning.

103. It is likely that within an overall SLT-Faculty structure, staff responsibilities will change dependent upon individual staff expertise, e.g. those that can:

1. Identify which standards and content is best suited to the situation
2. Write/create learning tasks that can be completed 'remotely'
3. Post or produce these tasks in a digital or print format
4. Mark and assess these tasks
5. Communicate learning and provide coaching/Q&A through remote and indirect means
6. The skills of physically assembling tasks, sorting and collating, and recording completion/progress in KAMAR

104. Ideally, we would be able to support students digitally through devices in their homes. Constraints on this include:

1. The number of students who own, or have access to a capable device
2. The number of homes with WIFI access
3. Familiarity with the technology

105. I have asked Denis and his team to explore some options for removing or reducing the barrier of WIFI access.

106. Assuming that WIFI access is no longer a barrier, one of the actions we could take is to sign out a device (e.g. chromebook + charger etc) to every home or student for the duration of the time the school is closed.

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## RESOURCES

107. Most of the resources required for this (e.g. copiers, expertise) are within the school.

108. There will be a need for increased stocks of A4 copy paper, copier-machine staples, toner etc.

109. Staff will need to adopt and support new responsibilities, routines and ways of working.

110. IT staff will require assistance stripping down the current COWs to individual device 'sets'. Additional staffing and expertise will be essential for re-imaging, cleaning and reinstalling when the devices are returned (if no other option exists at that time).

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## TIMING

111. There will likely be some warning from the Government or agencies prior to school closures occurring.

112. It will be essential that keystone questions and solutions are solved and ready for implementation before this time.

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## PEOPLE AND RESPONSIBILITIES

113. Denis Murphy, Business Manager, with his team is to:

1. Explore the best options for addressing the WIFI barrier, including:

- i. Agreement with Spark for free access to their curb-side WIFI network for JCHS imaged/scripted devices
    - ii. Boosting/extending the school's broadband across our wider geographic area
    - iii. Solving consequential issues such as:
      1. How to install a transmitter and supporting structure (scaffold spire? tower crane section?)
      2. How to manage demand, (e.g. use LineWize to switch off access to TradeMe and social media sites between 9am and 4pm?)
  2. Determine how much time and what assistance would be needed to create individual device 'sets'.
  3. Have all the necessary arrangements in place, so they can be quickly brought into being should the school close.
  4. Ensure that the school is holding sufficient stocks of copy paper and copier consumables.
    - *Assuming 50 pages of A4 person per week = 50 x 1300 people x 5 weeks = 650 reams of paper and toner for 325,000 copies*
    - *Assuming 5 stapled booklets per person per week = 5 x 2 staples x 1300 people x 5 weeks = 65000 machine staples*
114. Maria Coyne, DP, and Stuart King, PN, be prepared to advise/support HOFs on standards, courses etc for NCEA programmes
115. Sa'id Milton, and Andr'e Whaanga, DPs, be prepared to advise/support HOFs on courses etc for Years 9 and 10.
116. Marlene Anderson, DP, and Craig Arnold, Data Manager, be prepared to adapt KAMAR (add new markbooks etc) to support new courses
117. HOFs be prepared to support your teams to select and potentially prepare courses of work/learning/standards in a remote manner.
118. ICT Committee and Digital Technology Department, be prepared to assist staff members in the preparation and delivery of courses and classes via digital means.
119. Alvin Chand, ICT Committee Chairperson, liaise with Alex at i-Qualify re rapid subscription to courses etc.
120. Teaching staff, start thinking about and identifying discrete standards or courses/topics that could be taught through booklet or online, collecting resources together – just in case.
121. Grant McMillan, Tumuaki•Principal, ensure that necessary approvals or delegations exist to support this activity. Likely to C-19 leadership Team, through to Tumuaki•Principal in some circumstances.

#### 4. SCHOOL CLOSURE: COMMUNITY SUPPORT

122. This planning relates to the purposes and roles that other agencies may require from the school in a pandemic situation. Essentially, the school's facilities, grounds or resources would enable another agency to achieve in their roles/responsibilities.

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#### INVOLVES

123. This could occur at any time during the previous three planning stages, but is most likely if the school is closed for instruction, (which if it occurs is a strong signal of how serious things have become).

124. It will likely occur as a request from the agency/ies that wish to use our facilities, and may not appear particularly co-ordinated. We may have several agencies based on-site.

125. Each request should be considered on its merit, but ideally these requests should be supported and met wherever practicable, using the school's resources to enable the agency to achieve its intent. (e.g. access to copiers, use of meeting rooms and offices etc).

126. It may be that the school and agencies are both working from the site at the same time.

127. Coordination of the site and resources is a priority, that can prevent issues arising.

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#### RESOURCES

128. There are a range of facilities and resources the school has that would be attractive for another agency.

129. A summary includes:

1. Command and Control spaces = Hall, Staffroom, Admin Block, JIP
2. Office and working spaces = current offices, classrooms,
3. Food preparation and eating = Food tech classrooms, Puutake, LCR, Staffroom
4. Sleeping and accommodation = Classrooms, Gyms, Puutake
5. Ablutions = Gyms, LCR, Sports Pavilion
6. Laundry facilities = Gym, Food Tech areas
7. Down-time spaces = Staffroom
8. Public and meeting places = Hall, Gyms,
9. Securable outside areas = several
10. Additional = VOIP phone network, computer network, WIFI, access to copiers and office equipment, stationery and consumables
11. Other = KidsCan, Food Tech, & Puutake stocks re food
12. Health and Safety = fire and smoke detectors, fire alarm system etc

130. Keeping an accurate register of spaces lent and items/information dispensed will be important, including PINs and access codes – which may have to be changed after the event.

131. A register must be maintained (signing in/out regime) for high priority/security items such as keys (especially master keys).

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#### TIMING

132. Requests for use of school amenities are most likely to occur in the MOH *Manage It* phase.

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## PEOPLE AND RESPONSIBILITIES

133. Grant McMillan, Tumuaki•Principal, is to:

1. Ensure that necessary approvals etc are in place – if required.
2. Be prepared to be based on-site, or support a staff member to do so.

134. Denis Murphy, Business Manager, is to ensure that there is a shared understanding between SLT and Property Team about how:

1. Spaces would be signed over to an agency,
2. Resources/consumables given to them would be tracked and
3. Security/priority items (keys etc) are signed for

## SUMMARY

135. This plan is based on previous pandemic plans, SARS, H5N1 and previous school level plans; the current NZ planning tools; and experience in both planning and responding to emergency situations.

136. Should the current situation become a pandemic, the full extent of this plan will likely be required, as well as responding to other events and contingencies.

137. Ideally, the MOH *Stamp It Out* efforts will be successful and the schools Education and Prevention response will be all that is required.

138. Contributions and ideas are welcomed. This document will be updated from time to time.

139. The use of explanatory narrative in this plan is to ensure that the plan is accessible and the proposed actions make sense to a first-time reader.



Grant McMillan  
Tumuaki•Principal