

Principal's Sabbatical Report

Deborah Daines
New Brighton Catholic School, Christchurch
Mary Immaculate

Term 3 2016

Best Practice Before, During and after a Disaster.

Rationale and background information:

I am the principal of a Christchurch school located in the severely affected earthquake area of the eastern suburbs. I have seen the wide results of this disaster on many levels and how schools have adapted their preparedness, actions and recovery when confronted with foreseen and unforeseen events that have significant consequences for pupils' hauora and learning.

To the credit of the schooling sector in Canterbury every child and adult was physically safe, in the ensuing years. As leaders we encountered events and witnessed human reactions to them, that were unprecedented in most of our careers, we had to adapt and learn to look after the social and emotional hauora of our people in a different and extended way. My burning concern is, what has the rest of New Zealand learnt from our experiences since the devastating 22 February 2011, Canterbury quake?

Are all our schools in New Zealand robustly ready for the next disaster? Do some schools have; *it won't happen to us yet attitude, we don't have the time, money, or resources to allocate to it yet?*

Nearly 6 years on the effects of the 22 February 2011 earthquakes together with the 11,000 plus aftershocks are still being felt and having to be dealt with by schools in Canterbury.

I firmly believe that not all schools are prepared; Canterbury has learnt a lot and has settled into the new *normal*.

I want to share what we have learnt with our grass roots experience so that it challenges other schools to think, consider and prepare.

Purpose:

The purpose of my sabbatical was to research the role of professional leaders for pupil and staff well-being, hauora, before, during and after a disaster.

Methodology and activities undertaken:

My study of inquiry used a variety of methods to gather information and to conduct my research.

- 1 To survey and visit a range of schools, decile 1-10 all in severely affected areas, each having the same but also their own unique challenges, to interview principals on what and how they now implement best practice for staff and pupil well being
 - Pre disaster preparedness.
 - During a disaster.
 - Post disaster.

- 2 To visit a range of schools, on what they now consider best practice for pupils and staff well-being - hauora around disasters.
 - To talk to BOT and staff on their experience.
 - To listen to parent's voice, their concerns and anxieties and how they were alleviated.
 - To survey children to get their input on what made them feel safe.

- 3 To research papers on what psychosocial support is needed in recovery.

- 4 To attend seminars on recovery and effects on well-being.

- 5 To create a user clear concise practical resource:
 - that could be used in a school review to check their disaster preparedness.
 - to give ideas for thought provoking robust discussion.

This resource follows at the end of this report.

Conclusion:

Every principal I spoke to has dramatically increased their preparedness based on individual experience and needs for their school.

Reviews were and are ongoing and constantly added to or changed in either their preparedness, response or recovery practice.

Parents and the community now expect and want to know the disaster procedures in detail to alleviate their fears or anxiety or to try and gain a sense of control in their lives.

Students are aware and have a sense of security and comfort that they are safe in their environment and that there is a sense of order.

The BOT and staff are fully aware of their professional duties and have their personal lives sorted as their first duty is to the pupils in their care. All schools realise that they are the first responders and will be for the first 24 hours, so be prepared!

Acknowledgements:

Thank you to the New Brighton Catholic School Board of Trustees for wholeheartedly supporting my application for this sabbatical.

To my wonderful staff who so willingly stepped up, Nicole our Deputy Principal, who ably led learning and provided effective stewardship in my absence. Supporting her, I thank the leadership team, together with Mary our office administrator and the BOT chair Trina, I hope you enjoyed the experience you had.

Thanks also goes to the Principals, BOT, and staff who I spoke to who so willingly give their time to share their experiences, reflection and best practices. To the parents and students for their openness and honesty which evoked emotion and pride in their journey.

To all of the Recovery organisations and personal, whom I have spoken with or attended seminars with, thank you for your wisdom, knowledge understanding and encouragement.

I also thank the MOE and NZEI, for the opportunity to pursue professional study and have time for reflection and refreshment that renewed my energy levels.

This sabbatical allowed me to avoid total burn out by stepping out and looking in objectively rather than being in the whirlpool of recovery, for that alone I extend my gratitude.

Best Practice Before During and after a Disaster

A Review, Discussion and Reflection Tool

**Deb Daines
New Brighton Catholic School
principal@nbc.school.nz
03 3887982**

Principal's Sabbatical Report Term 3 2016.

Contents

Before: Are you ready?

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4. Specialised Kits
5. Checklists in an Emergency
 - 5a Example [Emergency Organisational folder index](#)
 - 5b Example [Emergency Controllers Check](#)
 - 5c Example [Emergency Administrators check](#)
 - 5d Example [Emergency Tsunami Controller's Check](#)
 - 5e Example [Principal's checklist](#)

If you wish for another examples, just email me.
6. Preparedness checklist

During & Immediately After

The Recovery

Are you ready?

1. Emergency procedures in every learning space.

What schools have in place?

A transportable emergency procedure 'kit'.



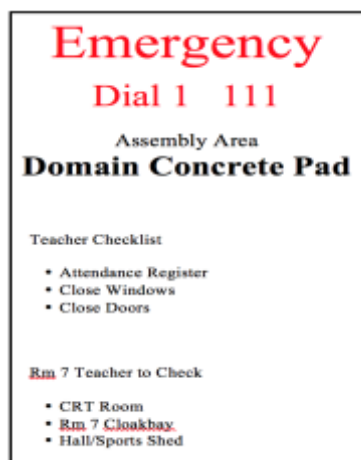
In each learning area (2 examples: a removeable red folder or an emergency black box) both hanging and located at the exit and in the same place in every learning area.

Contents

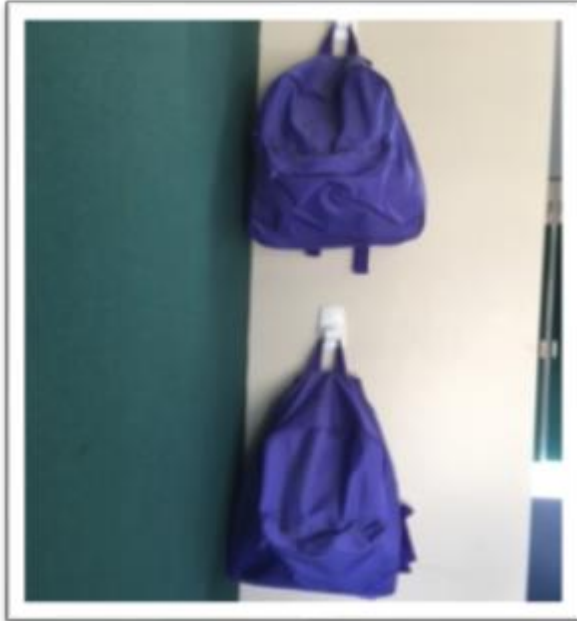
- Map to the assembly point
- An up to date class list and pen.
- Current Emergency procedures e.g. lockdown/electrical storm/tsunami/hurricane etc.
- Areas that the class teacher are responsible for checking or doing in an evacuation.
- Teacher's checklist- see below.
- Important medical needs of pupils, e.g. their diabetic kit bag is hanging beside the clock on the green wall.
- Medical class list
- Lock down procedure

Optional could be

- Map of tsuanmi evacuation route,



2. Survival Backpacks: Located in every classroom, studio or learning space with enough supplies for that learning space.



These are for the teacher/s to take with them in an evacuation

What schools may have in them

Contents

1. High vis vest
2. Torch and batteries
3. First Aid Kit
4. Packets of barley sugars
5. Panadol / emergency kits for specific medical needs, e.g. EpiPen
6. Bottle of water
7. Packets of tissues
8. Toilet paper
9. Black rubbish bags
10. Evacuation map
11. Hand sanitiser
12. Radio
13. Survival blankets
14. Waterproof ponchos
15. Thermal shock blanket
16. Boxes of museli bars
17. List of activities eg. songs, music, deck of playing cards
What to do with hundreds of children just sitting for hours?
18. Please note; In case of an emergency and where sufficient warning has been given to the school to be evacuated, ask the children to take their water bottle and polar fleece on the way out.

3. School Emergency / Disaster Wheelie bin/s (120 l)



What schools may have in in them

Contents varied between schools depending on the size of your school, you may need more than one around the school.

Miscellaneous:

- Hard hats
- 8 Tarpaulins
- 30m Rope
- 30m Duct tape
- First Aid Kit (including jellybeans for diabetic student or other medical needs)
- Stretcher (collapsible)
- 12 Foil emergency blankets
- Plastic cups
- Cable ties (various sizes)
- 2x Torch / Radio and batteries
- Emergency blankets / Thermal shock blanket
- Rain ponchos / Rubbish bags (rain/wind protection)
- 6 prs Gardening gloves
- Tissues / Toilet paper
- 3 boxes secure-guard masks
- Fluro-vests
- Megaphone /Walkie-Talkies
- Latex gloves - 1 box

- Barley sugars
- Plastic sheeting
- Hand Sanitiser

Tools:

- Claw hammer
- Crow bar
- Nails (pkts various sizes)
- Saw
- 3 piece plier set
- Pkt 6 leather gloves

Food & Water:

- Boxes museli bars
- 2 x 20 L water

4. Specialised kits for evacuation needs

Schools are in different environment areas, assess your area and needs and prepare accordingly

- Tsunami zone (one school has life jackets for all students in bins outside each learning area) You'll need multiple plans for a Tsunami within, 5-10 minutes, within 2 hours, not in school hours
- In a high wind area
- Below a dam
- Beside a main highway
- Under a cliff
- Special needs of students that need to addressed
- Evaluate your school and local environment

School Emergency / Disaster Shed

One school had a Disaster Equipment shed

Contents

- Gazebos
- Tents
- Tools - heavy duty
- Small porta loos – kept from supplies given out in the Christchurch quakes.
- Larger supplies of food and water.
- Bulk blankets

Know your school needs and equip your school kits accordingly.

5. Checklists in an emergency

For the co-ordinator and the administrator

- *Remember your reptilian brain most probably will be the one working!*
- *You don't know who will be in charge; don't assume the Principal or Leadership Team will be on site.*
- *In emergencies all procedures must be written down, visible and close at hand for everyone.*



The emergency organisational folder sits in a visible position in the administration office.

What schools may have in in them

Contents: What has to be taken in an evacuation.

- A hard copy of the day's absentee list, or some printed way of knowing who is absent.
You may have no power so can't access a printer or computer.
- The visitor's book or e-visitors screen, assuming it hasn't fallen and broken!
- The emergency kits class, school, specialised.
- The emergency procedures and checklist – believe me your brain won't remember all what you need to do.

One school immediately lost all power for 2 weeks, electronics went flat so I can't emphasis enough, have an up to date hard copy.

5a Example **Emergency Organisational Folder**

Index

- Controller's Checklist (example 5b)
- Administrator's Checklist (example 5c)
- Tsunami checklist (example 5d)
- Teacher Checklist master
- School Roll – Caregiver contacts
- List of non custodial parents
- School Roll – Emergency & Permission to pick up a child
- School Roll –ready for Phone calls received during an emergency
- Room List - Emergency
- Staff List – Emergency
- Board of Trustees contact details
- Temporary School Closure in Emergency Procedure
- Closure during school hours
- Student Release guideline
- Earthquake Drill guideline
- How to Access the website for notices
- Explicitly how you notify the community e.g. Tweeting, Facebook commercial notification system.
- Principal's checklist: after earthquake example (Example 5e)
- Emergency/Civil Defence Policy 5.11
- Letter to MOE guideline or school closure letter
- Tsunami Zone map if your in the zone
- Civil Defence / Police chain of notification (one school interviewed wasn't on it !)
- Laminated gate notices, if you are evacuating off the school grounds.
- Location of extra fleece blankets, extra water,
- In addition with the emergency folder a whistle for the co-ordinator.

Discussion:

How and to whom are you going to release students?

Have you got parental consent for whom you release children to?

Do you have a list of non-custodial parents?

How are you going to record who took the student?

Are you going to record the departure time of students?

5b Example **Controller's Checklist** (Top person in charge)

Emergency – Earthquake Controller's Checklist

Identify your needs you'll need a different checklist for Tsunami etc.

- Check all classrooms - if *students* are happy just give thumbs up.
- If a reliever is in the classroom, direct them to the teacher's emergency checklist.
- Decide whether *students* stay under desks or move to assembly point.
- If evacuating - check safety of assigned assembly point. *Ground may have cracked, opened up; a tree may have fallen across access way, liquefaction!*
- Check all staff are accounted for.
- After *student's* roll call, activate check for any children missing.
- Position yourself or delegate on the gate/s where parents may enter the school.
 - Say to all parents entering, "The *students* are all safe" to reassure them.
 - Hold any distressed parent until they are calm, get help for irrational or emotional parents
 - We don't want them near the students, we will bring their *students* to them
 - Don't engage in general chat - they want their children.
 - Tell them to notify each child's teacher in person that they are taking their children.
- As a parent leaves the school, ask them whether they have checked off with the teacher.
- If a person is not a parent and wants to collect – the school must have direct contact with child's guardian for them to do so. Check with the administrator who may have had a call giving permission. Otherwise the person must contact guardian who gives you permission directly.
- Dismiss staff as you see fit, preferably in pairs to drive in convoy home. Suggested order: staff living furthest away (especially if travel a bridge, e.g. Waimak), staff picking up school children. Last to go: senior staff and staff living close to school.

Before leaving

- Ensure you have Class Emergency List from each classroom teacher.
- Check school is secure.
- Take staff leaving sheet in case you are contacted as to where they are.
- Take controller's file and action through it.
- Disconnect phone console leave only, this then means that the answerphone can be remotely accessed. (Or whatever you school peculiarities are)

Discussion

- **If available, have someone to drift between the entrance and the pupils to liaise with parents and controller, why?**
- ***Students* not in the school i.e. at EOTC – check. Contact the person in charge of those *students* and assess situation. Bringing them back to school might not be the best solution as one interviewed school experienced, a class was on school camp and didn't feel the earthquake and the road back nearer school was too dangerous to travel on, especially in the dark, parents want to get home to families?**
- **True story, what would you do? A solo mum, one of the last left at your assembly area, is sitting with her children, the Principal said, "How can we help you home", the reply, "we don't have one its flattened."**

5c Example **Administrator's Checklist** (Office staff)

Emergency – Earthquake

Identify your needs you'll need a different checklist for Tsunami etc.

Administrators Emergency Box is, specify exactly where it is, in the cupboard next to blue filing

- Fluro jackets for staff, take to assembly point.
- Transistor radios - one for administrator and one for controller.
- Walkie-talkies – one for administrator or lead teacher with children and controller.
- Plug in emergency cord phone (old style phone) in the BOT area, port is labelled. A corded phone can also be plugged in in the staffroom. These will ring. The main phone will operate on battery backup for 2 hours if power cut off.

Note: For schools without an old style phone or cabling (i.e. internet only), you will have no phone access and cell phone usage will be limited or non existent as the system will be overloaded, all interviewees experienced no contact via cell phones so don't rely on them.

Duties:

- Take visitors book /or ipad if still in one piece and absentee list to assembly area.
 - Roll call the visitors
 - Recheck student not accounted for with absentee list
- Answer the phone, if able to do so ensuring the environment is also safe.
 - Make a note of all phone calls in/out – name and message. (List of families at back of Emergency Manual could be used for this.)
 - You may need to identify caller, e.g. *sorry, who is speaking please?* (Parents assume you know who they are!)
- Notify relevant teacher and administrator
E.g. permission has been given by a guardian for another person to pick up their child - write the name of person picking up and give to teacher.

Parents will be panicked and may talk too fast or with fear and anger, you must remain calm reassuring and polite at all times.

5d Example **Controller's Checklist** (Top person in charge)

Tsunami Emergency

- Controller's check as per normal emergency.
- Principal: Mobile phone.
- Office administrator:
 - Sign on gate
 - School roll with phone numbers
 - Class lists
 - Epi-pens/medication
 - Office Emergency Kit
 - Teachers learning area emergency kits

Tsunami zone maps

Your local Civil Defence Group has tsunami zone maps and regional advice.

- Northland <http://www.nrc.govt.nz/civildefence/>
- Auckland <http://www.aucklandcivildefence.org.nz/>
- Waikato <http://www.waikatoregioncdemg.govt.nz/>
- Bay of Plenty <http://www.bopcivildefence.govt.nz/>
- Gisborne <http://www.gdc.govt.nz/civil-defence/>
- Taranaki <https://cdemtaranaki.govt.nz/>
- Manawatu-Wanganui - <http://www.horizons.govt.nz/flood-emergency-management>
- Hawke's Bay <http://www.cdemhawkesbay.govt.nz/>
- Wellington <http://www.getprepared.org.nz/>
- Nelson-Tasman <http://nelsontasmancivildefence.co.nz/>
- Marlborough <http://www.marlborough.govt.nz/Services/Emergency-Management/Civil-Defence.aspx>
- West Coast <http://www.wcrc.govt.nz/our-services/civil-defence-emergency-management/>
- Canterbury <http://ecan.maps.arcgis.com/apps/Minimalist/index.html?appid=591062afb6b542abb247cc8d15a64855>
- Otago <http://www.otagocdem.govt.nz/>
- Southland <http://www.civildefence.co.nz/>
- Chatham Islands <http://www.cic.govt.nz/what-we-do/emergency-management/>

Don't wait for an official tsunami warning. [Make a plan today.](#)

Discussion

- **At what point are you going to leave the school grounds?**
- **How are you going to monitor parent pickups when you're on the move?**
- **Do you know how long it takes to walk to your safety zone?**

5e Example **Principal's checklist** (post earthquake)

This is important, to have documented as you might not in a position to be the leader.

Closing the school use, Temporary **School Closure in Emergency Procedure**

School can be closed by Civil Defence, Police, Ministry of Health in a state of emergency, and the BOT, who will need on site information re, structural damage, power, water, sanitation.

Notify status of school to (depending on damage etc.)

- Staff (if outside of school hours)
- Parents/Carers, school community
- Cleaners
- After school care
- Any persons coming the next day to school
 - Relievers
 - Itinerant teachers, music drama
 - Part-time staff
 - Technology
 - Travelling shows
 - Other agencies

Notices through

- Website / tweet etc.
- Answer phone
- MOE
- CEO or Proprietors' in Integrated or Private schools
- Radio stations

Reopening

BOT decision (reassess and inform, structure, power, water sanitation situation)

Notify open status of school to list above

Forward letter to MOE re Closure of School

After each major earthquake each school did a review and adjusted their procedures, they are so many scenarios to be ready for now.

Does your staff list have these details, you need them in emergencies.

Staff List 2017 Staff List 2017 (7/2/17)

Staff	Medical needs	Telephone Cell	Email school and personal	Address	Emergency Contact Whom, relationship and contact details	Leaving Time Emergency
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6. Preparedness Checklist, please add to this as you read through this paper to develop a review tool for yourself

Consideration	Action	checked
Your evacuation plans		
Are they visible in all classrooms?		
Are they portable?		
Are they understandable for Relievers?		
Is the master co-ordinator plan in hard copy?		
Is it at arms reach for anyone?		
Is it visible and labelled?		
Accounting for children and adults		
Every child must be sighted, not counted.		
Do you have a paper list of who is absent today?		
Do you have a list of visitors?		
If you are using an electronic sign in system, is it screwed down so it doesn't smash in an earthquake?		
Are Pre school school entry visitors indentified?		
General		
Are emergency kits up to date?		
Is ALL funiture secured to the wall?		
Nothing is on top of cupborad units, not even flat paper or posters, they make a slippery surface if walked on.		
Are rubbish / recycling bins near doors, these will hinder exits if knocked over.		
What ifs		
A class is on an ETOC outing, what do you have in place?		
Your evacuation point has changed as it's unable to be used? eg Liquefaction		
There is no power? So the telephone systems will be down.		
No cell phone coverage.		
Computers won't work, no access to information.		
UPS Uninterrupted power will be trashed on the floor.		
School Intercom systems will be down.		
The leadership team is on an off site course.		
You can't use the toliets and you have the students for 48 hours.		
Have you had a leadership, BOT, or staff meeting discussing senerios in times if disasetr?		
You have porta loos on site and no running water. The community water is undrinkable, they don't have any means of boiling it, and you need water to open the school.		

During & Immediately After

What schools may have to do?

You are all at the have assembly point, now what?

- Keep Calm.
- Use your plans; get up a system for student collection.
- A whistle is old-fashioned way to gain attention and control.
- Protect students from news, they don't need to know that people have died in the city, their parents work there.
- Keep "adult" talk to a minimum, student have big ears.
- Talk to the students to reassure them.
- School Buddies and families were put together for comfort.
- The administrator can listen to a radio or TV and relay important information.
- One principal heard news of the buses that had been crushed in the city, 2 hours later a distressed parent could only say, "I saw the buses", in shock she needed time to calm down before been reunited with her children.
- Protect students from further shock, one Dad turned up for this children and didn't realise that his ears were hanging from an injury.
- Be prepared to look after your school for at least 24 hours
- If it is safe get children to take home their bags and belongings.
- Don't enter back into a building you never know when an after
- The community may see you as a safe place or a congregation point, people will want to be together to feel safe and talk. (This happened to one school for over 24 hours.)
- School BBQ's were used to boil water.
- Fonterra milk was a great source of liquid to drink.
- Keep a watchful eye on your staff.

Before leaving school, if safe

- Turn off all power, light switches, computers.
- Secure the school, and valuable assets. Yes loiters will be around!
- Empty food from fridges, freezers; give it away, if there's no power food will soon be off.
- One school emptied student's lunch boxes to avoid vermin, which was a good idea as that school didn't return to school for 3 weeks.
- Keep a note of all phone calls and important conversations and decisions made in the days and weeks following. You will need a record, so much happens and your days and time will get blurred as well as our brain, locally known in Christchurch as Quake brain!

Discussion

- **How are you going to control the release of students?**
- **How are you going to cope with students staying over night?**
- **Think of the sources of food you have access to?**
- **How are you going to provide for sanitation?**

The Recovery.

First seek to understand.

What you need to know.

Understanding the affects of trauma is important for all, many I spoke to feel that until you have experienced the situation first hand the need for recovery understanding and information may seem less important than emergency drills but it is as necessary.

Not only was there the physical earthquake recovery to deal with but the human process of loss and grief. Students losing classmates and friends as families to relocated due to their homes being uninhabitable or that they were “fleeing” the after shocks, many families left for other NZ towns and cities, and also internationally.

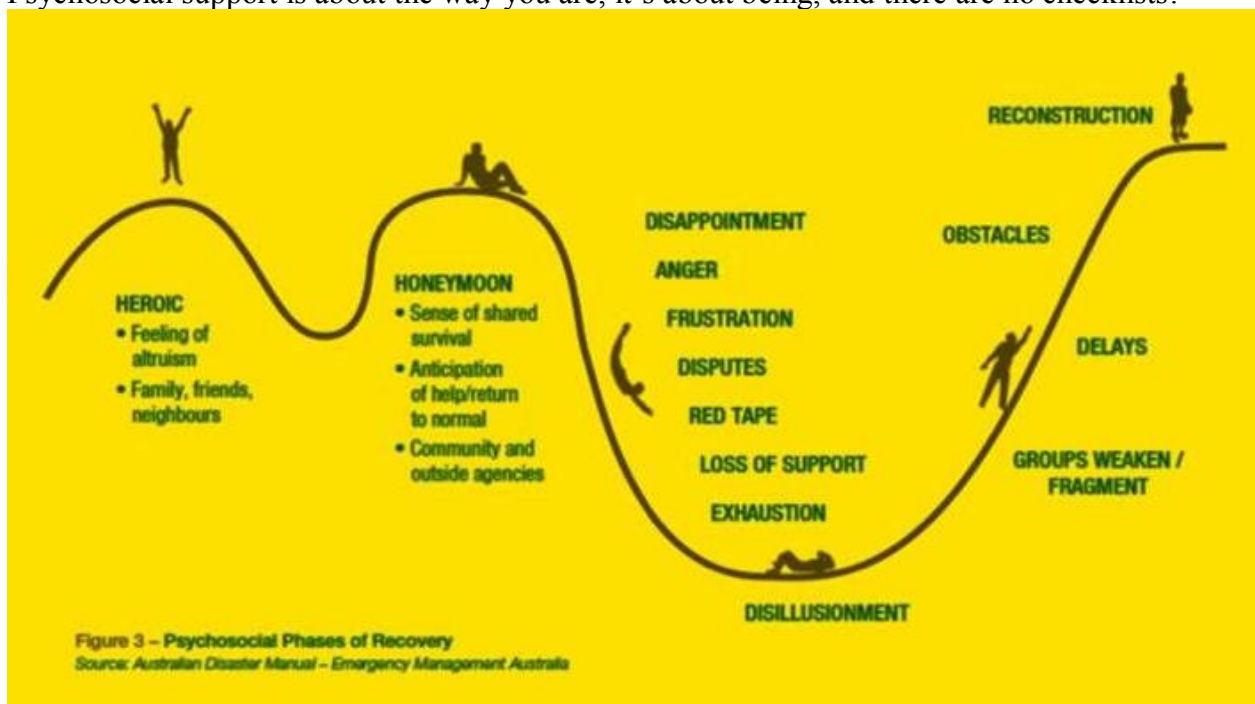
Therefore the human impact to disasters is wide

- Emotional
- Cognitive –how the brain reacts
- Personal Health
- Environmental
- Social

Understanding the body’s response to the physiological impact is also crucial

- The affects of Adrenalin and Cortisol.
- How it will affect how teachers teach.
- How it affects how children can learn.
- How and why people react as they do.
- You will need to understand this, to lead your school with empathy and support.

Psychosocial support is about the way you are, it’s about being, and there are no checklists!



This graph shows the phases of psychosocial recovery that are commonly accepted around the world. Of course, the impact of a disaster will vary from person to person. People will Progress through the phases at different rates and the phases may even overlap each other. What has also complicated things in Canterbury is the fact it has experienced several major Earthquakes, which mean residents, have gone up and down this graph several times.

Source: <http://allright.org.nz/is-canterbury-all-right/>

Psychological Reactions to an Earthquake

It is common for people to experience a range of psychological responses, which may include:

- Feeling on edge, nervous, or tense.
- Sleep disturbance and nightmares.
- Being easily startled.
- Tearful.
- Swings in emotion, including irritability and sadness.
- Anxiety symptoms like a racing heart, rapid breathing, and trembling.
- Thoughts and memories about the event continuing to pop into your mind, even days afterwards.

Usually, these psychological reactions will dissipate over the following days to weeks as the mind makes sense of what has happened. What is important at this time is to allow people to work through their experience of the earthquake at their own pace. For many people it will be enough just to discuss and make sense of the event with friends, neighbours, and family. For others, it may be not discussing it much but keeping themselves busy doing other activities. Whatever the person's style it is important to allow people the space to do this. It is best not to push people to discuss what happened if they do not want to. If someone does want to talk it through then let him or her do this.

Initial Coping Tips:

- Keep in contact / talk with family / friends.
- Get back to former routines as soon as possible even if you are anxious.
- Try to eat normally.
- Be aware of the temptation to over use alcohol / drugs as a coping strategy.
- Try to get plenty of rest.
- Don't try to make major life decisions.
- Be aware your concentration may be affected – egg with driving.

Children may experience some of the same reactions listed above. However, there may be differences in how these reactions are displayed. For example, younger children may be more clingy, experience an increase in bad dreams (not always just about the earthquake), loss of appetite, and have an increase in physical complaints such as headaches and stomach aches.

Suggestions for supporting children include the following:

- Be supportive and reassuring, your children may need to be held.
- Your child's fears are genuine to them, this may include worries they may be separated from their parents and needing them close. Talk this through with them.
- Listen to your child's fears and explanations about what happened.
- Return to some sense of normalcy, such as playing with friends and going back to school.
- Regular routines are important, such as meals and bedtimes.
- If children are demonstrating aggression or anger then uses a nurturing but firm approach, pointing out their behaviour is not acceptable.
- Explain what you know about the disaster. You may need to do this more than once.
- Your child may want to re-enact or draw pictures about the earthquake, this is okay.
- Try to not appear anxious with your children because they will pick up on this
- Try to limit access to catastrophising media reports.

Course notes: Anxiety Disorders Unit, CDHB.

What schools did

Educating yourself, and your staff is crucial

Professional Development for staff and parents came from a variety of sources.

- Workplace Workshop, New Zealand Red Cross- recovery matters.
- Mental Health Services.
- Trauma specialists e.g. Dr Tom Mulholland from Auckland, Dr Rob Gordon, an Australian disaster psychologist.
- Nathan Makaere-Wallis gave Brainwave Trauma Presentations.
- The MOE's Traumatic Incident Team.

Opening the school for the first day, the last school to go back was a month later!

- Every parent was contacted so teachers gather the needs of students were so they were prepared
- All schools had lots fun activities for the students, not only on day one of returning to school but throughout the next 2 years. E.g., BBQ's, bouncy castles, face painting.
- Provide lots of community events to allow to come together and to feel connected.
- One school had a power generator, so a computer hub was set up for parents for claims etc.
- Programmes for anxiety and grief e.g. Stormbirds.
- Let children talk, but keep routines going, their world is in chaos, students need their routine.
- Let students have a voice as to what they feel they need.
- Students were encouraged to become more Health & Safety conscious and self-managing.
- Students contributed to self-reviews of all aspects of the event.
- Most principals were social workers for months after the main events.

Reassure parents

- Many keep their children at home, when school is open, parents were anxious.
- Any "normal" incident will trigger an over reacted response.
- Educate parents on mental health issues as many children's behaviours changed.
- Give parents lots of opportunities to use the school as a place to talk, receive counselling and be an information centre for assistance.

A common theme in all schools was the student's heightened anxiety response to wind; this is still prevalent today as some students have lost faith in the natural world.

Below is a parent survey used to assess the school community situation for pastoral care. Although it changed slightly each year, it is still used, as many question are still relevant 6 years later!

Family/Whanau Hauula Survey

We wish to update the pastoral needs of our community. This will enable us to understand your family situation and act upon any pastoral care needs.

Family Name:	
Children's Names:	Room:
Earthquake Information	
Are you living in your family home?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is your home orange, red or green carded?	<input type="checkbox"/> Orange <input type="checkbox"/> Red <input type="checkbox"/> Green
Have you had to move to another home?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Do you have power, water, sewerage?	<input type="checkbox"/> Yes <input type="checkbox"/> No – waiting for
Is your land	<input type="checkbox"/> Red <input type="checkbox"/> Green <input type="checkbox"/> Other
Are you still experiencing any financial hardship in your family as a result of the earthquake?	
Are the earthquakes still affecting employment in the family?	
Is/are your child/ren experiencing anxiety, sleeplessness, bed wetting, moodiness, etc?	
Are there any other issues that we need to know to support your family?	
There are agencies still offering help and assistance. If you need anything, please state:	
Or ring ? for a confidential word.	

Please be assured that we are here to help and that the welfare of our school community is of paramount importance to us. All the information you share with us will be kept confidential. Your child's teacher will be made aware of any relevant information.

Closing Thoughts for Principals from Principals

- Prepare for the worst.
- Prepare for a drop in roll averaging up to 30 % and all the FTTE, operational grants, and other staff decreased that accompany that.
- Your school could be a sector post even if it's not designated.
- Parents won't always follow protocol they just want their child even at the expense of others safety, have human or physical boundaries in place.
- Know your staff, under this pressure they change
 - Ensure they have a family plan.
 - Ensure they realise their priority are the students in their care.
 - Prepare staff, in H & S meetings, give them a scenario, you may not solve it but you will see the response of you team.
- Overdo emergency drills, one student 3 years and 11000 earthquakes later didn't know the drill, the teacher overlooked he had just emigrated from Tonga and had no idea.
- You will be inundated with support for the students, staff, this is wonderful but amazing pressure will be on you for gratitude and accountability reports for money.
- Your community will come together but then at different rates go through the grief and psychosocial cycle.
- There is a new normal; students and communities will never be the same.
- The principal must know about the hauora of staff, but also explain expectations.
- You must remain professional, even though you are going through it too! Seek help for yourself; remember to fit your oxygen mask first to be of value as a leader.
-

Many studies have been conducted into the effect of disasters on Children, one study I have quoted below to give you an insight in to our students some 5 years on.

These articles give you a glimpse of the length and issues of recovery. The second article refers to adults, which is also critical for principals to understand their parents and community.

"A study of 5-year-olds starting primary school in east and south Christchurch is finding that as many as one in five now exhibit the classic symptoms of post- traumatic stress disorder.

"These kids are having difficulty coping which shows through being irritable and clingy. They are aggressive and withdrawn - both reactions to anxiety. They are having difficulties concentrating, difficulties learning, difficulties working in groups with other children." The level of trauma is unexpectedly high."

<http://www.stuff.co.nz/the-press/news/christchurch-earthquake-2011/9674021/Quakestress-hurting-our-young>

<http://www.stuff.co.nz/the-press/news/christchurch-earthquake-2011/67919822/Christchurch-quake-survivors-and-the-long-road-to-mental-recovery>.

If you would like further information or templates please feel free to contact me.

Kai Kaha

Deb Daines

principal@nbc.school.nz

03 3887982

0210466903