

**22 February 2022**

**Kia ora tatou e te whanau**

As we prepare for the onset of Covid infection in our school community we will endeavour to keep you up to date with the latest Ministry information as we receive it. Our first response when informed of an infection will be to contact the Ministry - as we are required to do - and follow their direction / advice as to individuals / groups required to isolate.

It is likely that staff and students will be unable to attend school in-person for periods of time due to them being (a) a positive case, (b) a family member of a positive case, or (c) a close contact of a positive case. Thinking positively, as we move past the anticipated peak infection period - mid / late March - the time required to isolate or self-monitor will depend on government decisions but the eventual removal of isolation will obviously ease pressure on schools.

The school's response to Covid will depend on the various scenarios that could play out within the school community. Some decisions will need to be immediate while others will come into effect with some warning to our community. The movement between the stages needs to be responsive to school / community circumstances and government requirements. Preparing at home for various changes that may be ahead will be helpful for all.

In the event of the school operating with reduced staff or in the worst case scenario, full school closure, it is important that expectations around teaching and learning are reflective of the prevailing environment.

This is very different to 2020 and 2021 when we had full lockdown. We are likely to have children and staff moving in and out of isolation, so it's going to be much more of a hybrid, rolling kind of a model of teaching. We - like all other schools - are taking it one day at a time, but the goal is to stay open ... as much as possible. Full closure in our mind is a very last option.

**Covid Response Stages / Adventure School February 8<sup>th</sup> )**

**Sources/References**

[Copy of Covid Protection Guidelines: RED LEVEL \(27 January\)](#)

<p style="text-align: center;"><b>Stage One</b></p> <p style="text-align: center;">School is Open</p>	<p style="text-align: center;"><b>Stage 2</b></p> <p style="text-align: center;">Hybrid Learning</p>	<p style="text-align: center;"><b>Stage 3</b></p> <p style="text-align: center;">School open for Face to face and distance learning</p>	<p style="text-align: center;"><b>Stage 4</b></p> <p style="text-align: center;">School is Shut</p>
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<p><b>Stage One: Onsite Learning</b></p> <ul style="list-style-type: none"> <li>● Business as usual no Covid impact</li> <li>● Most staff and students on site</li> <li>● Occasional staff / student absence but programmes can carry on</li> <li>● Face to face learning</li> </ul>	<p><b>Stage Two: Hybrid Learning (Primarily Face to Face)</b></p> <ul style="list-style-type: none"> <li>● School programmes impacted by Covid</li> <li>● Some teacher and student absences</li> <li>● A mixture of face to face and distance learning</li> <li>● Try to keep hybrid learning syndicate based</li> <li>● Flexible staffing arrangements within syndicates</li> <li>● Part time teachers, Principal and DPs, supporting learning</li> </ul>
<p><b>Stage Three: Hybrid Learning (Primarily Distance Learning)</b></p> <ul style="list-style-type: none"> <li>● School programmes highly impacted by Covid due to high degree of student absence</li> <li>● Most students at school will be children of critical workers</li> <li>● All children will be engaging in distance learning programmes</li> <li>● Google Meets dependent on wellness of staff</li> <li>● Some face to face teaching where possible and appropriate</li> <li>● At this stage teachers may be supervising students across syndicates</li> </ul>	<p><b>Stage Four: School Closure (Distance Learning)</b></p> <ul style="list-style-type: none"> <li>● Not enough staff to ensure health and safety of any children including those of critical workers</li> <li>● Board, in consultation with the Ministry, close the school because teaching and learning cannot be sustained</li> <li>● Teachers who are well, will facilitate distance learning</li> <li>● Teachers unwell, isolating and recovering will not be providing distance learning until they are well</li> </ul>

<b>School Preparation for stages 2 - 4</b>	<ul style="list-style-type: none"> <li>● Covid Response Stages Guidelines shared with the community.</li> <li>● School checks its capacity to lend devices</li> <li>● Teachers prepare students to switch over to online learning as appropriate to year levels and community needs.</li> </ul>
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<b>Community Preparation for stages 2 - 4</b>	<ul style="list-style-type: none"> <li>● Be familiar with our Covid Response Plan and be fully prepared should students need to switch to home-based learning.</li> <li>● Be ready at short notice should your child/ren need to isolate.</li> <li>● Keep your employer/employees informed how Covid and our Response Plan could impact your work.</li> <li>● List of things that could be handy during isolation: <i>Stationery, playdough, plain paper, whiteboards &amp; whiteboard pens, games, playing cards, tennis balls, sport equipment, recipes and ingredients/baking, keep a stationery pack at home, renew library books regularly, several jigsaw puzzles stacked away, booklets and resources your child/ren could use during isolation, etc. Places like Kmart, Warehouse &amp; Stationery Warehouse could be useful to visit</i></li> </ul>
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	Scenarios	Possible options
<b>Staff absent from school due to Covid</b>	<ul style="list-style-type: none"> <li>● <b>One teacher and a group of students absent per syndicate</b></li> <li>● <b>More than one teacher and bigger groups of children absent</b></li> </ul>	<ul style="list-style-type: none"> <li>● Classes split, syndicate coverage and relievers / part-time teachers where appropriate and possible</li> <li>● Principal &amp; Deputy Principals to help where needed Teacher Aides allocated to the Teams affected by staff absence as is practical</li> </ul>
	<ul style="list-style-type: none"> <li>● <b>2 - 3 teachers absent and larger groups of children absent</b></li> </ul>	<ul style="list-style-type: none"> <li>● Designated relievers / Part Time Teachers appointed to the Teams affected</li> <li>● Teachers from other learning teams are 'moved' to help out in affected Teams.</li> <li>● Principal &amp; Deputy Principal to help where needed.</li> <li>● Teacher Aides allocated to the Teams affected by staff absence.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>More than half of the teachers and many students per syndicate absent</b></li> </ul>	<p>Senior Management in consultation with the Board and Ministry, will consider the following options depending on staff availability (on &amp; offsite):</p> <ul style="list-style-type: none"> <li>• School is open, but short staffed.</li> <li>• Hybrid model of learning which involves a mixture of online/home-based and onsite learning</li> <li>• In consultation with the MOE, shut the school due to lack of available staff. Health and Safety requirements not able to be met</li> </ul>
<p><b>Students absent from school due to Covid</b></p>		<ul style="list-style-type: none"> <li>• It is expected that students/siblings/whanau will be absent from school due to Covid (sick, or isolating) at different times during the school term.</li> <li>• The workload of staff will be carefully managed over this period. It will not be possible to run full school and home learning programmes for all students at the same time.</li> <li>• The amount of home learning programmes and support available will be proportional to the number of students absent from school (due to Covid).</li> <li>• Distance Learning will be available to students who are absent due to Covid.</li> <li>• The level of interaction with teachers will be dependent on- <ul style="list-style-type: none"> <li>- The approximate length of time the student will be absent, e.g. 10-24 days.</li> <li>- When the student is well enough to resume learning online</li> </ul> </li> </ul>
<p><b>Key personnel absent</b></p>	<p>Principal</p>	<ul style="list-style-type: none"> <li>• If on sick leave, Deputy Principal becomes acting Principal</li> <li>• If isolating, Deputy Principal leads on site in collaboration with Principal</li> </ul>
	<p>Deputy Principals</p>	<ul style="list-style-type: none"> <li>• If on sick leave, other staff support the Principal where practical.</li> <li>• If isolating, Principal and Deputy Principals collaborate while other staff support the Principal where practical.</li> </ul>
	<p>Principal &amp; Deputy Principals</p>	<ul style="list-style-type: none"> <li>• Available Deputy Principal is Acting Principal</li> <li>• Team Leaders become acting collaborative leaders, if the whole senior management team is isolating. Where possible, the Team leaders will be released by a nominated part-time teacher / reliever .</li> <li>• Principal &amp; Deputies Principal will liaise daily with leaders</li> </ul>
	<p>Team leaders</p>	<ul style="list-style-type: none"> <li>• If on sick leave, another Team member becomes acting team Leader with the support from Principal/Deputy Principal</li> <li>• If isolating, Team Leader and Acting team Leader collaborate while Principal/Deputy Principal support where practical.</li> </ul> <p>Teachers will need to consider their personal circumstance and respond appropriately:</p>

Teachers

- Teachers are well, at school, teaching under normal circumstances or with reduced staff and students
- Teachers are well but at home - because the school is closed - providing distance learning
- Teachers are well but isolating and therefore able to support distance learning from home
- Teachers unwell, isolating and recovering so will not be teaching in either platform until they are well

Administration

While in Phase 1

- All Admin staff, Principal, Deputy Principal become familiar with key roles & responsibilities asap.

If Admin staff is on sick leave.

- Principal, Deputy Principal, IT Leader, Teacher Aides are rostered on to support the remaining Admin staff as much as possible.

Admin staff collaborate and share duties/responsibilities onsite/online.

- Principal, Deputy Principal, IT leader, Teacher Aides are rostered on to support the remaining Admin staff as needed
- First Aid - Trained teachers to help with incidences.
- Principal, Deputy Principal, IT Technician, Teacher Aides are rostered on to administer the office.

If all Admin staff are in isolation

- Admin staff will perform tasks online from home where practical.
- Admin staff collaborate with Principal, Deputy Principal, IT leader, Teacher Aides who are rostered on to administer the office.

IT Leader

- If on sick leave, responsibility will be devolved to capable staff members in each syndicate.
- If isolating, IT leaders can give virtual support.

Caretaking / Cleaning

Caretaker shares with Principal/Deputy Principal key roles, storing of supplies, etc asap.

If on sick leave and/or isolating

- Caretaker ensures that keys are left at the school office.
- Principal/Deputy Principal assist with emergencies that arise
- Caretaker assists with ordering supplies If on sick leave and/or isolating
- Caretaking duties with support from staff and students

		<ul style="list-style-type: none"> <li>• Students ensure floors are cleared, art areas are maintained and learning spaces are regularly dusted.</li> <li>• Staff are responsible for the overall cleanliness of learning spaces, tables, desks, wet areas, etc.</li> <li>• Caretaker will vacuum classes once students have left the premises.</li> </ul>
<b>Board</b>	Teacher Aides	<ul style="list-style-type: none"> <li>• Will support other teams if practical, going where the need is greatest.</li> <li>• As appropriate and practical, will support students with specialist needs if they are absent from school due to covid.</li> </ul>
	Board members	<ul style="list-style-type: none"> <li>• Under the current (Red) level, board members decide whether they will attend meetings online, or face-to-face.</li> <li>• If sick due to Covid: Board member excused from meetings etc.</li> <li>• If isolating: Board members can join meetings/discussions online.</li> </ul>
<b>Students with specialist needs who are away from school</b>		Learning Support Team (DPs, SENCOs) will liaise with families as appropriate.