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ABSTRACT

Children and their families have been identified as especially vulnerable to the effects of hazards. Research aimed at assisting children, youth, and families cope more effectively with the effects of disasters is being undertaken in the Wellington region. In collaboration with local Emergency Management organisations, a survey was undertaken to assess the level of emergency management education and preparedness in Wellington, Hutt Valley, Porirua, and Kapiti Coast schools. The study aims to look at current emergency management teaching and exercises within schools to assess the information and resources available, and how resources are used for Emergency Management education and preparedness. This study and further research aims to provide information that can be considered for future uptake of hazard information within school curriculum teaching. Increasing our children's knowledge of New Zealand hazards, and improving their preparedness for future hazard events can only benefit their future.

KEYWORDS

Hazard, emergency management, preparedness, children, disasters, Wellington, education, resources.

1.0 INTRODUCTION

The Wellington region is potentially an extremely hazardous place to live. The region is situated on and around active fault lines, contains several river floodplains, and is exposed to extreme weather events along its coasts and in Cook Strait. The survey area of Wellington City and suburbs, Hutt Valley, Poriura and Kapiti is susceptible to natural hazard events such as earthquakes, flooding, storms, landslips, tsunamis, and volcanic ash fall, as well as anthropogenic hazard events for example: fire, pandemic, power failure, gas leaks and chemical spills.

Are our children well enough informed about potential hazard events? Are they well equipped to cope during and after a hazard event? Children learn most hazard information at school, so how can schools provide the most accurate, up to date information about hazards, and improve children's preparedness in a hazard event scenario?

Schools play an important role in community recovery after hazard events (Johnston, Ronan & Pedersen 2006, Paton & Johnston, 2001, Ronan & Johnston, 2005, Educating NZ, 2006,). Several recent studies have evaluated the effectiveness of school education programmes (Johnston, Driedger, Houghton, Ronan & Paton, 2001a, Johnston, Paton, Driedger, Houghton & Ronan, 2001b, Ronan and Johnston, 2001, 2005). This survey was conducted to gauge the level of hazard information used by schools within their curriculum teaching. School principals were questioned about:

- aspects of hazard information covered in their schools
- resources used, follow up initiatives
- parent/caregiver participation
- links to community initiatives
- effectiveness evaluation and updating of resource material and emergency procedures
- frequency of emergency management exercises
- staff, parent, and student preparedness during and after a hazard event.

GNS Science in collaboration with local Emergency Managers sent an introductory letter to school principals asking for their cooperation, and developed a questionnaire which was sent to all 216 schools in the study area. The letter and survey were printed in both English and Māori languages, and surveys were conducted in person, by telephone, or by sending a postal questionnaire to schools. The survey period covered the four months from May to the end of August 2007.

School participation in this survey was voluntary and individual school information is kept confidential with only local area findings reported.

2.0 GEOGRAPHIC SETTINGS OF THE SURVEY AREAS

The survey area included Wellington, Hutt Valley (area includes Lower Hutt and Upper Hutt cities), Porirua, and Kapiti Coast, in the Wellington Region, southern North Island, New Zealand. The geography is a mixture of hills, valleys and coastal plains with the Wellington Fault running northeast through the centre of the survey area. Flooding, landslips and storms are the most prevalent hazards.

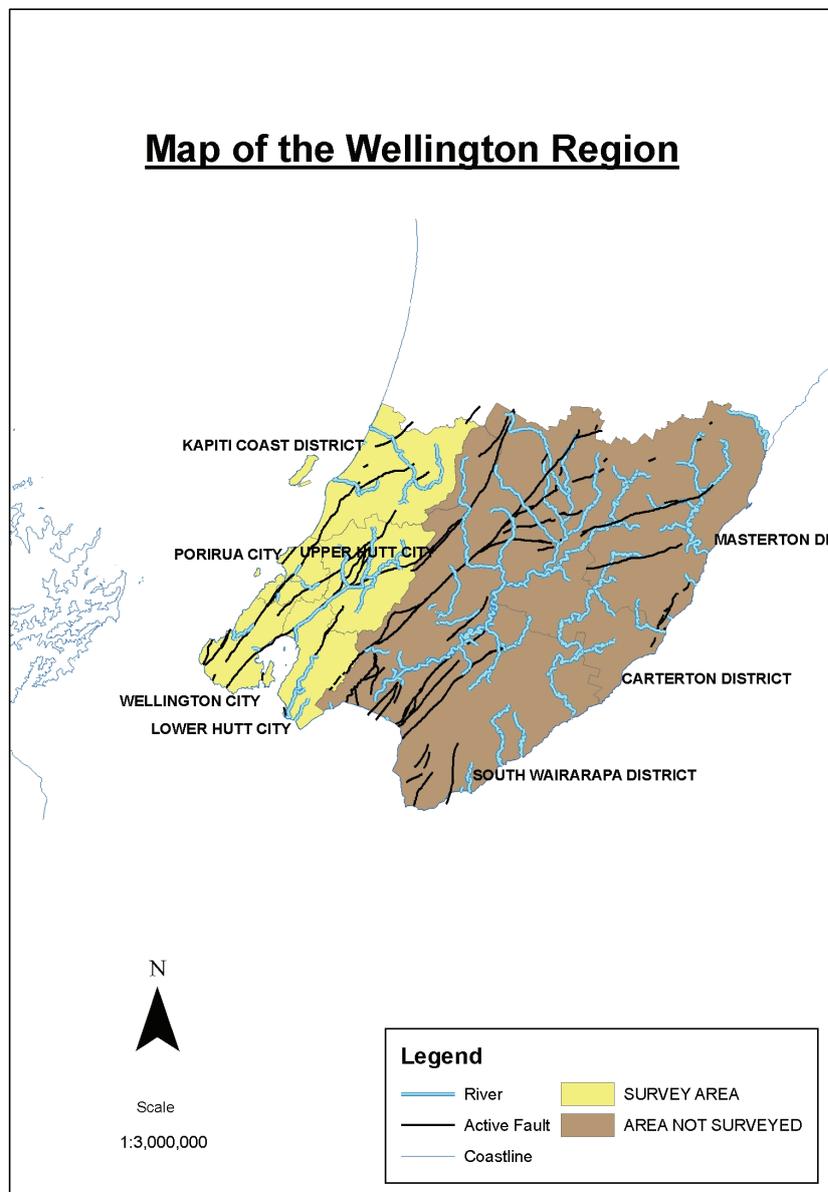


Figure 1 Map of Wellington region

3.0 OVERVIEW AND OBJECTIVES

Children and their families are vulnerable to the effects of hazard events. The objective of this study was to work in collaboration with local councils Emergency Management staff to assess the level of emergency management education and preparedness in Wellington, Hutt Valley, Porirua, and Kapiti Coast schools. The study looked at current emergency management teaching and exercises within schools, to assess the level of hazard and preparedness information used and taught (see Appendix 1). We hope the results of this study will lead to more involvement of hazard information within school programmes, therefore increasing our children's knowledge of New Zealand hazards, and improving their preparedness for future hazard events.

4.0 METHOD

4.1 Questionnaire

Any survey preparation must include careful consideration of the aims of the survey, and its length and ease of use (Becker, Johnston, Coomer & Ronan, 2007). This is particularly so when surveying schools as they receive many varied questionnaires and can choose which to respond to. Therefore, careful consideration was given to the number of questions, and to the relevance of questions, in order to keep the survey short and focussed.

This survey was constructed by GNS Science staff in collaboration with Emergency Management staff from Wellington, Hutt City, and Kapiti Councils, and a representative of Kestrel Group with experience in the school sector. School principals were interviewed in person or by phone, and by postal survey, and asked a series of 23 questions about hazard information and preparedness within their school. The collected data was entered into the statistical package SPSS.

4.2 Selection of survey areas and representativeness of sample

There are 216 schools within the Wellington areas sampled – Wellington, Hutt Valley, Porirua, and Kapiti - located both in main centres and rural areas from the southern coast of Wellington as far north as Otaki. All four areas responded to the survey questionnaire with the lowest response rate for an area being 28.9%, and an average response rate of 46.8% across the region.

The survey areas were chosen for a combination of reasons:

- The Wellington region is at risk from a wide range of hazards
- Schools in the survey include those in high density urban areas, city suburbs, semi-rural, and rural areas, with the towns and 4 cities covering a wide socio-economic range
- The willingness of local Emergency Management staff to be involved in this project

4.3 Choice of methods

To meet the needs of the participants, a combination of face-to-face interviews, telephone interviews, and self-administered postal questionnaires was used in this study. These methods all have inherent advantages and disadvantages.

A face-to-face interview can allow the interviewer to find the target population (Bartley, 1999), in this case school principals, and can allow participants to talk longer and more freely, and ensure that time is dedicated to answer the questionnaire fully. However, face-to-face interviews are time costly and may discourage interviewees from participating.

Telephone interviews allow fast contact, and questions and answers can be clarified over the phone to ensure clear understanding and responses (Bartley, 1999). The disadvantages include the inability to show interviewees the complete questionnaire, reluctance from interviewees to participate over the phone, and the time/cost factor. More complete answers may be obtained by interview than those obtained in postal surveys.

Postal surveys are cost-effective and allow large sample sizes to be obtained. They can cover more complex issues and allow respondents more time to complete the questionnaire (Bartley, 1999). However, they have long response times and a second mail out or reminders may need to be sent to ensure an acceptable response rate.

4.4 Survey delivery and return rates

An introductory letter was sent to all 216 schools one month before surveys were distributed. Emergency Management staff visited schools and conducted some interviews in their areas, and due to time constraints from both interviewers and interviewees, the remaining schools received postal surveys (Table 1).

Table 1 Returned survey type by location

Location	Postal		Interview	
	Count	N %	Count	N %
Wellington (N=44)	39	88.6%	5	11.4%
Hutt Valley (N=22)	8	36.4%	14	63.6%
Porirua (N=17)	17	100.0%	0	.0%
Kapiti (N=18)	0	.0%	18	100.0%
Total (N=101)	64	62.5%	37	37.5%

5.0 RESULTS

The survey return rate of 47% was higher than expected. Table 2 shows the Hutt Valley having the lowest return rate of 29% and the Kapiti Coast having the highest return rate of 86% - the Kapiti rate is higher due to most of the respondents being interviewed face-to-face. The results of the survey questions are shown in Tables 3 – 30. In the reporting of free response answers, where the same answer was given multiple times, we have not repeated the response, but have included the number of identical responses in brackets. N for each area indicates the number of responses from that area to that specific question. In Tables 4 and 5 respondents could select more than one reason and therefore cumulative percentages for each respondent can be >100%.

Table 2 Location and return rates for survey questionnaires

Location	Number delivered	Number returned	Interview	Postal	Return rate
Wellington City	83	44	5	39	53%
Hutt Valley	76	22	14	8	29%
Porirua	36	17	-	17	47%
Kapiti Coast	21	18	18	-	86%
Total	216	101	37	64	47%

Table 3 Q.1. Is Emergency management education part of your curriculum?

Location	Yes		No	
	Count	N %	Count	N %
Wellington (N=44)	38	86.4%	6	13.6%
Hutt Valley (N=20)	15	75.0%	5	25.0%
Porirua (N=15)	13	86.7%	2	13.3%
Kapiti (N=19)	18	94.7%	1	5.3%
Average % Total (N= 98)	84	85.7%	14	14.3%

Table 4 Q.2. If no, why not? (tick all that apply)

	Not time		Lack of resources		Relevance		Lack of interest		Other reason	
	Count	N %	Count	N %	Count	N %	Count	N %	Count	N %
Wellington (N=6)	4	66.7%	1	16.7%	4	66.7%	0	.0%	6	100.0%
Hutt Valley (N=5)	4	80.0%	1	20.0%	2	40.0%	1	20.0%	4	80.0%
Porirua (N=2)	2	100.0%	2	100.0%	0	.0%	0	.0%	2	100.0%
Kapiti (N=1)	1	100.0%	1	100.0%	0	.0%	0	.0%	1	100.0%
Average % (Total N=14)		86.7%		59.2%		26.7%		5.0%		95.0%

Other reasons specified

- Certain issues are covered as part of the social studies curriculum
- Civil Defence
- Covered under other aspects of school activities
- However, it might arise as part of an enquiry
- I aro mātou ki ngā take o konei – (Ki o mātou whakaaro) - We have heeded the matters concerned – (in our opinion)
- Inclusive with other programmes (3)
- Not curriculum but information shared as appropriate to age for safety etc.
- Not part of the curriculum (3)
- Regional Health School
- This will change later in the year. We plan a 'disaster' exercise followed by use of 'What's the Plan Stan' resource
- We teach children what to do in an emergency situation - where to go when the bell rings, what to do during an earthquake, but not a formal part of the curriculum

Question 3 What would encourage you to incorporate hazard education into what you teach?

- Already included but highlighted with local, national, international events
- As per Health Curriculum
- But time and the crowded curriculum are a factor
- Children aware of hazards through general management. School Hazard Register kept
- Coverage of other areas - some coverage in Social Studies - disasters. Keeping ourselves safe provides a small amount of coverage (2)
- Free resources
- Good relevant resources that fit with the draft curriculum (2)
- Hazard and personal safety part of total education package
- Hazard education is incorporated in form class routines
- If it is part of one of our units (topics), it could be - though this is year independent
- If schools identified as to something they wanted covered (2)
- Included in Health and Safety education
- Integration into the curriculum. Assistance with planning for
- Is included as part of Health and Safety requirements
- It is in what we teach (3)
- It is social studies in a generic way
- Making time to identify the potential hazards in the school
- More information, time, resources (5)
- Not necessary
- Not sure that anything would get it onto the crowded curriculum
- Only a very small part
- Preparedness for the unexpected
- Relevance? We would teach this if it arose in the curriculum, Certainly at form time we address earthquake and fire drills
- Something else being removed from the already overcrowded curriculum
- Students and staff participate in emergency drills twice a term, this seems to be sufficient as far as educating students at this time
- Taught as topic is covered - to meet needs of school or community
- Up to date resources/teaching kits/accurate and updated information

Table 5 Q.4. If yes, Emergency Management is part of your curriculum, then what aspects/hazards do you cover? (tick all that apply)

	Earthquake		Fire		Flood		Storm		Tsunami	
	Count	N %	Count	N %	Count	N %	Count	N %	Count	N %
Wellington (N=38)	37	97.4%	33	86.8%	17	44.7%	21	55.3%	14	36.8%
Hutt Valley (N=15)	15	100.0%	15	100.0%	12	80.0%	10	66.6%	7	46.7%
Porirua (N=13)	13	100.0%	12	100.0%	6	46.2%	5	38.5%	4	30.8%
Kapiti (N=18)	18	100.0%	18	100.0%	13	72.2%	9	50.0%	10	55.6%
Average % (Total N=84)		99.35%		96.7%		60.8%		52.6%		42.5%

	Pandemic		Volcanic eruption		Power failure		Landslip		Chemical spill		Gas leak	
	Count	N %	Count	N %	Count	N %	Count	N %	Count	N %	Count	N %
Wellington (N=38)	15	39.5%	10	26.3%	8	21.1%	8	21.6%	5	13.2%	6	15.8%
Hutt Valley (N=15)	6	40.0%	3	20.0%	7	46.7%	6	40.0%	7	46.7%	5	33.3%
Porirua (N=13)	4	30.8%	3	23.1%	2	15.4%	2	15.4%	1	7.7%	1	7.7%
Kapiti (N=18)	7	38.9%	8	44.4%	5	27.8%	3	16.7%	4	22.2%	4	22.2%
Average % (Total N=84)		37.3%		28.5%		27.8%		23.4%		22.5%		19.75%

Table 6 Q.5. Do you target the whole school or particular year levels?

	Whole school		Levels	
	Count	N %	Count	N %
Wellington (N=39)	31	79.5%	8	20.5%
Hutt Valley (N=18)	15	83.3%	3	16.7%
Porirua (N=16)	16	100.0%	0	.0%
Kapiti (N=19)	16	84.2%	3	15.8%
Average % Total (N=92)	78	86.8%	14	13.2%

Levels targeted:

- Year 10
- 2 year cycle
- Years 5 and 8
- Depends. Whole school, Level 1 - EQ, fire. Pandemic - senior school
- Kura Teina – Primary/Junior school
- Rolled over each year
- Senior syndicate year 5 and 6 (2)
- Syndicate
- Year 10 plus senior Geography
- Years 5 and 6
- Years 9 and 10
- Years 8 and 11
- Year 6 up

Table 7 Q.6. Do you update your emergency procedures/plans before running emergency management education programmes?

	Update			
	Yes		No	
	Count	N %	Count	N %
Wellington (N=34)	24	70.6%	10	29.4%
Hutt Valley (N=18)	15	83.3%	3	16.7%
Porirua (N=15)	11	73.3%	4	26.7%
Kapiti (N=19)	13	68.4%	6	31.6%
Average % Total (N=86)	63	73.9%	23	26.1%

Question 7 In what subjects do you incorporate Emergency Management education?

- Across board - make time for package
- All subjects, integrated approach (2)
- Differs at different stages of the school
- Earthquake and fire
- English, Maths, Science, Social Studies, Technology, Health, PE, Drama/Art
- General, health (5)
- Health and Safety, interwoven
- Health and PE, Social Studies (5)
- Health and Safety, Social Studies (6)
- Health, English, Social studies
- Health, PE, Social studies
- Health, Social studies, Science (2)
- Health, Social studies, Science, EOTC
- Health, Technology, Science
- HRD/GEO
- In life of school as appropriate. Not limited to one subject in particular (2)
- In the language programme
- Independently - Social studies
- Integrated or stand alone
- Integrated Science, Social studies, Health, Technology
- Integrated study
- Integrated topics eg Social studies, health, technology and science
- Integrated curriculum studies
- Integrated curriculum
- Not a specific subject
- Not applicable to school
- One off units - topic studies
- Our community (Social studies) Keeping ourselves safe (Health)
- Reading, writing, speaking, Social Studies
- Science - Social studies - Health - English
- Science, Health and Physical Education
- Separate to curriculum and in reading
- Social Studies (3)3)
- Social Studies, Health (4)
- Social Studies, Health, Language (2)
- Social Studies, Maths, Language, Health
- Social studies/English
- Social studies/Science
- Stand alone subject

- Starts or comes out of a Social studies/current event, news items
- Themes
- Tikanga-a-iwi, Matauranga Māori – Social studies, Māori education
- Topic - i.e. a combination of Social studies health etc
- Topics i.e. Social studies, Science, Personal Health
- We have a whole school emergency evacuation each year and run a programme for a week as part of this. Each year we choose a different scenario/emergency
- We treat it as a separate programme, so we know it is covered each term, but also under Social studies
- Work plans for guidelines

Table 8 Q.8. Which resources do you use? (tick all that apply)

	Library resources		Internet		What's the Plan Stan		Civil Defence	
	Count	N %	Count	N %	Count	N %	Count	N %
Wellington (N=44)	33	75.0%	27	61.4%	21	47.7%	26	59.0%
Hutt Valley (N=22)	15	68.2%	15	68.2%	12	54.5%	15	68.2%
Porirua (N=17)	11	64.7%	10	58.8%	11	64.7%	10	58.8%
Kapiti (N=18)	16	88.9%	15	83.3%	16	88.9%	12	66.7%
Average % Total (N=101)		74.2%		67.9%		63.9%		63.2%

	Newspapers		Community groups		Ministry of Education		Local Government		Textbooks	
	Count	N %	Count	N %	Count	N %	Count	N %	Count	N %
Wellington (N=44)	24	54.5%	16	36.4%	12	27.3%	17	38.6%	14	31.8%
Hutt Valley (N=22)	14	63.6%	13	59.1%	7	31.8%	14	63.6%	3	13.6%
Porirua (N=17)	10	58.8%	7	41.2%	7	41.2%	3	17.6%	5	29.4%
Kapiti (N=18)	12	66.7%	8	44.4%	11	61.1%	6	33.3%	3	16.7%
Average % Total (N=101)		60.9%		45.3%		40.4%		38.3%		22.9%

Other resources specified:

- Army/Police/FS/SAR/Rural Fire/ The Salvation Army/Ambulance
- As teachers decide
- Fire safety kit
- Fire service
- Learning kit - Mana Education Centre
- National Library books and video
- Personal experience
- Safety Day
- School specific
- St Johns with staff

Table 9 Q.9. Do you use area specific information? (e.g., information on local hazards and a list of useful preparedness measures that schools, youth, and families can undertake)

	Yes		No	
	Count	N %	Count	N %
Wellington (N=37)	29	78.4%	8	21.6%
Hutt Valley (N=17)	12	70.6%	5	29.4%
Porirua (N=14)	7	50.0%	7	50.0%
Kapiti (N=18)	12	66.7%	6	33.3%
Average % Total (N=86)	60	66.4%	26	33.6%

Question 9. Comments

- At times!
- General for local incidents
- In their parent guide
- CD Radio, liaison with local fire brigade
- Lists of 'what to have' Plans for meeting afterward etc
- Local Civil Defence person
- Not aware of this type of information being available
- Not specifically
- TCA Hazard Data – City Council
- This is unit dependent
- Tsunami, evacuation scheme
- Unsure

Table 10 Q.10. Do you discuss emergency procedures with your students?

	Yes		No	
	Count	N %	Count	N %
Wellington (N=44)	44	100.0%	0	.0%
Hutt Valley (N=21)	20	95.2%	1	4.8%
Porirua (N=16)	15	93.8%	1	6.3%
Kapiti (N=19)	19	100.0%	0	.0%
Average % Total (N=100)	98	98.0%	2	2.0%

Table 11 Q.11. Do you encourage parent/caregiver participation in your education programmes?

	Yes		No	
	Count	N %	Count	N %
Wellington (N=40)	27	67.5%	13	32.5%
Hutt Valley (N=17)	14	82.4%	3	17.6%
Porirua (N=15)	8	53.3%	7	46.7%
Kapiti (N=18)	11	61.1%	7	38.9%
Average % Total (N=90)	60	66.1%	30	33.9%

Table 12 Q.12. Are your Emergency Management programmes linked to other community initiatives?

	Yes		No	
	Count	N %	Count	N %
Wellington (N=38)	9	23.7%	29	76.3%
Hutt Valley (N=18)	6	33.3%	12	66.7%
Porirua (N=15)	3	20.0%	12	80.0%
Kapiti (N=18)	4	22.2%	14	77.8%
Average % Total (N=89)	22	24.8%	67	75.2%

Table 13 Q.13. Do you provide follow up activities for the students?

	Yes		No	
	Count	N %	Count	N %
Wellington (N=39)	27	69.2%	12	30.8%
Hutt Valley (N=18)	13	72.2%	5	27.8%
Porirua (N=14)	6	42.9%	8	57.1%
Kapiti (N=18)	15	83.3%	3	16.7%
Average % Total (N=89)	61	66.9%	28	33.1%

Table 14 Q.14a) Do you evaluate the effectiveness of your Emergency Management education programmes?

	Yes		No	
	Count	N %	Count	N %
Wellington (N=39)	26	66.7%	13	33.3%
Hutt Valley (N=17)	14	82.4%	3	17.6%
Porirua (N=14)	11	78.6%	3	21.4%
Kapiti (N=19)	14	73.7%	5	26.3%
Average % Total (N=89)	65	75.4%	24	24.6%

Table 15 Q.14a). If yes, how often?

	After a unit of work		Once a term		Twice a year		At review time	
	Count	N %	Count	N %	Count	N %	Count	N %
Wellington (N=20)	4	20.0%	2	10.0%	1	5.0%	0	.0%
Hutt Valley (N=8)	5	62.5%	0	.0%	0	.0%	0	.0%
Porirua (N=10)	3	30.0%	3	30.0%	0	.0%	1	10.0%
Kapiti (N=14)	2	14.4%	5	35.7%	1	7.1%	0	.0%
Average % Total (N=52)	14	26.9%	10	19.3%	2	3.8%	1	1.9%

	Every 2 years		Every 3 years		Periodically		With each practice drill	
	Count	N %	Count	N %	Count	N %	Count	N %
Wellington (N=20)	2	10.0%	2	10.0%	2	10.0%	2	10.0%
Hutt Valley (N=8)	0	.0%	0	.0%	1	12.5%	0	.0%
Porirua (N=10)	3	30.0%	0	.0%	0	.0%	0	.0%
Kapiti (N=14)	0	.0%	0	.0%	1	7.1%	0	.0%
Average % Total (N=52)	5	9.7%	2	3.8%	4	7.7%	2	3.8%

Table 16 Q.14b). Do you evaluate the effectiveness of the information?

	Yes		No	
	Count	N %	Count	N %
Wellington (N=35)	22	62.9%	13	37.1%
Hutt Valley (N=16)	12	75.0%	4	25.0%
Porirua (N=15)	12	80.0%	3	20.0%
Kapiti (N=18)	13	72.2%	5	27.8%
Average % Total (N=84)	59	72.5%	25	27.5%

Table 17 Q.14b) If yes, how often?

	Once a term		Twice a term		Twice a year		Annually	
	Count	N %	Count	N %	Count	N %	Count	N %
Wellington (N=14)	2	14.3%	0	.0%	1	7.1%	4	28.7%
Hutt Valley (N=5)	0	.0%	0	.0%	0	.0%	1	20.0%
Porirua (N=9)	1	11.1%	0	.0%	0	.0%	0	.0%
Kapiti (N=12)	4	33.3%	1	8.3%	0	.0%	3	25.0%
Average % Total (N=40)	7	14.7%	1	2.1%	1	1.8%	8	18.4%

	Every 2 years		Every 3 years		At review time		With a programme		As required	
	Count	N %	Count	N %	Count	N %	Count	N %	Count	N %
Wellington (N=14)	3	21.4%	1	7.1%	0	.0%	2	14.3%	1	7.1%
Hutt Valley (N=5)	0	.0%	0	.0%	0	.0%	4	80.0%	0	.0%
Porirua (N=9)	3	33.3%	0	.0%	1	11.1%	4	44.5%	0	.0%
Kapiti (N=12)	0	.0%	0	.0%	0	.0%	2	16.7%	2	16.7%
Average % Total (N=40)	6	13.7%	1	1.8%	1	2.8%	12	38.9%	3	5.9%

Table 18 Q.14c). Do you evaluate whether the material needs updating?

	Yes		No	
	Count	N %	Count	N %
Wellington (N=35)	30	85.7%	5	14.3%
Hutt Valley (N=16)	12	75.0%	4	25.0%
Porirua (N=14)	11	78.6%	3	21.4%
Kapiti (N=18)	15	83.3%	3	16.7%
Average % Total (N=83)	68	80.7%	15	19.3%

Table 19 Q. 14c) If yes, how often?

	Twice a term		Once a term		Twice a year		Annually	
	Count	N %	Count	N %	Count	N %	Count	N %
Wellington (N=19)	0	.0%	2	10.5%	1	5.3%	7	36.8%
Hutt Valley (N=5)	0	.0%	0	.0%	0	.0%	1	20.0%
Porirua (N=9)	0	.0%	0	.0%	0	.0%	1	11.1%
Kapiti (N=12)	1	8.3%	1	8.3%	0	.0%	4	33.3%
Average % Total (N=45)	1	2.1%	3	4.7%	1	1.3%	13	25.3%

	Every 2 years		Every 3 years		At review time		With a programme		As required	
	Count	N %	Count	N %	Count	N %	Count	N %	Count	N %
Wellington (N=19)	3	15.8%	2	10.5%	0	.0%	3	15.8%	1	5.3%
Hutt Valley (N=5)	0	.0%	0	.0%	0	.0%	4	80.0%	0	.0%
Porirua (N=9)	2	22.2%	0	.0%	1	11.1%	4	44.5%	1	11.1%
Kapiti (N=12)	0	.0%	1	8.3%	0	0%	2	16.8%	3	25.0%
Average % Total (N=45)	5	9.5%	3	4.7%	1	2.8%	13	39.3%	5	10.4%

Table 20 Q.15. Do you invite Emergency Management professionals into your school?

	Yes		No	
	Count	N %	Count	N %
Wellington (N=38)	27	71.1%	11	28.9%
Hutt Valley (N=19)	17	89.5%	2	10.5%
Porirua (N=15)	8	53.3%	7	46.7%
Kapiti (N=19)	14	73.7%	5	26.3%
Average % Total (N=91)	66	71.9%	25	28.1%

Table 21 Q.15. If yes, how often?

	Twice a term		Annually		Every 2 years		Every 5 years	
	Count	N %	Count	N %	Count	N %	Count	N %
Wellington (N=22)	0	.0%	3	13.6%	3	13.6%	0	.0%
Hutt Valley (N=8)	0	.0%	1	12.5%	0	.0%	0	.0%
Porirua (N=3)	0	.0%	1	33.3%	0	.0%	0	.0%
Kapiti (N=10)	1	10.0%	3	30.0%	2	20.0%	1	10.0%
Total (N=43)	1	2.5%	8	22.4%	5	8.4%	1	2.5%

	At review time		With a programme		As required	
	Count	N %	Count	N %	Count	N %
Wellington (N=22)	1	4.5%	0	.0%	15	68.3%
Hutt Valley (N=8)	0	.0%	2	25.0%	5	62.5%
Porirua (N=3)	0	.0%	0	.0%	2	66.7%
Kapiti (N=10)	0	.0%	0	.0%	3	30.0%
Total (N=43)	1	1.1%	2	6.3%	25	56.9%

Table 22 Q.16. Have you ever sought information from Emergency Management?

	Yes		No	
	Count	N %	Count	N %
Wellington (N=38)	28	73.7%	10	26.3%
Hutt Valley (N=19)	15	78.9%	4	21.1%
Porirua (N=15)	7	46.7%	8	53.3%
Kapiti (N=17)	10	58.8%	7	41.2%
Average % Total (N=89)	60	64.5%	29	35.5%

Table 23 Q.16. If yes, how often?

	Once		Every 2 years		Annually		Twice a year		At review time		As required	
	Count	N %	Count	N %	Count	N %	Count	N %	Count	N %	Count	N %
Wellington (N=5)	2	40.0%	1	20.0%	0	.0%	1	20.0%	0	.0%	1	20.0%
Hutt Valley (N=3)	1	33.3%	0	.0%	0	.0%	0	.0%	0	.0%	2	66.7%
Porirua (N=4)	1	25.0%	0	.0%	1	25.0%	0	.0%	1	25.0%	1	25.0%
Kapiti (N=5)	1	20.0%	0	.0%	1	20.0%	0	.0%	0	0%	3	60.0%
Average % Total (N=17)	5	29.6%	1	5.0%	2	11.3%	1	5.0%	1	6.25%	7	42.9%

Table 24 Q.17. Do you feel the resources provided by Emergency Management are adequate?

	Yes		No	
	Count	N %	Count	N %
Wellington (N=31)	27	87.1%	4	12.9%
Hutt Valley (N=17)	13	76.5%	4	23.5%
Porirua (N=11)	9	81.8%	2	18.2%
Kapiti (N=16)	14	87.5%	2	12.5%
Average % Total (N=75)	63	83.2%	12	16.8%

Question 17. Comments

- Use internet
- Climate change information
- Curriculum change underway - information may need to be updated
- Depends on what is being looked at
- Difficult to encourage EM professionals to school
- Display material
- Don't know who Emergency Management is
- Don't know
- Good quality
- Have had fabulous support over last 3 years
- I attended a workshop last year by Ministry of Civil Defence Emergency Management. "What's the Plan Stan" I would like this to be a school focus for next term so just getting my head around it now, especially when some updated info on "Stan" have just arrived. I'm getting a message!!
- I do feel a lot is expected of schools - it would be helpful if a 'facilitator' could assist in the planning and procedures needed. Maybe assist with any evacuation exercises
- I don't know about them
- I think so. We'll know more clearly once we begin using "What's the Plan, Stan" selectively
- Information not updated
- Information comes from a variety of sources
- Just feel we still need more
- Looking forward to improvement. Not quite related to children
- Me tuhi ngā rauemi kātoa i roto i te reo rangatira - it would be better to have a list of all the resources available
- Need for more resources at the junior end of the school
- Need to follow up on this
- Not for children - or Boards of Trustees. What's the Plan Stan is a step in the right direction for Teachers and children - need one for BOTS
- Not sure. What is adequate?
- Please send some for evaluation
- Plenty out there
- Schools trustees resources - only small amount of information
- The focus is on education - the resources we need are practical resources e.g. food, blankets etc. etc.
- They have been extremely helpful
- They were very helpful at our full school emergency evacuation in Term 3 last year
- Unsure as to who Emergency Management refer to
- Unsure what you mean!
- Unsure!
- We do not look at 'Emergency Management' but rather integrate aspects into a wide variety of units e.g. The unit may be a language unit first with an aspect on fire/fire engines
- We found EM extremely helpful. They helped us prepare our plan, witnessed and gave feedback on full emergency evacuation drill

- What's the Plan Stan has been very useful. When we liaised with Civil Defence personnel this was also useful - this doesn't happen at principal level however - shame
- Would appreciate more resources to support question 4

Table 25 Q.18. Does your school undertake Emergency Management exercises (e.g. earthquake drills, evacuations)?

	Yes		No	
	Count	N %	Count	N %
Wellington (N=44)	44	100.0%	0	.0%
Hutt Valley (N=21)	21	100.0%	0	.0%
Porirua (N=17)	17	100.0%	0	.0%
Kapiti (N=19)	18	94.7%	1	5.3%
Average % Total (N=101)	100	98.7%	1	1.3%

Table 26 Q.18. If yes, how often?

	Twice a term		Once a term		3 times a year		Twice a year		Annually		With a programme	
	Count	N %	Count	N %	Count	N %	Count	N %	Count	N %	Count	N %
Wellington (N=39)	0	.0%	32	82.0%	1	2.6%	4	10.2%	1	2.6%	1	2.6%
Hutt Valley (N=12)	0	.0%	12	100.0%	0	.0%	0	0.0%	0	.0%	0	.0%
Porirua (N=14)	0	.0%	12	85.8%	1	7.1%	1	7.1%	0	.0%	0	.0%
Kapiti (N=16)	1	6.3%	13	81.2%	0	.0%	2	12.5%	0	.0%	0	.0%
Average % Total (N=81)	1	1.6%	69	87.3%	2	2.4%	7	7.5%	1	0.7%	1	0.7%

Table 27 Q.19. Have you discussed personal preparedness with staff?

	Yes		No	
	Count	N %	Count	N %
Wellington (N=43)	40	93.0%	3	7.0%
Hutt Valley (N=21)	18	85.7%	3	14.3%
Porirua (N=17)	14	82.4%	3	17.6%
Kapiti (N=19)	18	94.7%	1	5.3%
Average % Total (N=100)	90	89.0%	10	11.0%

Table 28 Q.20. Are your staff aware that they may be asked to remain at school to supervise children who cannot be collected after a disaster event?

	Yes		No	
	Count	N %	Count	N %
Wellington (N=43)	42	97.7%	1	2.3%
Hutt Valley (N=20)	20	100.0%	0	.0%
Porirua (N=17)	17	100.0%	0	.0%
Kapiti (N=19)	18	94.7%	1	5.3%
Average % Total (N=99)	97	98.1%	2	1.9%

Table 29 Q.21. Have you discussed with parents the arrangements made if they are unable to collect their children from school after a disaster event?

	Yes		No	
	Count	N %	Count	N %
Wellington (N=42)	35	83.3%	7	16.7%
Hutt Valley (N=21)	18	85.7%	3	14.3%
Porirua (N=17)	14	82.4%	3	17.6%
Kapiti (N=19)	16	84.2%	3	15.8%
Average % Total (N=99)	83	83.9%	16	16.1%

Question 22. In a disaster event, accurate contact lists are important. What measures are in place in your school to ensure contact details are regularly updated?

- 6 monthly updates
- A comprehensive "Details Confirmation Questionnaire" is sent to homes each year. A relational database keeps all contact details current (4)
- A specific folder is kept in the Admin Office with all these details. This is revised annually
- All contact details are updated daily on information received from parents
- All electronic, master in office also sets in class. Sign procedure if children are taken
- Annual update and checklist. Regular reminders through newsletter (20)
- Annual updating of emergency contacts this year revised due to trial evacuation last year
- As per school management software (2)
- BOT chairman has a regular list of students, plus principal and secretary
- BOT elections time and every term
- Contact and Emergency numbers are regularly updated (20)
- Do this at beginning of each year and then in term 3 when whole school emergency evacuation practice occurs
- Each teacher has an emergency register as does the office
- Each year we update our lists prior to evacuation practice (2)
- Electronic lists updated continuously. Hard copy generated and distributed after changes
- Emergency contact lists (all 5 areas of school) updated regularly – availability, cell phones, and landlines
- Every term - but this is a nightmare in our community - phones etc get disconnected regularly, cell phones have no credit and so on. Some parents change addresses and fail to notify us
- Form annually - kept electronically and hardcopy
- Information held by the school is distributed to parents to check at the start of each school year
- It's part of our office system
- Kei to whakarite mokamoka whakapānga ia wāhanga - Every division does regular updates
- List updated regularly on computer. Hard copy in Civil Defence Community Box - updated each term

- List/hard copy with admin. Regular requests to parents to confirm contact numbers
- Newsletter – regular (5)
- NZSTA website member updated 6 monthly
- Office manager keeps them updated - for staff - for children
- Once a term update of information required from parents/caregivers (7)
- Once a year (4)
- Ongoing for contact details to be updated
- Paper copy of lists and contact details plus who is allowed to take children is revised on a regular basis i.e. twice per term
- Plans - content - details
- Quality contact lists that are tested
- Regularly update databases each year on enrolment and as necessary (2)
- Request updates in newsletters, also complete update before emergency evacuation
- Send out current information to parents twice per year - to be updated
- Student management system - newsletters
- Up to date student record cards, up to date database on staff laptops
- We are part of Ready Net and have a paper copy print out of class lists updated once per year and on notification from parents. This file is kept with other emergency management info
- We chase up parents to send changes at report time
- We have a policy in place. A SMS with pupil details including who may collect children- also a printed copy. These are regularly updated
- We have children for two years - and ask for updated personal info via newsletters
- We have just completed an emergency contact drill where we phoned each family to see if we were able to contact an emergency contact
- Writing procedure now

Table 30 Q.23. Does your school have food and water stored for staff and students who must remain at school after a disaster event?

	Yes		No	
	Count	N %	Count	N %
Wellington (N=44)	31	70.5%	13	29.5%
Hutt Valley (N=21)	18	85.7%	3	14.3%
Porirua (N=17)	14	82.4%	3	17.6%
Kapiti (N=19)	10	52.6%	9	47.4%
Average % Total (N=101)	73	72.8%	28	27.2%

Question 23. Comments

- Lunch supplies - then raid the shops. 2. Water
- 1/2 Food but not water yet
- Yes, but not enough
- Food no
- H2O, students - comfort kit
- Had arrangement with local dairy in event of emergency however local dairy closed last month so need to do this
- In process (2)
- Intermediate school
- Limited
- In rural area – no shops
- Memorandum of understanding with local supermarket
- More water needed. Use Ready Net
- Moving to individual packs - 75% done. Little depth in knowledge!!
- Nearly!

- No - Marae close by
- Not food other than a general C.D kit - sweets/raisins
- Our emphasis is on having food, water supplies to last 3 days, blankets, torches, clothing etc at school. At the beginning of each year a fresh supply of food, clothing and medicine is sent in by each family on the last day of the year it is sent home. We have a large supply of water in bottles. Also spare food. We update regularly the contact lists. Each term we have a fire drill practice. Our students are dependent on staff for their livelihood in all ways
- Regular contact with Civil Defence
- Some water and food (2)
- The "disaster exercise" will enable us to establish roughly how many students cannot be collected from school. Then we will know what food/water requirements are necessary
- Water - yes but food we usually collect at beginning of year and give to a 'food bank' at end of the year. This year we were going to trial something different, so cupboard is bare. Just about to action this
- Water - yes. Food - arrangement with local shops (3)
- Water not food

6.0 KEY FINDINGS

The results show that the majority of schools in the survey area are aware of preparedness issues, and of raising awareness in staff and students alike. Overall, the schools use a variety of resources but only 62% use the Local Government agencies of Emergency Management/Civil Defence and their resources of people and information which are readily available. Many schools actively involve caregivers in their Emergency Management programmes and some link to community initiatives, but this appears to depend on the individual school.

Key results include:

- The vast majority of schools (86%) have Emergency Management (EM) education as part of their curriculum. Of the 14% of schools that reported not having EM education, lack of time and resources were the two most common reasons given. Several schools noted the absence of EM in the curriculum as one of the reasons.
- Over 90% of the schools with EM education programmes teach about earthquakes and fires. Floods (61%) and storms (53%) are the third and fourth most popular topics also taught by schools. A range of other hazards are taught, but in all cases by less than 50% of schools.
- The majority of schools (87%) reported teaching EM to the whole school, but 13% reported targeting certain year levels – this suggests that some children may have many years at school without any EM education.
- Around 74% of schools reported updating their emergency plans and procedures before running EM programmes.
- Schools report using a range of resources in the teaching of their programmes with the most common resource cited as library resources (74%). Other resources used by the majority of schools included: Internet (66%), What's the Plan Stan (63%), Civil Defence/Emergency Management (62%). Only 40% of schools reports using resources supplied by the Ministry of Education, and the least used resource was textbooks (25%).
- Area specific information was reported to be used by 66% of the schools.
- Almost all schools reported discussing EM procedures with their students, and 67% report providing follow up activities for their students. Encouraging caregiver participation was reported by 67% of schools however, only 25% of schools reported EM programmes being linked to other community initiatives.

- Programme evaluation with respect to EM education programmes and information resources was reported by the majority of schools.
- EM professionals are invited to participate in EM teaching in the majority of schools (72%). The majority of schools also seek information from EM staff with 83% of schools satisfied with the resources provided by EM professionals.
- All schools except one reported having undertaken EM exercises, e.g. earthquake drills and evacuations, with the majority (87%) having exercises once a term. Staff from all schools, except two, report that their staff are aware of supervision arrangements in the event of a disaster, and 84% of schools report having discussed these arrangements with parents. Ninety percent of schools report discussing personal preparedness with their staff.
- The majority of schools (73%) report having some emergency supplies stored for staff and students in the event of a disaster. A number of other arrangements were listed, for example MOUs with local shops or access to a local Marae.

Overall, around 70% of schools in the areas surveyed seem to be somewhat prepared for response to an event, but the responses ranged from a few being totally prepared with training, resources and supplies, to some schools extent of involvement being no more than one or two evacuation practices per year.

Children and their families are vulnerable to the effects of hazard events. Educating children to be aware of and prepared for a hazard event has a flow on effect, in that it also educates their families and filters through to the wider community (Worksafe, 2007). Children are our future, and whilst most schools in the Wellington Region have some physical preparedness measures in place, educating for children's preparedness at every school will improve children's and their families coping abilities (Ronan & Johnston, 2005) both during and in the aftermath of a hazard event.

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APPENDIX

APPENDIX 1 SURVEY QUESTIONNAIRE



SURVEY

Emergency Management in Schools

1. Is Emergency Management education part of your curriculum? ₁ Yes ₂ No

2. If **NO**, why not? (*tick all that apply*)

- | | |
|--|---|
| <input type="checkbox"/> ₁ Time | <input type="checkbox"/> ₂ Lack of resources |
| <input type="checkbox"/> ₃ Relevance | <input type="checkbox"/> ₄ Lack of interest |
| <input type="checkbox"/> ₅ Other (please state) | |
-
-

3. What would encourage you to incorporate hazard education into what you teach?

4. If **YES**, Emergency Management is part of your curriculum, then what aspects/ hazards do you cover? (*tick all that apply*)

- | | |
|---|---|
| <input type="checkbox"/> ₁ Earthquake | <input type="checkbox"/> ₇ Tsunami |
| <input type="checkbox"/> ₂ Fire | <input type="checkbox"/> ₈ Landslip |
| <input type="checkbox"/> ₃ Flood | <input type="checkbox"/> ₉ Power failure |
| <input type="checkbox"/> ₄ Storm | <input type="checkbox"/> ₁₀ Gas leak |
| <input type="checkbox"/> ₅ Volcanic eruption | <input type="checkbox"/> ₁₁ Chemical spill |
| <input type="checkbox"/> ₆ Pandemic | |

5. Do you target the whole school or particular year levels?

- ₁ Whole school ₂ Levels _____

6. Do you update your emergency procedures/plans before running emergency management education programs?

₁ Yes ₂ No

7. In what subjects do you incorporate Emergency Management education?

8. Which resources do you use? (*tick all that apply*)

- | | |
|--|---|
| <input type="checkbox"/> ₁ Textbooks | <input type="checkbox"/> ₂ Library resources |
| <input type="checkbox"/> ₃ Newspapers | <input type="checkbox"/> ₄ Internet |
| <input type="checkbox"/> ₅ Civil Defence Emergency Management | <input type="checkbox"/> ₆ Local Government Emergency Management |
| <input type="checkbox"/> ₇ Ministry of Education | <input type="checkbox"/> ₈ Community groups e.g. Red Cross |
| <input type="checkbox"/> ₉ 'What's the Plan Stan?' | <input type="checkbox"/> ₁₀ Other |
-

9. Do you use area specific information (e.g., information on local hazards and a list of useful preparedness measures that schools, youth, and families can undertake)?

Other – please specify

₁ Yes ₂ No

10. Do you discuss emergency procedures with your students?

₁ Yes ₂ No

11. Do you encourage parent/caregiver participation in your education programs? ₁ Yes ₂ No
12. Are your Emergency Management programs linked to other community initiatives? ₁ Yes ₂ No
13. Do you provide follow up activities for the students? ₁ Yes ₂ No
14. Do you evaluate:
- a) The effectiveness of your Emergency Management education programs? ₁ Yes ₂ No
If yes, how often? _____
- b) The effectiveness of the information? ₁ Yes ₂ No
If yes, how often? _____
- c) Whether the material needs updating? ₁ Yes ₂ No
If yes, how often? _____
15. Do you invite Emergency Management professionals into your school? ₁ Yes ₂ No
If yes, how often? _____
16. Have you ever sought information from Emergency Management? ₁ Yes ₂ No
If yes, how often? _____
17. Do you feel the resources provided by Emergency Management are adequate? ₁ Yes ₂ No

Comments

18. Does your school undertake Emergency Management exercises (e.g. earthquake drills, evacuations)? ₁ Yes ₂ No
If yes, how often? _____
19. Have you discussed personal preparedness with staff? ₁ Yes ₂ No
20. Are your staff aware that they may be asked to remain at school to supervise children who cannot be collected after a disaster event? ₁ Yes ₂ No
21. Have you discussed with parents the arrangements made if they are unable to collect their children from school after a disaster event? ₁ Yes ₂ No
22. In a disaster event accurate contact lists are important. What measures are in place in your school to ensure contact details are regularly updated?
-
-
23. Does your school have food and water stored for staff and students who must remain at school after a disaster event? ₁ Yes ₂ No



HE TIRO WHĀNUI KI NGĀ WHAKAHAERENGA WĀ OHORERE I ROTO I NGĀ KURA

1. He wāhanga te mātauranga Whakahaerenga Wā Ohorere o tō marautanga? ₁ Āe ₂ Kāo

2. Mehemea **Kāo**, he aha ai? (*tohua katoa ngā mea hāngai*)

- | | |
|--|---|
| <input type="checkbox"/> ₁ Te wā | <input type="checkbox"/> ₂ Kore rauemi |
| <input type="checkbox"/> ₃ Hāngaitanga | <input type="checkbox"/> ₄ Kore hiahia |
| <input type="checkbox"/> ₅ Tētahi atu (kōrerohia mai) | |
-
-

3. He aha te mea hei whakatenatena i a koe ki te whakauru mātauranga mōrea ki roto i ngā kaupapa e whakaako ana koe?

4. Mehemea **Āe**, he wāhanga te Whakahaerenga Wā Ohorere o tō marautanga, he aha ngā āhuatanga/ngā mōrea e kapi ana i a koe? (*tohua ngā mea hāngai*)

- | | |
|--|---|
| <input type="checkbox"/> ₁ Rū whenua | <input type="checkbox"/> ₇ Ngaru inati |
| <input type="checkbox"/> ₂ Ahi | <input type="checkbox"/> ₈ Horo whenua |
| <input type="checkbox"/> ₃ Waipuke | <input type="checkbox"/> ₉ Kore hiko |
| <input type="checkbox"/> ₄ Āwhā | <input type="checkbox"/> ₁₀ Haunga kāhi |
| <input type="checkbox"/> ₅ Hū Puia | <input type="checkbox"/> ₁₁ Rūkenga Matū |
| <input type="checkbox"/> ₆ Matewhānui | |

5. Ka whai koe ki te ako i te katoa o te kura, ki ngā kōeke tau hāngai anake rānei?

- ₁ Kura katoa ₂ Ngā Kōeke _____

6. Ka whakahōu koe i ō mahere wā ohorere i mua i tō whakahaere hōtaka matauranga?

7. Ko ēhea kaupapa ako ka whakaurua ai e koe ki te mātauranga Whakahaerenga Ohorere? ₁ Āe ₂ Kāo
Wā

8. Ko ēhea rauemi ka whakamahia ai e koe? (*tohua ngā mea hāngai*)

- | | |
|---|--|
| <input type="checkbox"/> ₁ Pukapuka Matua | <input type="checkbox"/> ₂ Rauemi whare pukapuka |
| <input type="checkbox"/> ₃ Nūpepa | <input type="checkbox"/> ₄ Ipurangi |
| <input type="checkbox"/> ₅ Te Whakahaerenga Wā Ohorere | <input type="checkbox"/> ₆ Whakahaerenga Wā Ohorere
Kāwanatanga ā-Rohe |
| <input type="checkbox"/> ₇ Tāhuhu Matauranga | <input type="checkbox"/> ₈ Rōpū Hapori (pērā i a Red Cross) |
| <input type="checkbox"/> ₉ 'He aha te mea Tanare?' | <input type="checkbox"/> ₁₀ Ētahi atu |
-

9. Whakamahia ai e koe ngā mōhiohio tauwhāiti (pērā ki nga mōhiohio mō ngā mōrea ā-rohe)?
Ētahi atu (tuhia mai)

₁ Āe ₂ Kāo

10. Kōrerorero ai koe me ō ākonga mō ngā hātepe Wā Ohorere?

₁ Āe ₂ Kāo

11. Whakatenatena ai koe i ngā mātua, kaitiaki rānei kia uru ki ō hōtaka mātauranga?

₁ Āe ₂ Kāo

12. Te whai hononga ō hōtaka Whakahaerenga Wā Ohorere ki ētahi atu kaupapa kōkiri a te hāpori? ₁ Āe ₂ Kāo
13. Whakarato ngohe whaimuri ai koe mō ngā ākongā? ₁ Āe ₂ Kāo
14. Arotake ai koe:
- a) Te Whaikikotanga o ō hōtaka mātauranga Whakahaerenga Wā Ohorere? ₁ Āe ₂ Kāo
Mēnā āe, e hia wā? _____
- b) Te Whaikikotanga o ngā mōhiohio? ₁ Āe ₂ Kāo
Mēnā āe, e hia wā? _____
- c) Mehemea me whakahōu ngā papanga? ₁ Āe ₂ Kāo
Mēnā āe, e hia wā? _____
15. Karanga ai koe i ngā ngaio Whakahaerenga Wā Ohorere? ₁ Āe ₂ Kāo
Mēnā āe, e hia wā? _____
16. Kua tonu mōhiohio koe mai i te Whakahaerenga Wā Ohorere? ₁ Āe ₂ Kāo
Mēnā āe, e hia wā? _____
17. Kei te pai ki a koe ngā rauemi e whakaratoa ana e te Whakahaerenga Wā Ohorere? ₁ Āe ₂ Kāo
He whakaaro anō:

18. Whai ai tō kura i ngā mahinga Whakahaerenga Wā Ohorere (pērā ki ngā whakawai rū whenua, ngā mahi whakatahinga)? ₁ Āe ₂ Kāo
Mēnā āe, e hia wā? _____
19. Kua kōrero koe me ngā kaimahi mō te takatūtanga whaiaro? ₁ Āe ₂ Kāo
20. Kei te mārama ō kaimahi tērā pea ka mate rātou ki te noho ki te kura ki te tiaki tamariki kāore e taea te kōhi whaimuri i tētahi kaupapa parekura? ₁ Āe ₂ Kāo
21. Kua kōrero koe ki ngā mātua mō ngā whakaritenga mehemea kāore e taea e rātou te kohikohi i ā rātou tamariki whaimuri i tētahi āhuatanga parekura? ₁ Āe ₂ Kāo
22. He mea nui ngā rārangi ingoa whakapānga i ngā wā parekura. He aha ngā huarahi kua whakaritea i roto i tō kura hei āta whakaū ka whakahōungia ngā mokamoka whakapānga?

23. Kua whakaputu kai me te wai tō kura mō ngā ākongā ka mate ki te noho ki te kura i ngā wā parekura? ₁ Āe ₂ Kāo

Note: Translation by Te Taura Whiri i te Reo Māori – Maori Language Commission



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