

A circular logo featuring two stylized ducks in teal and yellow, a yellow sun in the background, and a pink flower in the bottom right. The text 'Whāia te ara hou' is written in white along the bottom curve of the circle.

# **Swanson School Prospectus**

## **2024**

Whāia te ara hou

# Prospectus 2024

Our vision compares our tamariki to the Kauri tree. The Kauri is the largest, strongest tree in the forest, and that is what we would want our tamariki to be like; stand tall and strong, and be leaders in their communities

The branches represent the core skills we would like our ako to develop: be resilient risk-takers, who are inclusive and have mana, while the leaves break down these skills into qualities. At the heart of the tree, there is hauora, because our main aim is to ensure the holistic well-being of all our tamariki: taha whanau (social well-being), taha wairua (spiritual well-being), taha hinengaro (mental and emotional well-being) and taha tinana (physical well-being)

The roots represent what we believe we need to be like to ensure we feed the tree, and support it to grow and thrive, always drawing our strength from the New Zealand Curriculum and Treaty of Waitangi

**Leandro Piantelli**

**Tumuaki - Swanson kura**

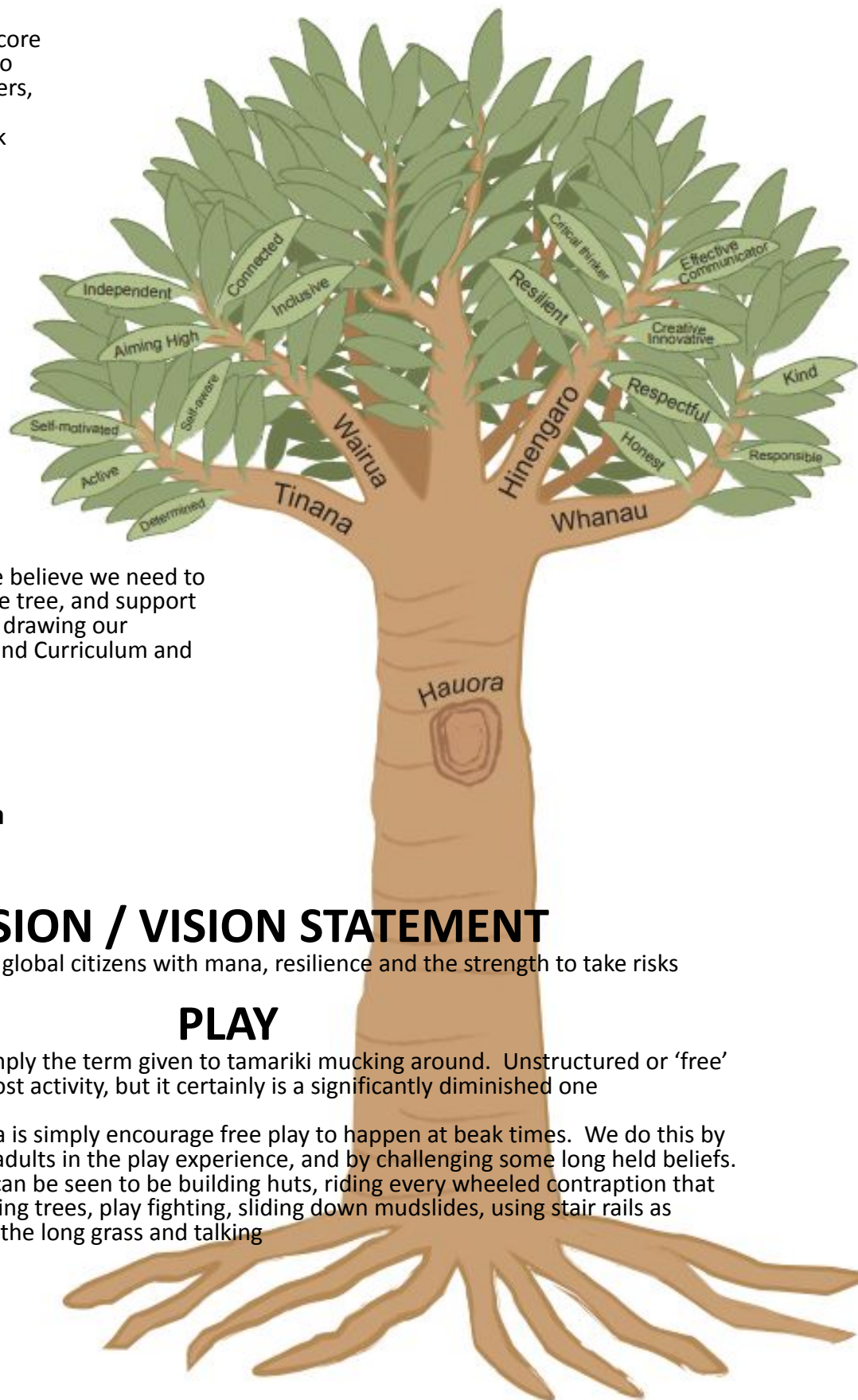
## MISSION / VISION STATEMENT

Developing confident global citizens with mana, resilience and the strength to take risks

## PLAY

To the uninitiated, play is simply the term given to tamariki mucking around. Unstructured or 'free' play may not be so much a lost activity, but it certainly is a significantly diminished one

What we do at Swanson kura is simply encourage free play to happen at break times. We do this by minimising the influence of adults in the play experience, and by challenging some long held beliefs. In the playground, tamariki can be seen to be building huts, riding every wheeled contraption that exists all over the kura climbing trees, play fighting, sliding down mudslides, using stair rails as monkey bars, or just lying in the long grass and talking



# Swanson School Pepeha

Written and researched by Jon Beazley and Lorel Smith

**Ko Pukematekeo te maunga**

**Ko Māhuru huri te awa**

**Ko Tainui me Aotea ngā waka**

**Ko Wanitana te Marae**

**Ko te Kawerau-a-Maki te iwi**

**E ai ki ngā korero I konei,**

**“Ko Titiwa te mana whenua**

**Ko Maki te mana tangata.”**

Pukematekeo is the mountain

Māhuru huri is the river

Tainui and Aotea are the canoes

Swanson is the marae

Te Kawerau-a-Maki is the tribe

The expression here is

“Tiriwa holds the mana of the land (Waitakere)

Maki hold the mana of the people.”





## **Office Hours**

The school office is open on weekdays during term time from 8.30am until 4.00pm.

## **Contact Details**

Phone - (09) 831 0001  
- 021 413 720  
Email - [office@swanson.school.nz](mailto:office@swanson.school.nz)

## **Term Dates**

Term 1 - Wednesday 31 January - Friday 12 April 2024  
Term 2 - Monday 29 April - Friday 5 July 2024  
Term 3 - Monday 22 July - Friday 27 September 2024  
Term 4 - Monday 14 October - Friday 13 December 2024

## **Bell Times**

8.55 - Move to class  
9.00 - Block 1  
11.00 - Morning tea break  
11.40 - Block 2  
1.10 - Lunch break  
1.50 - Block 3  
2.55 - End of day

## **Assemblies**

Whole school assemblies are usually held every second Friday at 10.30am in the school hall. Parents and caregivers are welcome to attend.





Team	Teacher		Class
Kakano	Amanda Wilkins	New Entrants	B1
<b>Kakano</b>	<b>Viv Adam</b>	New Entrants	B3
Kakano	Spencer Woolrich	Year 1-2	C1
Kakano	Eileen Patterson	Y1-2	C2
Kakano	Fiona Austin	Y1-2	A4
Kakano	Kimberly McLean/Rhian Williams	Y1-2	A5
Pihinga	Alia Puru	Y3-4	D1
Pihinga	Janet Gifford-Bryan	Y3-4	D2
Pihinga	Desiree Pillay	Y3-4	D3
Pihinga	Jess Todd	Y3-4	D4
<b>Pihinga</b>	<b>Tom Hooker</b>	Y3-4	OC
Tiwai	Rebekah Long	Y5-6	C3
Tiwai	Kim Godek	Y5-6	D5
Tiwai	Fine Paongo	Y5-6	D6
Tiwai	Rita Sharma	Y5-6	D7
<b>Tiwai</b>	<b>Lisa Lilley</b>	Y5-6	D8
<b>Kauri</b>	<b>Morgan Cochrane</b>	Y7-8	E1
Kauri	Jenna Adam	Y7-8	E2
Kauri	Rosie Dray/Kelly Draper	Y7-8	E3
Kauri	Jane Francois	Y7-8	F1
Kauri	Cara Framhein	Y7-8	F2
Release Teachers	Julie Wray / Jessa Cochrane / Heidi Lea		
Physical Education & Health	Rhian Williams		



Larreen Paton  
Marilyn Henneker  
Tessa Pohio  
Bruce Jennings

Toni Horo  
Julie Oxenham  
Rob Gaitau  
Debbie Rooke  
Dianne Close  
Gina Kopp  
Carole Wilcox  
Nikki Adam  
Sadia Shahdin  
Eileen Harvey  
Carrie Hansen-Nichols  
Kerri Beuth  
Jacinda Amies  
Vesna Cotterill  
Jacinda Amies  
John Jacka  
Cormac Jelichich  
Kaya Stevens  
Elesia Osborne

Lisa Griffin

Leandro Piantelli  
Chris Hood  
Julia Puka  
Andrew Neighbour

### ***Board of Trustees Portfolio***

Board Chair  
Staff Trustee  
Parent Trustee  
Parent Trustee  
Parent Trustee  
Parent Trustee  
Principal

### **Support Staff**

Administration Manager  
Administrative Assistant  
Receptionist  
Caretaker

ICT Manager  
Teacher Aide  
Teacher Aide  
Teacher Aide  
Teacher Aide  
Teacher Aide/ Library & Resource Room Manager  
Teacher Aide  
Teacher Aide  
Teacher Aide  
Teacher Aide  
Teacher Aide  
Teacher Aide  
Teacher Aide  
Teacher Aide  
Teacher Aide  
Teacher Aide



Social Worker in Schools

### **Leadership Team**

Principal  
Deputy Principal  
Deputy Principal /SENCO  
Deputy Principal

Callum Marsh  
Tom Hooker  
Charleene Baker  
Solomon Puka  
Tia Hita  
Tracey Maule  
Leandro Piantelli



# Teaching and Learning

## **Co-Curricula Opportunities**

A variety of visual art and performance opportunities allow children to take part as actors, dancers, singers, musicians, artists, set designers, and stage crew. Kapahaka, Cultural Groups, Talent Quests, performing arts evenings and school assemblies provide opportunities for students to shine.

Children are given the opportunity and encouraged to play a range of sports.

## **Composite classes**

Composite classes are classes in which children of different ages and year levels are taught within the same classroom e.g. a Year 4/5 or 5/6 or 6/7 class. Composite classes are most often used because there are insufficient numbers of children to form separate age-related or year level classes. Unfortunately children are not born in batches of 15-30. If they were we could organise classes differently. Equally, children are not all born with the same abilities and/or needs. Classes, therefore, operate groups at a variety of different learning levels whether they are composite or not. The New Zealand National Curriculum determines what they are taught, but there is not a set learning programme at each year level.

## **Environmental Education**

Education for sustainability is an important part of teaching and learning at Swanson School, and we are an accredited 'Enviroschool'. Enviroschools aim to create a generation of innovative and motivated young people, who instinctively think and act sustainably. Action projects undertaken by our students have both environmental and educational outcomes that benefit the school and the wider community.

## **Free play**

To the uninitiated, play is simply the term given to children mucking around. Unstructured or 'free' play may not be so much a lost activity, but it certainly is a significantly diminished one. With the increasing sanitisation of the play experience by well-meaning adults, the opportunities for children to learn through play have been reduced. Play is how a child learns about risk, problem solving, consequences and getting along with others. These learning experiences are arguably just as important as the traditional learning experiences schools provide children.

Today, what we do at Swanson School is simply encourage free play to happen at break times. We do this by minimising the influence of adults in the play experience, and by challenging some long held beliefs. In the playground children can be seen to be building huts, riding every wheeled contraption that exists all over the school, climbing trees, play fighting, sliding down mudslides, using stair rails as monkey bars, or just lying in the long grass and talking.



### **Gifted and Talented**

Information about students' special abilities is gathered from contributing schools, parents, teacher observation and achievement data. Classroom programmes are adapted (differentiated) to cater for children's different abilities. Co-curricular opportunities such as academic competitions, kapahaka, cultural groups, performing arts, visual arts, music, dance, and sports are provided throughout the year to extend and enrich the classroom experience.

### **Homework/Home learning**

After school it is important for children to have the opportunity to play, have hobbies and spend time with family.

Under no circumstances should homework be an unpleasant burden, rather it should be an enjoyable task shared jointly between parents and child and which can help parents understand what their child is doing at school.

If you want to support your child with learning at home, please check our website (Home Learning) for resources you can use.

In general primary school aged children do not require, nor do they benefit from lengthy amounts of homework. It is therefore the school's policy to have only a small amount of homework, especially in junior classes. Parents not happy with the amount of homework that their child is getting, are encouraged to talk to their child's teacher.

### **Information and Communication Technologies**

Students regularly access the internet and engage in research, data manipulation, interactive learning and multimedia presentations, using the latest equipment including interactive whiteboards.

Students are required to sign an internet safety agreement and they are taught about safe use of the internet.

### **STEAM**

STEAM education is the integration of **Science, Technology, Engineering, Arts, and Maths**. This modern approach to teaching and learning enhances students critical thinking and problem solving skills. Whilst further improving their creativity and collaboration with others. Students will learn how to solve real world problems through meaningful hands on activities as well as learning about the enquiry process.

### **Learning Support**

Students who are either not achieving or at risk of not achieving are referred to the Learning Support Team where programmes are put in place to meet their needs.

### **Library**

Each class has regular visits to the school library and children may also use it during break times. Parents are asked to encourage regular reading at home and to ensure that library books are properly looked after and returned.



### **Outdoor Classroom Programme**

Our Outdoor Classroom programme is tikanga based and teaches students significant life skills.

Classes are timetable to spend the day in the Outdoor Classroom and are involved in an extensive range of life skills and tikanga based learning: Fire Based activities, Traditional crafts, Bush Craft , Gardening, and Cooking.



### **Senior Student Outdoor Classroom Leadership**

Senior students are trained to be leaders in the Outdoor Classroom and have the opportunity to be involved one whole day a week in a tuakana teina model, teaching and assisting fellow students.

### **Māori Tāonga crafting**

Senior students have the opportunity to learn to make bone tāonga in the form of traditional Māori necklaces which are gifted to someone special.

### **Jewellery crafting**

Senior students learn about the jewellery process with a professional jeweller. The students are involved in making a range of jewellery from a range of processes. These tāonga are also then gifted away to someone special.

### **Year Eight Pou Whakairo**

A group of senior students are involved in a special project to carve a pou that will represent their year group upon leaving Swanson School. This group learns about the tikanga and kawa involved in whakairo. After six months work with these students, we then have a whānau hui to listen to the carving students share their stories, experiences and whakaaro of their pieces.

### **MASAM (Māori Achieving Success as Māori)**

#### **Goals: Te Reo and Tikanga**

Our focus for teachers is to lift the amount of te reo throughout our school. We use phrases to assist both teachers and students, which are displayed in all learning spaces. We encourage as much te reo to be spoken as possible in a supportive environment. Some ways in which we practice tikanga and te reo are through karakia, greetings, classroom instructions, pepeha, pōwhiri, hangi, celebrations and kemu. We follow Te Kawerau-A-Maki kawa for pōwhiri and protocols. Both staff and whānau have and are involved in te reo and tikanga papers at Te Wānanga o Aotearoa as part of our school wide commitment to Māori. The Outdoor Classroom programme teaches students significant life skills that is underpinned by tikanga values. We also have a special pathway (He Wairua Ora Ngāhere o Wanitana) that displays pou carved by students.

#### **Kapa Haka:**

The focus is on waiata and tikanga. Our Kapa haka perform at whānau hui, pōwhiri, and school exchanges. We have special kapa haka uniforms for both boys and girls. Haka and Mau rakau are both taught on Thursday mornings, preparing students for pōwhiri.

#### **Whakairo:**

Whakairo is taught to groups of students using both bone and wood. Students learn about the tikanga, purakau, whakapapa and skills associated with this toi area.

### **Student Leadership**

A school council is elected from the student body. The Student Council organises charity events for good causes and certain fundraisers, such as social events, for the benefit of their peers. A Head Boy and Head Girl are elected every year, and preside over the Council.

### **The NZ Curriculum**

The New Zealand Curriculum is taught at Swanson School. There are eight learning areas: English, the Arts, Health and Physical Education, Learning Languages, Mathematics and Statistics, Science, Social Sciences, and Digital/Technology.

A child can only reach their full potential if their first world and wellbeing powers the heart. The Local Curriculum is the heart. The blood needed to fuel the growth of a child are coherent pathways, rich learning opportunities and powerful relationships for learning. - "Manawa Ora"

### **Trips and Camps**

There are many opportunities for students to experience field trips and camps as part of the learning programme. Forms are pre-signed on enrolment. Parent help is usually required for these trips. A detailed risk analysis is carried out and copies of our policy can be requested.

### **Y7/8 Technicraft**

Year 7 and 8 students visit Bruce McLaren Intermediate School once a week to participate in technology programmes in purpose-built workshops, led by specialist teachers, designed to develop our students' technological know-how in such areas as foods, materials, electronics, art and music. For safety reasons, closed footwear (no jandals or sandals) are required and long hair needs to be tied back.

### **Sport**

Swanson School is a member of 2 sport clusters. Our Year 5 & 6 students take part in the Henderson Cluster and Year 7 & 8 students take part in the Northwest. Each term we have a variety of sports where we compete against the other schools in that cluster, which we refer to as 'Field Days'. Training for these sports are run by the sports coordinator/s or volunteer teachers and teacher aides during school lunch breaks.

### **Bikes**

We are very lucky to have a wonderful bike track and 50 bikes- of all sizes, for children to borrow during playtimes. The bike shed is monitored by children and there are 5 different size bikes to choose from. Helmets are compulsory while using school bikes.





# Starting at Swanson School

## **Enrolment scheme**

A meeting with a Deputy Principal will be set up with the family to talk about schooling at Swanson, to answer any questions and to go over enrolment forms.

When your child is four years old they can enrol at Swanson School ready to start on their fifth birthday. We require proof of age, so bring a birth certificate or passport when you are enrolling your child. We also need an immunisation certificate and proof address.

An enrolment scheme operates at Swanson School to prevent overcrowding. All students who live within the home zone are entitled to enrol at the school. Details of the home zone are available at the school office.



## **Four-year-old visits**

We offer every Thursday morning as an opportunity for four year olds to visit our Year One classrooms. Having several visits helps children settle in and feel comfortable when they start school. We are happy for you to attend as many or as few as you are able. Our teachers are happy to discuss our programme with you and to answer any questions you may have. During all visits, a parent or caregiver must remain on the school grounds.

## **Optional 2.30pm Finishing Time**

For Year 1 students, we have an optional finishing time of 2:30pm. We finish our formal learning programmes at this time, as the day is often long and tiring for five year olds. Teachers will continue to supervise children in quiet play activities if you are unable to pick them up until 2:55pm.

## **Year 0 - 2 Pohutukawa Team**

Our aim in Years 0 - 2 is to settle children into school, to make friends and to begin their learning journey in a supportive environment. In Year 1, we keep a familiar Early Childhood setting for the children, with opportunities for self-directed play, both inside and outdoors. We balance this with individual, small group and whole class guided learning. This helps to make the transition to school comfortable for our 5 year olds. Moving into Year 2, children still have opportunity for self-directed play but the balance of guided instruction increases. We make our learning enjoyable and we plan our learning experiences around children's and teacher's interests. We encourage our children to be self-directed, kind and collaborative learners.

# Home/School Partnership

## **Communication**

We use many different avenues to communicate with our whanau:

Notices: are sent home with information about school trips and events. Please ask your child.

Instagram and Facebook: we regularly post information, send notices home and share examples of student success on our social media pages.

School App: notices are regularly pushed to parents' phones via our school app. To access the features in this app you will need to download it and enter a password and logon. Please email [principal@swanson.school.nz](mailto:principal@swanson.school.nz) if you have not received the necessary instructions.

The school website has lots of useful information, including an updated calendar and live feeds from our social media pages.

## **Concerns/Complaints**

Swanson School wishes to foster an environment where parents and caregivers are comfortable and confident in discussing the school's activities and curriculum with classroom teachers, the Principal and the Board of Trustees. If you have any concerns, come and talk to us about them.

On occasion a member of our community may have a concern that s/he regards as serious enough to make a complaint. The following policies include a step by step process to follow, and can be found on the school website: The Resolution of Complaints Policy, and the Harassment Prevention Policy.

## **Kidz Cafe**

Between 8.15 - 8.45 children can go to our Community Room for breakfast. Breakfast is run by our older students, we welcome parent help.

## **Parent help**

Parent help is actively encouraged. You can be of assistance by working alongside children and the teacher or by assisting with resources. If you are able to help, please see your child's class teacher.

Everybody who is connected to the school is considered to be a member of the Parent Teacher Association (PTA). We welcome and need your input, whether that be your time or your ideas. Most importantly though we need your support. If you would like to find out more, leave a message at the school office and someone will contact you.

## **Reporting to parents**

### **Meet-the-teacher**

We run a meet-the-teacher day on the first day of term 1. It is an opportunity for you to inform us more about your child and your whanau and let us know what your wishes and aspirations are for your child's education every year. We normally offer four different sessions throughout the day and you can choose the one that suits you.

### **Learning Journals**

Learning Journals are a record of individual learning achievement. Children and teachers use them daily to track learning and identify next learning steps. These journals are available to parents every day before or after school and are sent home at the end of every term.

### **Parent-teacher Interviews**

Normally in term 2, this is a time for you to discuss your child's learning with the teacher. Prior to the conference you will receive an appointment notice with instructions to book a time slot. Parents are strongly encouraged to attend.





# Health and Safety

## **Bullying**

Bullying is not tolerated at Swanson School.

Bullying is deliberate, hurtful behaviour that is usually repeated over a period of time. It occurs when one person tries to use power inappropriately over others. It is hard for people being bullied to defend themselves. Those who bully need help to change.

Some of the ways children bully others are name calling, saying or writing nasty things about them, leaving them out of activities or not talking to them, threatening them, or making them feel uncomfortable or scared, stealing or damaging their things, hitting or kicking them, or making them do things they don't want to do.

Bullying is NOT just part of growing up. You DON'T deserve to be bullied. Bullying is WRONG. We must ALL do something to stop it.

## **Peer Mediation**

The Cool Schools Peer Mediation Programme enables students to act as third party mediators between two or more of their peers, who are caught up in a conflict and want to see it resolved constructively and peacefully. Mediation is an empowering process that helps young people develop life long, problem solving skills.

## **Dental Services**

The mobile dental clinic provides a free service for children at the school and for preschool children in the area, from the age of 2.5 years. Teeth are examined every 6-12 months. Should emergency treatment be required outside these times, please telephone the school office for details on how to contact a dental assistant.

## **Hearing & Vision Testing**

All five year olds and Year 7 children are screened for hearing and vision abnormalities. Other children identified by the teacher as potentially having a problem are also tested. If a problem is identified parents are notified and advised to follow up with the appropriate specialist.

## **Illness/Accidents**

Illness and accidents at school are attended to in the sick bay by the staff and are recorded in a log. Parents are contacted (except in the case of very minor problems), so please ensure that our records of home and work telephone numbers are up to date. Please inform the school of any health or associated problems affecting your children.

Children with infectious diseases must be kept away from school until no longer contagious. Please do not send an ill child to school. We do not have the facilities to care for them.

## **Medication**

A letter requesting the administration of medication by school personnel should be sent to the school office when a child is required to take medicines in school time. For chronic situations an Administration of Medication form will need to be completed and this form will be kept on file in the office. If your child has any allergies please ensure that the school is made aware and has the necessary medication. No medication is to be kept in school bags.

### **Public Health Nurse**

The public health nurse is in regular contact with the school. If a parent or teacher requests it, the nurse will examine any child and follow up any matter needing attention.

### **Riding to & from school**

Schools often say that children are permitted to ride bikes to school providing they are at least 10 years old and have the correct safety gear. This is, however, only a guideline. The official road code does not give an age limit for people riding bikes on the road, but the assumption is that riders must be of an age to understand the road rules. Some 10 year olds are old enough, while others are not! If your child (of any age) can understand and abide by the road rules, then they can ride on the road. If they can't understand and abide by the rules they should not ride on the road.

### **Road Patrols**

The pedestrian crossing outside the school is patrolled from 8:30-8:55am and 2:55-3:10pm daily. Staff supervise these patrols. We would appreciate parents obeying the instructions of the duty patrols and reinforcing good road sense by crossing at the designated points. Parents are also asked to keep their speed down around the school.

### **Kiss 'n Drop**

The Kiss 'n Drop area has parking restrictions. Do not leave your car during these times. Be patient, your child will wait until it is safe for them. Drop them on the footpath side of the car and let them make their own way to class. Be aware of other children and remember they can be unpredictable. Please note that the staff car parks are not available for general parking.

### **Student Behaviour**

We all want pupils of Swanson School to come to school ready and willing to learn. This can only happen with the support and cooperation of teachers, friends, family, and the child.

At Swanson School children are expected to:

- Be kind, respectful and helpful to others
- Keep themselves and others safe
- Do their best in the classroom
- Support each other's learning
- Take responsibility for their actions
- Respect and care for our environment



**Covid Virus:** We'd like to acknowledge the uncertain and rapidly changing situation in which we find ourselves. Our school is making decisions which firmly place the wellbeing of our students and staff at the centre. There is no doubt that schooling is going to look quite different for some time to come. Our number one priority is to look after our full school community. We follow the information and advice we receive from the government and is the basis of our decision-making.

*Please refer to the appendix for further information*



# General Information

## **Absence/Lateness**

Children are expected to attend school daily. If your child is feeling unwell or is over tired, however, please keep them at home. The school operates a phone in system, whereby you phone the school between 8.30am and 9.30am to inform us that your child is away and the reason for this. If we fail to hear from you by 9.30am and your child has been marked absent we will contact you to check that your child is at home. This also ensures that when you send your child off to school you will be informed if they have not arrived safely.

If your child arrives at school after the first bell they must sign in at the office.

## **Before and After School Care**

Before and after school care programmes are available to parents by private providers. Please ask for contact details at the office.

## **Lost property**

The Lost property shed is open every morning. Please feel free to locate any lost items as you pick up your child(ren). Lost property is easily traced if it is named. Lost property is donated to charity at the end of each term.

## **Mobile phones**

If you wish your child to bring a mobile phone or some other device to school please make them aware that they are responsible for looking after it, and that learning programmes are not to be disrupted by using it.

## **Stationery and BYOD**

Parents will be advised of stationery needs for the following year at the end of each school year or upon starting school. Children are expected to have their stationery with them on the first day of school. After Week 2 of the school year all school stationery requirements may be purchased from the school office.

## **Uniform**

School uniform is compulsory for all students. A 'Uniform Code' and price list are available from the office. All clothing including footwear should be clearly named. If your child is planning to get wet or muddy during free play, please ensure s/he has a change of clothes. We recommend hats be worn during terms 1 and 4.

## **Valuables**

Children should not bring valuables to school. If they do, please make them aware that they are responsible for them.

## **Visitors**

For security reasons all visitors to the school must first report to the school office and sign the visitors' book.

**Swanson School**  
703 Swanson Road  
Swanson, Auckland  
New Zealand  
**Phone:** 09 831-0001

**Email:** [office@swanson.school.nz](mailto:office@swanson.school.nz)

# Appendix

## **Covid Virus: As at 07.12.21**

1. It is vital that your child does not come to school if any of the following apply:
  - They have any cold or flu symptoms at all
  - They have a medical condition that compromises their immunity
  - A family member who lives in the same household has a medical condition that compromises their immunity
2. If there is a positive case of COVID identified, we will work the Ministry of Education and public health authorities to seek advice.
3. It is important to keep up the healthy habits we know:
  - Regularly wash and thoroughly dry your hands or use hand sanitiser
  - Sneeze and cough into your elbow
  - Keep your distance from people you do not know
  - Clean or disinfect shared surfaces often
  - If you have cold, flu or COVID-19 symptoms, stay home and get a test

### **When traffic light settings apply:**

- Children and parents/ caregivers cannot be prevented from going to school based on their vaccination status

### **At RED:**

- All ākonga (students) Years 3 and up must wear face coverings indoors and when in close contact with others
- Staff and teachers must wear face coverings when teaching and supporting children in Years 3 and up
- All ākonga aged 12 and up must wear face coverings on public transport
- All parents, caregivers, whānau, and other visitors are encouraged to wear face coverings on site
- All teachers, Teacher aides, Administration, maintenance staff, and contractors must be fully vaccinated to have contact with children and students

### **At ORANGE:**

- Face coverings are encouraged, but not required, when inside at school
- All ākonga aged 12 and up must wear face coverings on public transport
- All parents, caregivers, whānau, and other visitors are encouraged to wear face coverings on site

### **At GREEN:**

- Schools can open with public health measures in place, for example, extra cleaning and keeping records of visitors to help with contact tracing
- School events or activities like performances, cultural events, camps, sports practices, and inter school events can go ahead
- Face coverings are encouraged for all students indoors at school — but they are not a requirement
- We encourage parents, caregivers and other adult visitors to wear a face covering when visiting