



Charter 2020



Twizel Area School and Community Description

Twizel Area School is a state co-educational area school for students in Years 1 - 13. The area school was formed in 1986 by combining the then high school and primary school on the high school site. Until 14 years ago the roll had steadily declined as first the rundown from the hydroelectricity construction project took its toll and then the downsizing of the enterprise running the power stations took place. Over the last 6 years the roll has increased slowly but steadily from 165. Approximately 25% of our roll has been at our school less than two years (excluding New Entrants).

However, new industry and tourism are now creating work opportunities and attracting people to the area. Over the last six years the roll has increased slowly but steadily from 165 to 232 (in March 2020). Excluding our new entrants, approximately 25% of our student roll has been at our school less than two years.

The school lies in the heart of the Mackenzie Basin surrounded by the Southern Alps and Lakes Pukaki, Ohau and Ruataniwha. The school is at the centre of the expanding Twizel township and acts as a hub for parents and community. Although the school serves a large geographical area, extending to Omarama, Irishman Creek, and Mount Cook Village, 80% of our students live within the Twizel township. Of those living outside Twizel, 15% live in other 'urban' areas (such as subdivisions, lifestyle blocks or other townships), and only 4% live rurally on farms or similar. Due to growing numbers of students outside Twizel, we currently provide two bus services to bring these students into school.

We are in many respects an urban school that happens to be located in an isolated rural area. We are not a 'typical' country school; unusually for an area school less than 5% of the children come from a farming background, and far more come from tourism and associated service industries.

The isolation makes it hard for students and their families to have contact with other communities. The school is 30 kilometres from the next primary school in Omarama and 100 kilometres from the nearest high school in Fairlie. The closest other area school is the Maniototo Area School. We are geographically isolated (3.5 hours to Christchurch, 1.75 hours to Timaru). We have lots of space, large grounds, as well as the Mackenzie Basin around us.

Our school is located in the Canterbury high country with the Southern Alps at our door. The beauty and closeness of our outdoor environment has a strong influence on our students. We have a comprehensive outdoor education programme that includes all Y1 - 13 students in a carefully graduated programme. We also have a lodge at Huxley (at the head of Lake Ohau) for extending our EOTC programmes.

The Mackenzie Basin has extremes of climate; Twizel experiences wide ranging weather conditions from hot summer temperatures regularly over 32 degrees (maximums around 35 degrees) in summer, and below -10 degrees in winter, with minimums of -20 degrees. While sunlight and blue skies predominate, even in winter, there are extended periods of cloudy and foggy days particularly in Term 2. Strong northwest winds can blow at any time but are a particular feature of springtime.

There is a 'whānau feel' in the school. Many of the students have siblings at the school or relations who have attended TAS in the past. People in the community know our students as individuals, and the community is very much involved in the school. The community library is housed at the school and the community makes use of other school facilities such as the sports fields. The school (at a cost) makes use of the council-owned Community Events Centre and pool. Parents are seen throughout the school during the day and are encouraged to be involved as helpers, spectators, and supporters. There is a weekly school newsletter, TAN, which is widely circulated in the town.

Approximately 20% of our students are Māori, spread relatively evenly over eight iwi, 9% Asian and 2% Pasifika. Nominally we are a decile 8 school but within that span are an unusually diverse range of student abilities, parental backgrounds and expectations. There is minimal unemployment, (1.9%) of the Twizel population. Many of our students have families involved with the Department of Conservation in Twizel which has responsibility for this region's National Parks. There is a strong ecological awareness amongst our students, who are encouraged to be conservationists.

In our recent ERO review (2019), the following strengths were noted:

- Students experience positive classroom environments and a coherent curriculum which offers personalised pathways for learning.
- The school capitalises on opportunities provided by the local environment and regional expertise to extend learning.
- Positive, reciprocal learning relationships between teachers and students are clearly evident.
- Schoolwide culturally responsive practices are developing and reflect the learning and wellbeing of students. There are systems in place to support priority learners.
- Leaders foster respectful, collegial relationships with staff.

The prospect of a rebuild of the school will be only the third community resource built in the town since the end of the power project. The previous projects are both from the Mackenzie District Council (upgrading their Twizel Administration building and MDC toilet block). The school will have the potential to influence the architectural direction of any further community facilities, and the rebuild of the school is seen by the community as a "big deal". This is reflected in students' aspirations that the new school should be striking and attractive aesthetically.

Achievement

Year 11 to 13 students each have a teacher mentor who arranges frequent meetings with them and twice a year with their parents. This programme requires suitable meeting spaces at various locations in the school. This mentor programme is contributing to high achievement in the senior area. For example, our 2019 NCEA results:

- **Level 1** 95% pass (18 out of 19), 47% with merit,
- **Level 2** 100% pass (11 out of 11) 27% merit,
- **Level 3 (Y13) L3** 89% pass (8 out of 9) **(Y13) L2** 75% pass (3 out of 4) and **UE** 100% (3 out of 3)

Over the last 3 or more years over 80% of all our ākonga in Years 1-10 have consistently met or exceeded the relevant levels in reading, around 80% in writing and just under that in Mathematics. The school habitually identifies groups of students requiring additional acceleration and supports them through specific programmes or with in-class support to get them to these levels.

Our Unique Twizel Environment

Teachers in the middle and junior school provide a rich curriculum that includes all aspects of the NZC and incorporates the 'local' curriculum as well. This curriculum makes great use of our beautiful and unique environment for EOTC, science focus on environmental studies, geomorphology/land-forms, astronomy, and local flora and fauna, tourism, farming and industries, exploring the local history as well as Māori mythology, and physical education opportunities through skiing, rock climbing, tramping, kayaking, cycling, rowing and orienteering.

Recognising New Zealand's Cultural Diversity

Twizel Area School will develop procedures and practices that reflect New Zealand's cultural diversity and the unique position of Māori culture. In recognising the unique position of Māori culture, Twizel Area School will take all reasonable steps to provide instruction in Tikanga (Māori culture) and Te Reo Māori (Māori language).

Current situation at Twizel Area School

- We have teachers teaching Tikanga Māori in years zero to eight as part of our classroom programmes where appropriate.
- Teachers of years zero to six incorporate elements of Te Reo Māori into their existing programmes.
- Teachers of years seven to eight incorporate elements of Te Reo Māori into their programmes.
- Students in years seven to ten have the opportunity to learn Te Reo Māori via distance learning.
- Local history in Social Sciences include learning related to local Māori issues.
- Te Reo Māori available Level 1 to 3 through NetNZ
- A recent teacher appointment has support the understanding of Tikanga and Te Reo Māori.

Māori Responsiveness Plan

If Whanau request a level of higher Tikanga and/or Te Reo Māori than is at present evident in our school's Maori programme the staff will listen carefully and if necessary, seek clarification on what the Whanau want. Staff and family will then discuss and explore the following options:

- Further explain the existing plan.
- Further extend the existing programmes.
- Dual enrolment with the correspondence school.

- Provide in school support and resources, including consideration of employing a Māori speaker to further enhance inclusion of Te Reo Māori and Tikanga into the classroom.
- Explore other schools who may offer programmes more in line with their expectations.
- Other negotiated actions.

The Context and Intention of this Charter Document.

At the current time there is no board of trustees and Twizel Area School is governed by a Commissioner. The Commissioner has produced an Outcomes Plan based on her scoping and from that we have developed an action plan. This action plan has informed our goals and strategies.

The Charter is due for an in depth review at the end of 2021/beginning of 2022.

The goals for 2020 include one Learning goal, one Health and Safety goal, one Finance and Property goal, and three Governance and Management goals.

The three Governance and Management Goals will undertake a review of the school's policies and procedures meeting obligations to the Ministry of Education and Education Review Office.

Twizel Area School
Strategic Plan 2020/21

Vision

A learning community striving for excellence

Mission

To provide a high-quality learning environment that encourages students to strive for excellence and become confident connected lifelong learners with a passion.

Values

Quality, Rawe: in everything we do and
Respect, Te Whakaute: for ourselves, each other and learning
Inclusion and Unity, Kotahitanga: We will do this together

Beliefs

- Learning is *paramount* and is the core responsibility of teachers and students supported by the school community.
- Learning encompasses the whole person: education is about building character, skills, creativity and knowledge.
- The expectation is that we all do quality work.
- Behaviour is chosen and should reflect our values.

Goals

1. To set aspirational achievement and progress targets for all ākonga.
2. To strengthen community relationships that support learning
3. To improve communication between governance, management, staff and community.
4. To review and improve the school's policies and procedures clarifying governance, management and school administration processes.
5. To provide our ākonga with the best learning facilities and resources available.
6. To create a long-term sustainable framework for developing a culture of continual and consistent improvement for the wellbeing of students and staff.

LEARNING GOAL

1. To set aspirational achievement and progress targets for all ākonga.

Strategies

- a. Through providing clear expectations of learning and achievement for all students from Year 1 to 13.
- b. Through providing a rich curriculum incorporating the key competencies for Years 1 – 10.
- c. Through systematically monitoring and analysing achievement data to inform progress in learning.
- d. Through identifying students and supporting those at risk of not achieving.
- e. By supporting staff through high quality professional learning development and opportunities to keep them abreast with current best practice and educational thinking.
- f. To establish and support personalised and aspirational learning programmes for every NCEA student. A group of priority NCEA learners will be identified. This group would include Maori and Pasifika students at risk of not achieving NCEA or capable of merit and or excellence.

Annual Targets

- To extend our Year 1 – 10 students' higher-order mathematical thinking with the result of them achieving at or above in relation to the New Zealand Curriculum Levels. OR Ensure that the 78% - 80% of students in Y1 – 10 will achieve at or exceed national expectations in mathematics.
- To maintain the overall achievement rate for NCEA, (Levels 1 – 3), and improve the merit percentage for Level 2 NCEA results in 2020.

For more detail on the learning goal refer to the annual target sections on pages 13 and 14.

Timeline: January 2021

GOVERNANCE/MANAGEMENT GOAL

2. To strengthen community relationships that support learning.

Strategies

- a. Continue to build relationship between governance (Commissioner), management, staff and school community
- b. Build shared governance/management understanding of monitoring, evaluation and reporting obligations and delegations.
- c. Ensure appropriate communication and consultation on school matters with the school community.
- d. Build governance capability in the school community and educate school community on role of governance
- e. Develop school community Reference Group and terms of reference for Reference Group
- f. Ensure appropriate policies and procedures are in place.
- g. Ensure any complaints or concerns are appropriately managed

Target

- To achieve the above strategies and as a result strengthen community relationships that support learning

Timeline: November 2020

GOVERNANCE/MANAGEMENT GOAL

3. To improve communication between governance, management, staff and community.

Strategies

- a. Keep school community adequately informed of governance matters and outcomes/action plan progress.
- b. Review the school's communication plan to ensure it is meeting the needs of the community and ensure it includes consultation opportunities.
- c. Develop effective ways to communicate with school community in a timely manner and be proactive with communication.
- d. Proactive development and management of school website
- e. Development of school newsletter.

Target

- To achieve the above strategies and as a result improve communication between governance, management, staff and community

Timeline: December 2020

GOVERNANCE/MANAGEMENT GOAL

4. To review and improve the school's policies and procedures clarifying governance, management and school administration processes.

Strategies

- a. Policies and procedures will be reviewed and updated to ensure they are fit for purpose and are complete.
- b. Consult with school community on certain policies
- c. Ensure policies and procedures readily available to the school community
- d. Ensure there are updated policies on anti-bullying/wellbeing, use of technology and devices at school, learning differences and learning support and complaints/concerns that are readily available to the school community
- e. Ensure proactive management of concerns and complaints
- f. Improved conflicts of interest policy
- g. Review and improve personnel policies and procedures.
- h. Undertake detailed audit of HR practices
- i. Ensure appropriate performance appraisal processes
- j. Undertake internal audit and review of School administration function
- k. Ensure appropriate administration support and resourcing.

Target

- To achieve the above strategies and as a result improve school's policies and procedures clarifying governance, management and school administration processes

Timeline: September 2020

FINANCE AND PROPERTY GOAL

5. To provide our ākonga with the best learning facilities and resources available.

Strategies

- a. Consultation with school community on Education Brief
- b. By submitting an approved Education Brief in a timely manner to underpin the development of a new school.
- c. By providing resources for continued development and maintenance of facilities.

Target

- Present an Education Brief for a school rebuild to the Commissioner of Twizel Area School, for approval. Then submit approved documentation to the Ministry of Education.

Timeline: June 2020

HEALTH AND SAFETY GOAL

6. To create a long-term sustainable framework for developing a culture of continual and consistent improvement for the wellbeing of students and staff.

Strategies

- a. By enhancing wellbeing and resilience in our school through the practice of kotahitanga.
- b. By expanding teachers' knowledge of the elements and practice of wellbeing through Professional Learning opportunities.
- c. By increasing wellbeing throughout the school using the Mental Health Foundation Model: *The 5 Ways to Wellbeing*.
- d. By reviewing the pastoral and discipline systems in alignment with beliefs about wellbeing.
- e. By reviewing with staff and community both policy and procedures for Bullying Prevention and Responses.

Targets

- Conduct a review of wellbeing programme in place for senior students and consider modification and expansion through the school.

- Conduct professional learning opportunities for staff focusing on the Mental Health Foundation Model: *The 5 Ways to Wellbeing*.
- Share with staff the review of the pastoral and discipline system, implement after alignment with relevant Procedures and Policies.

Timeline: December 2020

Annual Target Section

LEARNING GOAL 1.0 To set aspirational achievement and progress targets for all ākongā.

Strategy Though identifying students and supporting those at risk of not achieving or those students capable of exceeding curriculum expectations.

Annual Goal To extend our Year 1 – 10 students’ higher-order mathematical thinking with the result of them achieving at or above in relation to the New Zealand Curriculum Levels.

Baseline Data: At December 2019, 73% of our Years 1-10 students were at or above the expected NZC levels according to OTJs based partially on NumPa and Gloss testing. In February 2020 Y4 – 10 students sat a PAT Maths test. The data from this test indicated that 32% of Y4 – 10 students lie in the below average band, 9% more than the 23% national distribution. As can be gauged from these statistics there was a marked and concerning drop in achievement from December 2019. Partly this could be explained through: Y1 – 3 not being included in the data, the effect of the holiday break on achievement, Y4 students being given a formal written maths test for the first time and possibly the numeracy strand being given priority to the other maths strands particularly in the junior school.

Target: Ensure that the 78% - 80% of students in Y1 – 10 will achieve at or exceed national expectations in mathematics.

Action to achieve targets	Led by	Budget/FTE	Timeframe
1. Establish baseline data.	Teachers and Maths Leaders. Sandy, Peter, Kay, Neil		March 2020
2. Plan maths processes for 2020: ALiM, Selected students Y5, 6, and 8; upskilling in maths five new teachers during 2020, re-focusing maths teachers on professional learning done with UC support: solicit UC support for 2020.	Bill, Sandy and Kay	Payment for PLD	March 2020
3. Deliberately teach strategies to enhance deeper thinking in maths.	Lead Teachers/Teachers	N/A	Term 1 - 4
4. Encourage ‘hands-on approaches to maths in all classes.	Lead Teachers/Teachers	Release Time	Term 1 - 4
5. Provide multiple opportunities to practice problem solving and apply learned strategies.	Maths Teachers	N/A	Term 1-4
6. Professional Development from a maths advisor, primary and secondary or other providers. (?)	Advisors/ UC/Others?	Costs and Travel	Term 1-4
7. Find and provide extension opportunities for able maths problem solvers (National Competitions, Aoraki Maths).	Lead Teacher/DP/AP	Entry Fees & Travel	Terms 1-4
8. Provide teacher support in basic problem solving for low achievers, encouraging a positive attitude and articulation of maths thinking.	Specialist Teachers, Lead Teachers and Teachers and Teacher Aides	N/A	Term 1 - 4
9. Analyse progress and achievement of students against the goal	Sandy and Kay	Teacher Release	Term 2 and 4
10. Hold regular meetings to analyse and discuss progress against the goal.	All Maths Teachers		Term 1-3
11. Purchase any further resources to enable this goal to be enacted.	Lead Teachers (Junior and Secondary)	Maths Budgets	Term 1 and 2
12. Explore and share a wide range of resources.	All Maths Teachers		Term 1-4
13. Produce number knowledge support-booklets for parents	Lead Maths Teacher (Junior)		Term 1-4
14. Continue to raise the profile of maths in the school and wider community, celebrating our successes.	Lead Teachers and Maths Teachers.	Cost?	Term 1-4

LEARNING GOAL 1.0 To set aspirational achievement and progress targets for all ākongā.

Strategy Through providing clear expectations of learning and achievement for all students from Year 1 to 13.

Annual Goal To establish and support personalised and aspirational learning programmes for every NCEA student. A group of priority NCEA learners will be identified. This group would include Maori and Pasifika students at risk of not achieving NCEA or capable of merit and or excellence.

Baseline Data: We have 39 NCEA candidates in 2020. 2019 results had: L1 95% Achieve (47% Merit), L2 100% Achieve (27% Merit), L3 89% Achieve, UE 100%.

Target: To maintain the overall achievement rate for NCEA, (Level 1 – 3), and improve the merit percentage for Level 2 NCEA results in 2020.

Action to achieve targets	Led by	Budget/FTE	Timeframe
Students make a careful choice of study and or vocational pathways. The timetable is created to ensure that all students receive their required courses.	NP (DP), DA (Dean), MO (Careers & Spec T)	N/A	Course selection/timetable completed start of Term 1
NCEA Teachers identify priority learners and targeted students likely to achieve either merit or excellence passes in their chosen subjects.	NP (DP)	N/A	Week 5 Term 1
All NCEA students take part in an orientation course on how to achieve, well-being (Kotahitanga) and how to handle stress.	DA (Dean), MF, KM, BW, MO	N/A	Week 1 Term 1
Students setting their own individual goals for achievement	MO (Careers & Spec T)	N/A	Week 6 Term 1
Goals shared with mentors, parents and whanau.	Mentors.	N/A	Week 6 – 11 Term 1
Interim and formal (3x per year) mentoring conferences. Three mentor reports and one end of year subject report.	Mentors, students and whanau	\$100 (printing and posting)	Ongoing informal meetings and one formal meeting each of the first three terms.
Monitoring of courses with deliberate acts of teaching.	HOLA and subject teachers	N/A	Ongoing throughout the year.
Setting and achieving milestones both short and long-term. Celebrating individual achievements.	BF & NP and teaching staff	N/A	Ongoing throughout the year.
Revisiting both students' goals.	DA, Teachers and students	N/A	Ongoing throughout the year.
Summative and formative assessments. Results shared with students.	HOLA and subject teachers	N/A	Ongoing throughout the year.
Students give feedback opportunity on relevance and difficulty of individual NCEA standards.	Students	N/A	Ongoing throughout the year.

2020	Board Plan	Term 1		Term 2		Term 3		Term 4	
REVIEW	Area for Review	Mar-20	Apr-20	May-20	Jun-20	Aug-20	Sep-20	Oct-20	Nov-20
Strategic Review	Charter		Submit Charter along with Analysis of Variance.					Review Strategic Plan - Approve Review Plan for 2021	Provisional Analysis of Variance - Annual Plan
	Strategic Aims/ Goals			Goal 5 – Fin/Pro	Goal 3 – Gov/Manage	Goal 6 – Health and Safety	Goal 4 – Gov/Manage	Goal 2 – Gov/Manage	Goal 1 Learning
Regular Review	Policy				Complaints Procedure Consultation Anti-bullying Consultation	Digital Citizenship Consultation Health Consultation?	Review of all policies and procedures completed.		
	Learner Progress and Achievement	NCEA First Cut Results	Diagnostic Testing Data	NCEA department / moderation results	SENCO and ESOL	Mid-Year Update Y 1 – 10 NCEA Tracking	Maori and Pasifika	NCEA Tracking Pre externals	End of Year Update Y 1 - 10
	Curriculum					Social Studies	Technology	Mathematics	
	HR - Personnel - Principal and Staff Appraisals- Professional Development		Acting Principal Performance Agreement Approved		Staff Appraisal Mid-Y update Acting Principal Informal Review		Acting Principal Informal Review		Staff Appraisal EoY Summary Acting Principal Appraisal Formal Report
	Finance	Budget Approved	Monitor	Monitor	Mid-Year Review	Monitor	Monitor	2021 Draft	Monitor
Emergent Reviews									
Business as Usual	Health and Safety		Evacuation Report Term 1	Feeling Safe Survey	Evacuation Report Term 2		Evacuation Report Term 3	Feeling Safe Survey	Evacuation Report Term 4
	Property		Education Brief for new school Huxley proposal						
	BOT Timeline	2020 Approved Meeting dates set						2021 Timeline Draft	
	BOT Communications								
	BOT Processes	Accounts to Auditor		Annual report approved and sent to MOE	Reporting to parents. Roll Return 1 July	Student Rep Elections?			Reporting to parents

Other plans TO MEET PLANNING REQUIREMENTS

Plans for:	Location	Responsibility
Curriculum Plans and Organisation	T: Drive	AP
Timetable, Day to Day operational, Emergencies	T: Drive	DP
Teacher Responsibilities	T: Drive	Principal
Meeting the needs of specific students through learning support	AP's Office and T: Drive (Learning Support Register)	Learning Support Co-ordinators.
Behaviour Management Plans	T: Drive	SMT
Performance Management Plan	T: Drive	Principal
Staff and Board Professional Development	AP Office	AP BOT
Digital Learning Strategic Plan		ICTPD coordinator /Principal
Health and Safety Procedures/Policies reporting and monitoring arrangements with respect to staff and students	T: Drive Hazard and Accident Registers in the Office	Health and Safety Officers Office Staff DP Principal
EEO Programme	EEO Policy	Principal
Policy/Procedures Review Plan	Charter O: Drive	Principal
Procedures for controlling, monitoring board/school expenditure	O: Drive	Exec Officer/Principal
Annual Budget	O: Drive	Exec Officer/Principal
MNA, NQF Liaison	T: Drive, HODs Files	DP
10 Year Property Maintenance Plan	O: Drive	Principal, Board property group