



Charter 2021



Twizel Area School and Community Description

Ko te kākahu o te mauka o Aoraki
Me to nā whānau o
Rakiura, Rakiora, Rarakiroa
Nā te mauka o kairoa me Horokoau
Ko te whānau o Ka Tiritiri o te Moana
Nā te tāne a Haupapa
Raua ko te wahine a Aroaro kaehe
Huri noa ki te awa tapu ki ka Roimata o Aoraki
Na te roto ō Pūkaki, Ko te roto tapu Takapō
Nā to roto o Ōhau, ko te whenua o te Manahuna
Ki ka huarahi ki te tihi o te mauka o te Rua Taniwha
Huri noa, ki te ao Marama!
Nā the wharenuī o te Whakaahua-araki nō Te Maiharoa
Ko te poho o Rakitamau
Na te kai hikihihi, ki Otamatakou
Na te Wharekuri, Ki te Awakina
Na to Kohurau, ki Oteake
Na te Kaieke, kit e Maerewhenua
No te Awamoko, kit e Puna o Maru
Na te Korotuaheka te kaika tuturu
Ko te whare Tapu o Matiti
Tena koutou, tena koutopu tatou katoa.

In the beginning there was Te Kore, the nothingness, from nothing arose Te Māku and Mahoranuiatara. From their union came Rakinui. Rakinui had many wives but his first was Pokoharuatēpō, and from them came Aoraki, Rakirua, Rakiroa and Rarakiroa.

These brothers lived in the spiritual realm with Rakinui. During a discussion between all of the brothers, they decided to visit their step mother Papatūānuku. They sailed the oceans in their great waka and explored the land. Shortly after, they became hungry and began fishing, but their attempts were unsuccessful. They all decided to return to the heavens.

Aoraki began his karakia while his brothers readied the waka for the voyage home. The karakia started to lift the waka into the heavens. The brothers were tired, hungry and disappointed, it was at this point they began to fight between each other.

Aoraki became distracted by the fighting that he lost his concentration and made a fatal error in the karakia.

Their waka crashed back down to earth with parts of it breaking off and scattering across the sea as the waka overturned.

All of the brothers climbed onto the back side of the waka, they huddled together for warmth, but the fierce Southerly wind froze them, turning them to stone and clothing them in snow and ice.

Twizel Area School is surrounded by three lakes. Pūkaki, Takapō and Ōhau all of these lakes were carved out of papatūānuku by Rakaihautu, the rangatira who captained the waka Uruao to Aotearoa.

Twizel Area School sits beneath Aoraki nui and represents our connection to mana whenua, Te Rapuwai and Kai Tahu. Te Rapuwai who were the earliest inhabitants of Te Manahuna are said to have fired the first forests of Canterbury, and to have hunted the moa and left behind the many shell heaps scattered over the landscape.

Te Manahuna (the Mackenzie Country) was a “mahika kai” area for Māori who used the Waitaki river trail to Access the hinterland.

Twizel Area School is a state co-educational area school for ākonga from Years 1 - 13. Formed in 1986, the Area School combined the then high school and primary school on the high school site. Since 2014, the roll has increased from 165 to 230 at the start of 2021. Approximately 25% of our roll has been at our school for less than two years (excluding new entrants).

The school lies in the heart of Te Manahuna, the Mackenzie Basin surrounded by Te Tiritiri-o-te-Moana, the Southern Alps and Lakes Pukaki, Ōhau and Ruataniwha. The school sits at the centre of the expanding Twizel township; it acts as a hub for parents and the community. Although the school serves a large geographical area, extending to Ōmarama, Irishman Creek, and Aoraki Mount Cook Village, 80% of our ākonga 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 the growing numbers of ākonga outside Twizel, we currently provide two bus services to transport them.

In many respects, we are an urban school 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 ākonga and their whānau to have contact with other communities. The school is 30 kilometres from the next primary school in Ōmarama 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, extensive grounds, as well as Te Manahuna, the Mackenzie Basin around us.

Located in the Canterbury High Country, with Te Tiritiri-o-te-Moana, the Southern Alps at our door, our outdoor environment's beauty and closeness greatly influence our ākonga. We have a comprehensive outdoor education programme that includes all Y1 - 13 ākonga in a carefully graduated programme. We also have a lodge at Huxley (at the head of Lake Ōhau) for extending our EOTC programmes.

Te Manahuna, the Mackenzie Basin, has extremes of climate; Twizel experiences wide-ranging weather conditions from hot summer temperatures over 32 degrees in summer and below -10 degrees in winter. 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' at the school. Many of the ākonga have siblings at the school or relations who have attended TAS in the past. People in the community know our ākonga as individuals, and the community is very much involved in the school. Located within the school, the community library is convenient for the community who also use 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 welcome to visit throughout the school during the day and are encouraged to be involved as helpers, spectators, and supporters. There is a weekly school newsletter, TAN, circulated digitally.

Approximately 20% of our ākonga are Māori, spread relatively evenly over eight iwi, 9% Asian and 2% Pasifika. Nominally we are a decile eight 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 ākonga have whānau involved with the Department of Conservation in Twizel, responsible for this region's National Parks. There is a strong ecological awareness amongst our ākonga, 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 kaiako and ākonga are clearly evident.
- Schoolwide culturally responsive practices are developing and reflect the learning and wellbeing of ākonga. There are systems in place to support priority learners.
- Leaders foster respectful, collegial relationships with kaimahi.

Achievement

Year 11 to 13 ākonga each have a teacher mentor who arranges frequent meetings with them, then 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 2020 NCEA results:

- **Level 1 (5 ākonga) - 83% Achieved, 33% with Merit endorsement.**
- **Level 2 (17 ākonga) - 100% Achieved, 21% with Merit endorsement.**
- **Level 3 (10 ākonga) - 100% Achieved, 17% with Merit endorsement, 83% with University Entrance (all ākonga aiming at UE gained it).**

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

Our Unique Twizel Environment

Kaiako in the middle and junior school provide a rich curriculum that includes all aspects of the NZC and incorporates our local curriculum. This curriculum makes excellent 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 our commitment to Te Tiriti o Waitangi

Twizel Area School honours our commitment to Te Tiriti o Waitangi in an Educational context.

Article 1: Kāwanatanga – Honourable Governance

- We understand our position as Crown agents and affirm Māori as tangata whenua.
- We govern our establishment honourably - decisions are made with those who are impacted the most by them.
- We share the decision making process with whānau, hapū and iwi (partnership) is becoming embedded.
- We endeavour to produce communication that is meaningful, ongoing, reciprocal and transparent.

Article 2: Rangatiratanga – Agency

- Te Reo Māori, tikanga and kawa, appropriate to local context, is valued, practiced and celebrated.
- We endorse Māori achieving success as Māori.
- We endeavour to create systems where Māori have agency, voice and choice, the power to act.
- Māori diversity is recognised and valued and self determination is enacted.

Article 3: Ōritetanga – Equity

- In our establishment, in the interest of all, Māori have the same rights and opportunities as non-Māori.
- We endeavour to remove educational barriers and inequalities to ensure equitable educational outcomes.
- Education content and delivery reflects Aotearoa and our dual heritage (past, present and future), Equitable representation of Māori, Reo, tikanga etc.
- Māori perspectives and opinions, and the voices of Māori are equitably represented.

Article 4: 'The spoken promise' the right to have cultural and religious freedom.

Our teachers are committed to a continual professional development in Te Ao Māori, as required by the Education Council in retaining their practicing certificate.

The Context and Intention of this Charter Document.

There is no board of trustees at the current time, a Commissioner governs Twizel Area School. Board Elections have recently been set, the new Board will be in place by May 26th 2021 at the latest. 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.

This Charter provides direction until the end of 2021. It will be adopted by an incoming elected Board of Trustees (if that occurs during 2021). The Charter is due for an in-depth review at the end of 2021/beginning of 2022.

The goals for 2021 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 continue the mahi of undertaking a review of the school's policies and procedures, thereby meeting obligations to the Ministry of Education and Education Review Office.

Twizel Area School

Strategic Plan 2021

Vision

A learning community striving for excellence

Mission

To provide a high-quality learning environment that encourages ākonga 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 kaiako and ākonga 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, kaimahi 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 ākonga and kaimahi.

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 ākonga 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 ākonga and supporting those at risk of not achieving or progressing at an expected rate.
- e. By supporting kaimahi 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 Māori and Pasifika ākonga at risk of not achieving NCEA or capable of merit and or excellence.

Annual Targets

- Ensure that the 80% of ākonga in Y1 – 10 will achieve at or exceed national expectations in Mathematics.
- Ensure that support is provided to all NCEA ākonga in meeting their personal goals.
 - a. At least 45% of ākonga to achieve Merit + endorsements for their certificate (national 2019 - 45.4%, TAS 2020 - 24%).
 - b. Of our Year 12 and 13, 38% plan to transition along a vocational pathway, 100% of these ākonga will be supported in making secure transitions to work or further education and training.
 - c. 57% of the current Year 13 to achieve a University Entrance Qualification (national 2019 - 54%, TAS 2020 - 83%).

For more detail on the learning goal refer to the annual target sections on pages 10 and 11.

Timeline: January 2022

GOVERNANCE/MANAGEMENT GOAL

2. To strengthen community relationships that support learning.

Strategies

- a. Continue to build relationship between governance (Commissioner), management, kaimahi and 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 the school community on the role of governance
- e. Educate school community on role of governance by writing articles and public meetings
- 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: January 2022

GOVERNANCE/MANAGEMENT GOAL

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

Strategies

- a. Keep the 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 the 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, kaimahi and community

Timeline: January 2022

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 proactive management of concerns and complaints
- e. Improved conflicts of interest policy
- f. Building understanding of conflicts of interests at leadership level and how they can be managed.
- g. Review and improve personnel policies and procedures.
- h. Undertake detailed audit of HR practices
- i. Ensure appropriate professional growth cycle 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: January 2022

FINANCE AND PROPERTY GOAL

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

Strategies

- a. By providing resources for continued development and maintenance of facilities.
- b. Collaborate with the Ministry of Education and other agencies to ensure best possible resources for the rebuild and best outcomes for ākonga.

Target

- Positive / Constructive working relationships with the Ministry of Education and involved external agencies.

Timeline: January 2022

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 ākonga and kaimahi.

Strategies

- a. By enhancing wellbeing and resilience in our school through the practice of kotahitanga.
- b. By expanding kaiako' knowledge of the elements and practice of wellbeing through Professional Learning opportunities.
- c. By reviewing the pastoral and discipline systems in alignment with beliefs about wellbeing.

Targets

- Conduct a whole school review of wellbeing practice

Timeline: January 2022

Annual Target Section

LEARNING GOAL

To set aspirational achievement and progress targets for all ākonga.

Strategy

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

Through providing a rich curriculum incorporating the key competencies for Years 1 – 10.

Through systematically monitoring and analysing achievement data to inform progress in learning.

Through identifying ākonga and supporting those at risk of not achieving or progressing at an expected rate.

By supporting kaimahi through high quality professional learning development and opportunities to keep them abreast with current best practice and educational thinking.

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 Māori and Pasifika ākonga at risk of not achieving NCEA or capable of merit and or excellence.

Annual Goal Junior:
Curriculum Levels.

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

Baseline Data:

77% of Year 1-10 learners achieve at or above NZC expectations at the end of 2021. 73% of Māori Year 1-10 learners achieve at or above NZC expectations at the end of 2021.

Target:

Ensure that the 80% of ākonga in Y1 – 10 will achieve at or exceed national expectations in mathematics.

Action to achieve targets	Led by	Budget/FTE	Timeframe
1. Identify target ākonga and cohorts using data, plan and implement appropriate interventions for 2021	Teachers and Maths Leaders.		Terms 1-4
2. Identify ALiM intervention ākonga and begin programme	Identified kaiako	ALiM	March 2021
3. Deliberately teach strategies to enhance deeper thinking and understanding 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. Professional Learning Group establishment and regular meetings	Teachers / SLT	N/AI	Term 1-4
6. Provide extension opportunities for able maths problem solvers (National Competitions, Aoraki Maths and extension group in Year 8).	Teachers/DP/AP	Entry Fees & Travel	Terms 1-4
7. Analyse progress and achievement of ākonga against the goal	Sandy and AP	Teacher Release	Term 2 and 4
12. Explore and share the wide range of resources available at school.	All Maths Teachers		Term 1-4
13. Produce support materials for parents	Maths Teachers (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.		Term 1-4

Annual Goal Senior: To establish and support personalised and aspirational learning programmes for every NCEA student.

Baseline Data: There were 34 NCEA candidates by the end of 2020. 2020 results showed: Level 1 - 100% Achieved, 40% with Merit endorsement. Level 2 - 100% Achieved, 24% with Merit endorsement. Level 3 - 100% Achieved, 20% with Merit endorsement, 80% with University Entrance (all ākongā aiming at UE gained it).

Target: Ensure that support is provided to all NCEA ākongā in meeting their personal goals.

- At least 45% of ākongā to achieve Merit + endorsements for their certificate (national 2019 - 45.4%, TAS 2020 - 24%).
- Of our Year 12 and 13, 38% plan to transition along a vocational pathway, 100% of these ākongā will be supported in making secure transitions to work or further education and training.
- 57% of the current Year 13 to achieve a University Entrance Qualification (national 2019 - 54%, TAS 2020 - 83%).

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 ākongā 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 ākongā likely to achieve either merit or excellence passes in their chosen subjects.	NP (DP)	N/A	Week 5 Term 1
Students setting their own individual goals for achievement, introduction of MyMahi system for goal setting and progression tracking.	MO (Careers & Spec T)	N/A	Week 6 Term 1
Goals shared with mentors, parents and whānau.	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, ākongā and whānau	\$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 kaiako	N/A	Ongoing throughout the year.
Setting and achieving milestones both short and long-term. Celebrating individual achievements.	BF & NP and teaching kaimahi	N/A	Ongoing throughout the year.
Revisiting both ākongā goals.	DA, Teachers and ākongā	N/A	Ongoing throughout the year.
Summative and formative assessments. Results shared with ākongā.	HOLA and subject kaiako	N/A	Ongoing throughout the year.
Students give feedback on relevance and difficulty of individual NCEA standards.	Students	N/A	Ongoing throughout the year.
PLG to develop pedagogy for deeper learning and NCEA extension	P, DP	N/A	Ongoing throughout the year.
Further engagement with Kahui Ako and NCEA review process	P, DP, Across and within school kaiako from Kahui Ako	N/A	Ongoing throughout the year.

2021	Board Plan	Term 1		Term 2		Term 3		Term 4	
REVIEW	Area for Review	Mar-21	Apr-21	May-21	Jun-21	Aug-21	Sep-21	Oct-21	Nov-21
Strategic Review	Charter	Submit Charter along with Analysis of Variance.			Mid year report to governance			Review Strategic Plan - Approve Review Plan 2022	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	School docs survey completion	Review - Home learning, Finance and Property Management	School docs implementation	Review - Reporting to Parents, Protected Disclosure, Visitors		Review - Concerns and Complaints, Behaviour Management		Review - Māori Educational Success, Religious Instruction, Harassment
	Learner Progress and Achievement	NCEA First Results	Diagnostic Testing Data	NCEA moderation results	SENCO and ESOL	Mid-Year Update Y 1–10 NCEA Tracking	Māori and Pasifika	NCEA Tracking Pre externals	End of Year Update Y 1 - 10
	Curriculum			Science		English		Technology	
	HR - Personnel - Principal and Staff Professional growth Cycles- PLD	Principal Appraisal Meetings commence with Code Ed.	Define Professional Growth Cycle for Teaching Staff		Staff Appraisal Mid-Y update Principal Informal Review re: performance targets		Define Professional growth Cycle for Support Staff		Staff EoY Summary Principal Appraisal Formal Report
	Finance	Budget Approved	Monitor	Monitor	Mid-Year Review	Monitor	Monitor	2021 Draft	Monitor
Emergent Reviews			Wellbeing						
Business as Usual	Health and Safety		Evacuation Report Term 1	Staff Wellbeing @ School survey	Evacuation Report Term 2		Evacuation Report Term 3	Student Wellbeing @ School Survey	Evacuation Report Term 4
	Property	Informal contact with MoE regarding rebuild		Huxley Review	Formal contact with MoE regarding rebuild				
	BOT Timeline	Meeting dates set						2022 Timeline Draft	Set Donation Level for 2022
	BOT Communication	Composition of Reference Group							
	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

