



TWIZEL
AREA SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number: 527

Principal: Kate Staniford

School Address: Mt Cook Street, Twizel, 7901

School Postal Address: Private Bag 952, Twizel, 7944

School Phone: 03 435 0650

School Email: office@twizel.school.nz

Accountant / Service Provider:

Solutions & Services
Collaborative School Administration

TWIZEL AREA SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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Twizel Area School

Statement of Responsibility

For the year ended 31 December 2024

The Board accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

The management, including the Principal and others as directed by the Board, accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the School's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2024 fairly reflects the financial position and operations of the School.

The School's 2024 financial statements are authorised for issue by the Board.

NICOLA GRAHAM

Full Name of Presiding Member



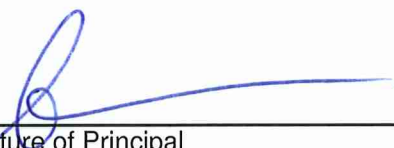
Signature of Presiding Member

21/05/25

Date:

KATE STANFORD

Full Name of Principal



Signature of Principal

21/05/25

Date:

Twizel Area School

Members of the Board

For the year ended 31 December 2024

Name	Position	How Position Gained	Term Expired/ Expires
Sharon Blanchard	Presiding Member	Elected	May 2025
Kate Staniford	Principal	ex Officio	
Nicola Graham	Parent Representative	Elected	May 2025
Bruce Mincham	Parent Representative	Co-opted	May 2025
Anna Bacchius	Parent Representative	Elected	May 2025
Simon Scarlett	Parent Representative	Elected	May 2025
Belinda Purcell	Maori Representative	Elected	May 2025
Michele O'Carroll	Staff Representative	Elected	May 2025
Mackenzie Dunnicliff	Student Representative	Elected	May 2025
Ralph Henderson	Student Representative	Elected	Sep 2024

Twizel Area School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	3,685,182	2,464,291	3,564,193
Locally Raised Funds	3	242,273	207,754	222,892
Interest		25,384	15,000	28,121
Total Revenue		3,952,839	2,687,045	3,815,206
Expense				
Locally Raised Funds	3	114,146	59,900	88,476
Learning Resources	4	2,960,824	1,980,080	2,895,641
Administration	5	252,420	219,743	249,567
Interest		2,981	-	3,070
Property	6	687,789	467,950	476,109
Other Expense	7	-	-	59,072
Loss on Disposal of Property, Plant and Equipment		7,543	300	6,150
Total Expense		4,025,703	2,727,973	3,778,085
Net (Deficit)/Surplus for the year		(72,864)	(40,928)	37,121
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(72,864)	(40,928)	37,121

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes which form part of these financial statements.



Twizel Area School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		1,202,478	1,202,478	1,142,725
Total comprehensive revenue and expense for the year		(72,864)	(40,928)	37,121
Contribution - Furniture and Equipment Grant		39,273	-	-
Contribution - Te Mana Tūhono		-	-	22,632
Equity at 31 December		1,168,887	1,161,550	1,202,478
Accumulated comprehensive revenue and expense		1,168,887	1,161,550	1,202,478
Equity at 31 December		1,168,887	1,161,550	1,202,478

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.



Twizel Area School

Statement of Financial Position

As at 31 December 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	8	586,241	822,238	798,453
Accounts Receivable	9	241,961	218,572	218,572
GST Receivable		14,373	49,330	49,330
Prepayments		8,846	21,560	21,560
Inventories	10	1,909	1,211	1,211
Investments	11	125,056	157,337	157,337
Funds Receivable for Capital Works Projects	16	69,286	11,783	11,783
		1,047,672	1,282,031	1,258,246
Current Liabilities				
Accounts Payable	13	308,349	234,390	234,390
Revenue Received in Advance	14	36,416	31,072	31,072
Finance Lease Liability	15	12,968	19,508	19,508
Funds held for Capital Works Projects	16	210,224	473,487	473,487
		567,957	758,457	758,457
Working Capital Surplus		479,715	523,574	499,789
Non-current Assets				
Property, Plant and Equipment	12	721,307	645,701	710,414
		721,307	645,701	710,414
Non-current Liabilities				
Finance Lease Liability	15	32,135	7,725	7,725
		32,135	7,725	7,725
Net Assets		1,168,887	1,161,550	1,202,478
Equity		1,168,887	1,161,550	1,202,478

The above Statement of Financial Position should be read in conjunction with the accompanying notes which form part of these financial statements.

Twizel Area School

Statement of Cash Flows

For the year ended 31 December 2024

		2024	2024	2023
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		1,104,143	1,014,291	1,158,023
Locally Raised Funds		264,471	207,754	187,575
Goods and Services Tax (net)		34,957	-	(43,182)
Payments to Employees		(693,069)	(697,000)	(723,502)
Payments to Suppliers		(607,818)	(470,973)	(583,064)
Interest Paid		(2,981)	-	(3,070)
Interest Received		25,743	15,000	27,600
Net cash from Operating Activities		125,446	69,072	20,380
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment		(76,205)	(45,287)	(45,077)
Purchase of Investments		-	-	(6,962)
Proceeds from Sale of Investments		32,281	-	-
Net cash (to) Investing Activities		(43,924)	(45,287)	(52,039)
Cash flows from Financing Activities				
Furniture and Equipment Grant		39,273	-	-
Finance Lease Payments		(12,241)	-	(13,387)
Funds Administered on Behalf of Other Parties		(320,766)	-	481,459
Net cash (to)/from Financing Activities		(293,734)	-	468,072
Net (decrease)/increase in cash and cash equivalents		(212,212)	23,785	436,413
Cash and cash equivalents at the beginning of the year	8	798,453	798,453	362,040
Cash and cash equivalents at the end of the year	8	586,241	822,238	798,453

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries, use of land and buildings grant and expense, and other notional items have been excluded.

The above Statement of Cash Flows should be read in conjunction with the accompanying notes which form part of these financial statements.



Twizel Area School

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

1.1. Reporting Entity

Twizel Area School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

1.2. Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2024 to 31 December 2024 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

The financial statements have been prepared on a going concern basis, and the accounting policies have been consistently applied throughout the period.

Financial Reporting Standards Applied

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The School is considered a Public Benefit Entity as it meets the criteria specified as 'having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders'.

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expenditure threshold of \$33 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

The financial statements are prepared on the historical cost basis unless otherwise noted in a specific accounting policy.

Presentation Currency

These financial statements are presented in New Zealand dollars, rounded to the nearest dollar.

Specific Accounting Policies

The accounting policies used in the preparation of these financial statements are set out below.

Critical Accounting Estimates And Assumptions

The preparation of financial statements requires management to make judgements, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, revenue and expenses. Actual results may differ from these estimates.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and in any future periods affected.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.



Critical Judgements in applying accounting policies

Management has exercised the following critical judgements in applying accounting policies:

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee.

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 21b.

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carry forward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

1.3. Revenue Recognition

Government Grants

The school receives funding from the Ministry of Education. The following are the main types of funding that the School receives:

Operational grants are recorded as revenue when the School has the rights to the funding, which is in the year that the funding is received.

Teachers salaries grants are recorded as revenue when the School has the rights to the funding in the salary period to which they relate. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

Other Ministry Grants for directly funded programs are recorded as revenue when the School has the rights to the funding in the period to which they relate to. The grants are not received in cash by the School and are paid directly by the Ministry of Education.

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. Grants for the use of land and buildings are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes.

This is a non-cash revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

Other Grants where conditions exist

Other grants are recorded as revenue when the School has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and recognised as revenue as the conditions are fulfilled.

Donations, Gifts and Bequests

Donations, gifts and bequests are recognised as an asset and revenue when the right to receive funding or the asset has been established unless there is an obligation to return funds if conditions are not met. If conditions are not met, funding is recognised as revenue in advance and recognised as revenue when conditions are satisfied.

Interest Revenue

Interest Revenue earned on cash and cash equivalents and investments is recorded as revenue in the period it is earned.

1.4. Operating Lease Payments

Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

1.5. Finance Lease Payments

Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The finance charge is allocated to each period during the lease term on an effective interest basis.

1.6. Cash and Cash Equivalents

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

1.7. Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The school's receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

1.8. Inventories

Inventories are consumable items held for sale and comprised of stationery. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

1.9. Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

1.10. Property, Plant and Equipment

Land and buildings owned by the Crown are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

Improvements funded by the Board to buildings owned by the Crown or directly by the board are recorded at cost, less accumulated depreciation and impairment losses.

Property, plant and equipment are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making sure it is in the appropriate condition for its intended use.

Gains and losses on disposals (i.e. sold or given away) are determined by comparing the proceeds received with the carrying amounts (i.e. the book value). The gain or loss arising from the disposal of an item of property, plant and equipment is recognised in the Statement of Comprehensive Revenue and Expense.

Finance Leases

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the school will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

Depreciation

Property, plant and equipment, except for library resources, are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Building Improvements	10–75 years
Furniture and Equipment	5–15 years
Information and Communication Technology	4–5 years
Motor Vehicles	5 years
Textbooks	5–10 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	10% Diminishing value

1.11. Impairment of property, plant and equipment

The school does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

Non cash generating assets

Property, plant, and equipment held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. If such indication exists, the School estimates the asset's recoverable service amount. An impairment loss is recognised as the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information.

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in the surplus or deficit.

The reversal of an impairment loss is recognised in the surplus or deficit. A previously recognised impairment loss is reversed only if there has been a change in the assumptions used to determine the asset's recoverable service amount since the last impairment loss was recognised.

1.12. Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

1.13. Employee Entitlements

Short-term employee entitlements

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, annual leave earned by non teaching staff, but not yet taken at balance date.

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows. Remeasurements are recognised in surplus or deficit in the period in which they arise.

1.14. Revenue Received in Advance

Revenue received in advance relates to fees received from students and grants received where there are unfulfilled obligations for the School to provide services in the future. The fees or grants are recorded as revenue as the obligations are fulfilled and the fees or grants are earned.

1.15. Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

1.16. Funds held for Capital Works

The school directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose. As such these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

1.17. Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

The School's financial liabilities comprise accounts payable, and finance lease liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

1.18. Goods and Services Tax (GST)

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

1.19. Budget Figures

The budget figures are extracted from the School budget that was approved by the Board.

1.20. Services received in-kind

From time to time the School receives services in-kind, including the time of volunteers. The School has elected not to recognise services received in kind in the Statement of Comprehensive Revenue and Expense.

2. Government Grants

	2024	2024 Budget (Unaudited)	2023
	Actual		Actual
	\$	\$	\$
Government Grants - Ministry of Education	1,031,931	981,366	1,083,992
Teachers' Salaries Grants	2,222,689	1,210,000	2,151,586
Use of Land and Buildings Grants	366,255	240,000	236,143
Transport Grant	-	-	61,115
Other Government Grants	64,307	32,925	31,357
	<u>3,685,182</u>	<u>2,464,291</u>	<u>3,564,193</u>

3. Locally Raised Funds

Local funds raised within the School's community are made up of:

	2024	2024 Budget (Unaudited)	2023
	Actual		Actual
	\$	\$	\$
Revenue			
Donations and Bequests	19,878	46,244	30,080
Fees for Extra Curricular Activities	70,262	28,400	50,672
Trading	6,901	3,500	1,404
Fundraising and Community Grants	19,926	11,500	27,880
Other Revenue	118,854	109,610	103,145
Transport Revenue	6,452	8,500	9,711
	<u>242,273</u>	<u>207,754</u>	<u>222,892</u>
Expenses			
Extra Curricular Activities Costs	97,488	41,400	68,793
Trading	4,660	5,000	5,589
Transport (Local)	11,998	13,500	14,094
	<u>114,146</u>	<u>59,900</u>	<u>88,476</u>
	<u>128,127</u>	<u>147,854</u>	<u>134,416</u>

Surplus / (Deficit) for the year Locally raised funds

4. Learning Resources

	2024	2024 Budget (Unaudited)	2023
	Actual		Actual
	\$	\$	\$
Curricular	144,228	127,780	108,701
Information and Communication Technology	25,364	16,000	22,667
Employee Benefits - Salaries	2,626,983	1,655,000	2,613,618
Other Learning Resources	5,417	6,800	11,005
Staff Development	64,412	37,000	34,377
Depreciation	94,420	137,500	105,273
	<u>2,960,824</u>	<u>1,980,080</u>	<u>2,895,641</u>

5. Administration

	2024	2024 Budget (Unaudited)	2023
	Actual		Actual
	\$	\$	\$
Audit Fees	13,350	7,700	6,180
Board Fees and Expenses	14,659	9,050	8,164
Legal Fees	3,514	-	4,565
Other Administration Expenses	62,776	48,010	68,196
Employee Benefits - Salaries	134,368	132,000	141,388
Insurance	13,685	12,000	10,045
Service Providers, Contractors and Consultancy	10,068	10,983	11,029
	<u>252,420</u>	<u>219,743</u>	<u>249,567</u>



6. Property

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Heat, Light and Water	73,124	54,000	61,481
Rates	3,165	2,500	2,749
Repairs and Maintenance	51,102	31,200	22,822
Use of Land and Buildings	366,255	240,000	236,143
Other Property Expenses	46,857	20,250	30,895
Employee Benefits - Salaries	147,286	120,000	122,019
	<u>687,789</u>	<u>467,950</u>	<u>476,109</u>

The Use of Land and Buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Other Expense

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Transport Expenditure	-	-	59,072
	<u>-</u>	<u>-</u>	<u>59,072</u>

8. Cash and Cash Equivalents

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Cash on Hand	140	-	140
Bank Accounts	586,101	822,238	798,313
	<u>586,241</u>	<u>822,238</u>	<u>798,453</u>

Cash and Cash Equivalents for Statement of Cash Flows

Of the \$586,241 Cash and Cash Equivalents, \$210,226 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings and includes retentions on the projects, if applicable. The funds are required to be spent in 2025 on Crown owned school buildings.

Of the \$586,241 Cash and Cash Equivalents, \$10,891 of unspent grant funding is held by the School. This funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned.

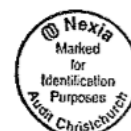
Of the \$586,241 Cash and Cash Equivalents, \$25,525 of Other Revenue in Advance is held by the School, as disclosed in note 14.

9. Accounts Receivable

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Receivables	26,990	48,460	48,460
Receivables from the Ministry of Education	7,016	19,300	19,300
Interest Receivable	668	1,027	1,027
Teacher Salaries Grant Receivable	207,287	149,785	149,785
	<u>241,961</u>	<u>218,572</u>	<u>218,572</u>
Receivables from Exchange Transactions	27,658	49,487	49,487
Receivables from Non-Exchange Transactions	214,303	169,085	169,085
	<u>241,961</u>	<u>218,572</u>	<u>218,572</u>

10. Inventories

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Stationery	1,909	1,211	1,211
	<u>1,909</u>	<u>1,211</u>	<u>1,211</u>



11. Investments

The School's investment activities are classified as follows:

	2024	2024 Budget (Unaudited)	2023
	Actual \$	\$	Actual \$
Current Asset			
Short-term Bank Deposits	125,056	157,337	157,337
Total Investments	125,056	157,337	157,337

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Land	91,630	-	-	-	-	91,630
Building Improvements	338,598	-	-	-	(15,066)	323,532
Furniture and Equipment	74,516	37,992	(8,822)	-	(26,932)	76,754
Information and Communication Technology	60,168	50,896	-	-	(24,702)	86,362
Leased Assets	25,408	44,940	(8,619)	-	(16,817)	44,912
Library Resources	99,511	10,183	(674)	-	(10,903)	98,117
Work in Progress	20,583	-	(20,583)	-	-	-
Balance at 31 December 2024	710,414	144,011	(38,698)	-	(94,420)	721,307

The net carrying value of furniture and equipment held under a finance lease is \$44,912 (2023: \$25,408)

Restrictions

With the exception of the contractual restrictions relating to the above noted finance leases, there are no other restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2024	2024	2024	2023	2023	2023
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Land	91,630	-	91,630	91,630	-	91,630
Building Improvements	607,534	(284,002)	323,532	607,534	(268,936)	338,598
Furniture and Equipment	648,264	(571,510)	76,754	627,007	(552,491)	74,516
Information and Communication Technology	556,912	(470,550)	86,362	506,016	(445,848)	60,168
Motor Vehicles	231,107	(231,107)	-	231,107	(231,107)	-
Textbooks	17,037	(17,037)	-	17,037	(17,037)	-
Leased Assets	60,544	(15,632)	44,912	79,023	(53,615)	25,408
Library Resources	391,076	(292,959)	98,117	383,492	(283,981)	99,511
Work in Progress	-	-	-	20,583	-	20,583
Balance at 31 December	2,604,104	(1,882,797)	721,307	2,563,429	(1,853,015)	710,414

13. Accounts Payable

	2024	2024 Budget (Unaudited)	2023
	Actual \$	\$	Actual \$
Creditors	52,450	24,963	24,963
Accruals	13,350	16,228	16,228
Employee Entitlements - Salaries	227,133	189,510	189,510
Employee Entitlements - Leave Accrual	15,416	3,689	3,689
	308,349	234,390	234,390
Payables for Exchange Transactions	308,349	234,390	234,390
	308,349	234,390	234,390

The carrying value of payables approximates their fair value.



14. Revenue Received in Advance

	2024	2024 Budget (Unaudited)	2023
	Actual \$	\$	Actual \$
Grants in Advance - Ministry of Education	10,891	6,605	6,605
Other Revenue in Advance	25,525	24,467	24,467
	<u>36,416</u>	<u>31,072</u>	<u>31,072</u>

15. Finance Lease Liability

The School has entered into a number of finance lease agreements for computers and other ICT equipment. Minimum lease payments payable:

	2024	2024 Budget (Unaudited)	2023
	Actual \$	\$	Actual \$
No later than one year	16,154	21,051	21,051
Later than One Year	36,709	7,996	7,996
Future Finance Charges	(7,760)	(1,814)	(1,814)
	<u>45,103</u>	<u>27,233</u>	<u>27,233</u>
Represented by:			
Finance lease liability - Current	12,968	19,508	19,508
Finance lease liability - Non-current	32,135	7,725	7,725
	<u>45,103</u>	<u>27,233</u>	<u>27,233</u>

16. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 8, and includes retentions on the projects, if applicable.

2024	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Boundary Fence - #238532	473,487	-	(523,172)	-	(49,685)
Mould Removal	(11,783)	11,783	-	-	-
Irrigation	-	111,434	-	-	111,434
Cladding - #219649	-	18,545	(4,120)	-	14,425
Heat Pumps	-	211,592	(169,420)	-	42,172
Floor Coverings - #219650	-	81,909	(39,716)	-	42,193
Roof Repairs	-	144,951	(149,306)	-	(4,355)
Changing Room	-	-	(15,246)	-	(15,246)
Totals	<u>461,704</u>	<u>580,214</u>	<u>(900,980)</u>	<u>-</u>	<u>140,938</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	210,224
Funds Receivable from the Ministry of Education	(69,286)

2023	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Boundary Fence - #238532	(10,850)	578,200	(93,863)	-	473,487
Mould Removal	-	57,922	(69,705)	-	(11,783)
Totals	<u>(10,850)</u>	<u>636,122</u>	<u>(163,568)</u>	<u>-</u>	<u>461,704</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	473,487
Funds Receivable from the Ministry of Education	(11,783)



17. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the School. The School enters into transactions with other entities also controlled by the Crown, such as: government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the School would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the school would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies for example, Government departments and Crown entities are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

18. Remuneration

Key management personnel compensation

Key management personnel of the School include all Board members, Principal, Deputy Principal and Associate Principal.

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	3,055	3,205
<i>Leadership Team</i>		
Remuneration	414,907	418,336
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	417,962	421,541

There are eight members of the Board excluding the Principal. The Board had held eight full meetings of the Board in the year. The Board also has finance members that meet monthly. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

The total value of remuneration paid or payable to the Principal was in the following bands:

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160 - 170	150 - 160
Benefits and Other Emoluments	0 - 5	0 - 5
Termination Benefits	0 - 0	0 - 0

Other Employees

The number of other employees with remuneration greater than \$100,000 was in the following bands:

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	5.00	3.00
110 - 120	1.00	2.00
120 - 130	1.00	1.00
130 - 140	-	1.00
	7.00	7.00

The disclosure for 'Other Employees' does not include remuneration of the Principal.

19. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be board members, committee members, or employees during the financial year in relation to that cessation and the number of persons to whom all or part of that total was payable was as follows:

	2024 Actual \$	2023 Actual \$
Total	-	-
Number of People	-	-



20. Contingencies

There are no contingent liabilities and no contingent assets except as noted below as at 31 December 2024 (Contingent liabilities and assets at 31 December 2023: nil).

Holidays Act Compliance – Schools Payroll

The Ministry of Education performs payroll processing and payments on behalf of boards, through payroll service provider, Education Payroll Limited.

The Ministry continues to review the Schools Sector Payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts of specific individuals. As such, this is expected to resolve the liability for school boards.

Pay Equity Settlement Wash Up amounts

In 2024 the Ministry of Education provided additional funding for non-teaching collective and pay equity agreements. At the date of signing the financial statements the School's final entitlement for the year ended 31 December 2024 has not yet been advised. The School has therefore not recognised an asset or a liability regarding this funding wash-up, which is expected to be settled in July 2025.

Cyclical Maintenance Provision

The School has an obligation to the Ministry of Education to maintain in good order and repair at all times the land, buildings and other facilities on the School site. The school is part of a Ministry Rebuild Programme which will result in the School's buildings being fully rebuilt the coming years. As a result, no cyclical maintenance provision has been recognised, with all maintenance to be completed as and when as required in the interim. Upon the completion of the rebuild, the school will reinstate the provision as required.

21. Commitments

(a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$561,309 (2023:\$631,407) as a result of entering the following contracts:

Contract Name	2024 Capital Commitment \$
Boundary Fence - #238532	108,235
Irrigation	220,980
Cladding - #219649	16,334
Heat Pumps	54,172
Floor Coverings - #219650	49,496
Changing Rooms	103,087
Roof Repairs	9,004
Total	561,309

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 16.

(b) Operating Commitments

As at 31 December 2024 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2023: nil)

22. Financial Instruments

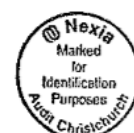
The carrying amount of financial assets and liabilities in each of the financial instrument categories are as follows:

Financial assets measured at amortised cost

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	586,241	822,238	798,453
Receivables	241,961	218,572	218,572
Investments - Term Deposits	125,056	157,337	157,337
Total Financial assets measured at amortised cost	953,258	1,198,147	1,174,362

Financial liabilities measured at amortised cost

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Payables	308,349	234,390	234,390
Finance Leases	45,103	27,233	27,233
Total Financial liabilities measured at amortised Cost	353,452	261,623	261,623



23. Events After Balance Date

There were no significant events after the balance date that impact these financial statements.

24. Comparatives

There have been a number of prior period comparatives which have been reclassified to make disclosure consistent with the current year.

INDEPENDENT AUDITOR'S REPORT**TO THE READERS OF TWIZEL AREA SCHOOL'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2024**

The Auditor-General is the auditor of Twizel Area School (the School). The Auditor-General has appointed me, Sam Naylor, using the staff and resources of Nexia Audit Christchurch, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 3 to 18, that comprise the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2024; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 21 May 2025. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

Basis for our opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report.

We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand.

The Board is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board's responsibilities arise from section 134 of the Education and Training Act 2020.

Responsibilities of the auditor for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures, and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements.

For the budget information reported in the financial statements, our procedures were limited to checking that the information agreed to the School's approved budget.

We did not evaluate the security and controls over the electronic publication of the financial statements.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

We communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is required to prepare an annual report which includes the annual financial statements and the audit report, as well as a Statement of Variance, a Report on how the school has given effect to Te Tiriti o Waitangi, an Evaluation of the School's Students' Progress and Achievement, a Statement of Compliance with Employment Policy, and a Statement of KiwiSport funding. The Board is responsible for the other information that it presents alongside its financial statements.

The other information obtained at the date of our audit report includes copies of the Statement of Variance, Report on how the school has given effect to Te Tiriti o Waitangi, Evaluation of the School's Students' Progress and Achievement, Statement of Compliance with Employment Policy, and Statement of KiwiSport funding.

Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon. In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Independence

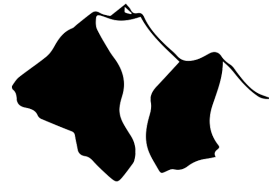
We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 *International Code of Ethics for Assurance Practitioners (including International Independence Standards) (New Zealand) (PES 1)* issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with, or interests in, the School.



Sam Naylor

Nexia Audit Christchurch
On behalf of the Auditor-General
Christchurch, New Zealand



TWIZEL
AREA SCHOOL

Twizel Area School Annual Report 2024

Ripo ana te wai o Te Whakatipu e
Ruataniwha e tū mai rā
Aoraki Matatū ki te raki
Nei rā te mihi
nei rā te maioha
O te kura ā-rohe o Te Manahuna

Ka huri te titiro ki ngā Puna Hauaitu
Takapō Ohau Pūkaki
Me te whatumanawa o te tangata
He wā tōna ka marino
He wā tōna ka marangai
Ki te kōhanga o te kakī
Tū tonu rā ko Te Manahuna



Statement of Variance Relating to the 2022-2024 Strategic Plan

Strategic Goal 1: Responsive Curriculum and Facilities

To develop a curriculum and educational facility that is responsive to the cultures, needs, interests and aspirations of all.

- **Curriculum Development:** The introduction of DMIC (Developing Mathematical Inquiry Communities) across the Year 1-8 mathematics curriculum has standardised assessments, with 81% of learners meeting or exceeding national curriculum expectations in mathematics in 2023a and 82% in 2024—surpassing the target of 80%. However, Māori learners' performance requires further attention, with their 'at and above' percentage only slightly improving from 73% to 74%.
- **Graduate Profile and Mentoring:** The Graduate Profile has been finalised in 2024 through consultation with ākonga, staff, and whānau. This profile now provides a shared standard for academic and personal goals, contributing to improved alignment with the WAKA values. Mentorship has been structured to focus on aspirational goal-setting and ongoing progress tracking for all ākonga. The Graduate Profile will begin implementation in 2025.
- **NCEA Achievement:** The school surpassed national averages in several areas, with 24.3% of eligible Year 11-13 ākonga achieving Merit or Excellence endorsements, above the national 2022 average of 21.6%. The school has also ensured that 100% of leavers from Year 12 and 13 have attained co-requisite literacy and numeracy requirements, meeting vocational and University Entrance standards.
- **New School Build:** The facility planning has transitioned from the Master Planning phase to the Design Phase, and now the Build Phase with work commencement planned for March 2025. This facility upgrade aligns with the school's vision for creating a responsive, modern learning environment.

Progress Summary: Twizel Area School has largely met its goals for a responsive curriculum and facilities, with notable improvements in standardised assessments, mentorship integration, and NCEA performance.

Strategic Goal 2: Hauora

To strengthen resilience and wellbeing for all ākonga and staff.

- **Wellbeing Curriculum:** Guided by the Te Whare Tapa Whā model, the school has developed a wellbeing plan across all age levels. An emerging Wellbeing Professional Learning Group (PLG) has created resources that support both junior and senior ākonga, recognising the need for tailored support.
- **Positive Behaviour for Learning (PB4L-SW):** The PB4L Tier 1 framework was implemented school-wide, supporting a systematic approach to fostering positive behaviour and healthy relationships. Tier 1 evaluations have shown initial success, and continued focus will ensure a lasting impact.
- **Annual Wellbeing Survey:** The NZCER Wellbeing Survey data revealed a 9.1% improvement in the "Caring Teaching" criteria, from 56.8% in 2023 to 65.9%, with pro-social ākonga strategies remaining an area of development. Senior ākonga' wellbeing remains a focus, with Wellbeing Wednesday sessions providing targeted support.

Progress Summary: Hauora has seen strong progress for ākonga, but challenges for staff as they approach new learning and pedagogical requirements whilst managing change. Structured curriculum elements, NCEA change and PB4L implementations are contributing to measurable improvements in ākonga outcomes.

Strategic Goal 3: Learning Partnerships

To foster authentic learning partnerships with whānau and the wider community.

- **Digital Fluency and Real-Time Reporting:** Digital portfolios have been implemented for Years 1-9 using Seesaw, this allows for consistent communication between ākonga, kaiako, and whānau. The 2024 goal of formalising portfolios and ensuring real-time reporting has enhanced family engagement with ākonga learning outcomes.
- **Community Events and Engagement:** Regular informal community events each term have increased the connection between the school and whānau. These events were developed with a focus on inclusive educational outcomes, promoting shared goals within the community.
- **Local Curriculum and Cultural Integration:** The school partnered with Kāhui Ako and Runaka to align local curriculum goals with community aspirations. ākonga' access to Te Reo Māori has increased, and the NZ Histories Curriculum has been introduced, embedding cultural education into the curriculum.

Progress Summary: The school has strengthened learning partnerships effectively, with digital fluency initiatives and inclusive community events fostering meaningful collaboration between the school and whānau.

Strategic Goal 4: Professional Capabilities

To grow professional capabilities and collective capacity within our school.

- **Professional Development in Key Areas:** Staff participated in targeted professional development, notably in DMIC and digital fluency, aligned with school goals for responsive curriculum design. Professional Growth Cycles were reviewed each year, ensuring continual adaptation to emerging educational needs.
- **Culturally Responsive Practices:** The school has prioritised staff development in Te Reo Māori and Tikanga, aligning with New Zealand’s bicultural education framework. Collaborative sessions with other schools have allowed staff to share and develop best practices, particularly in culturally responsive pedagogy.
- **Leadership and Financial Audits:** Regular audits of HR and financial practices have clarified leadership roles and optimised resource allocation. This strategic alignment with financial priorities ensures that professional growth and school resources support long-term goals.

Progress Summary: Professional capabilities have been strengthened, with the school effectively supporting staff growth through professional development and leadership role refinement.

Overall

Twizel Area School has made substantial progress in its strategic plan goals for 2022-2024. Strong achievement in curriculum development, wellbeing, learning partnerships, and professional capabilities highlights the school’s commitment to fostering an inclusive, high-achievement learning environment. These gains set a robust foundation for continued alignment with the mission to inspire future leaders and build a responsive, community-focused educational environment.

Statement of variance: Progress against 2024 targets

Primary Goal 1: To accelerate the achievement of 189 Year 1-10 ākonga in Mathematics, retaining 80% of the learners ‘At and Above’ curriculum expectations.

Actions	What did we achieve?	Evidence	Reasons for variances	Forward planning
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<div><div><div>1. Identify target ākongā and cohorts using data, plan and implement appropriate interventions for 2024.</div><div>2. Continue DMIC learning and pedagogical shift.</div><div>3. Track the learning progression data for Māori learners to ensure progress and inquire where expected or accelerated progress in not made.</div><div>4. Collect Learning Progressions Data for any new ākongā. Track the learning progression data for new ākongā to ensure progress and inquire where expected or accelerated progress in not made.</div></div></div>	<div><div>153 of the original cohort had a data plot at the end of the 2024 school year. Of those ākongā, 82% were in the At or Above categories for achievement when moderated by our kaiako and the DMIC training team.</div></div>	<div><div><div><div>Interim Mathematics Achievement Year 1 to 10 - 2024 Plot to End Comparison with students who completed this school year</div><div></div></div><div><table><tr><th>Year</th><th>% At/Above - General</th><th>% At/Above - All consistent plots</th></tr><tr><td>1</td><td>100</td><td>100</td></tr><tr><td>2</td><td>97</td><td>100</td></tr><tr><td>3</td><td>85</td><td>100</td></tr><tr><td>4</td><td>94</td><td>100</td></tr><tr><td>5</td><td>83</td><td>100</td></tr><tr><td>6</td><td>78</td><td>87</td></tr><tr><td>7</td><td>30</td><td>60</td></tr><tr><td>8</td><td>80</td><td>87</td></tr><tr><td>9</td><td>36</td><td>58</td></tr><tr><td>10</td><td>42</td><td>44</td></tr><tr><td>All years</td><td>70</td><td>82</td></tr></table></div><div><div>MATHEMATICS 2024 Consistently enrolled data</div><div></div></div></div></div>	Year	% At/Above - General	% At/Above - All consistent plots	1	100	100	2	97	100	3	85	100	4	94	100	5	83	100	6	78	87	7	30	60	8	80	87	9	36	58	10	42	44	All years	70	82	<div><div>Across all year groups (except Year 9), there has been a decrease in the proportion of ākongā in the 'Well Below' category. More than half of our ākongā are 'At and Above' in every year group (many year groups surpass this), except for Years 7 and 10.</div><div>As part of the setting of this strategic goal, Year 7 was targeted with specific intervention this year due to start-of-year achievement concerns. Significant progress has been made across the year to the point that this cohort is almost normally distributed.</div><div>The Year 10 results are unanticipated but reflect co-requisite attainment. This will be a target group for 2025 when they are in Year 11 and will benefit from the approach of a new kaiako.</div></div>	<div><div>Mathematics has been the school's focus for the last three years. We have adopted DMIC as our predominant pedagogy and have been supported by Massey University to develop our Year 1-8 kaiako professionally. Across the three year intervention, we have seen significant change in our Mathematics programmes and outcomes. Despite the funding being cut for DMIC we will continue to engage with the programme in 2025 and continue to provide kaiako support and mentoring. This will be alongside the structured mathematics booklets from the MoE. Our school has chosen the Oxford programme. Further work is required to investigate why DMIC is not making the impact on our Maori learners that we expect. An early 'hunch' is that the learners who do not</div></div>
Year	% At/Above - General	% At/Above - All consistent plots																																						
1	100	100																																						
2	97	100																																						
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10	42	44																																						
All years	70	82																																						

5. Professional Learning Group continues with regular meetings. 6. Provide extension opportunities for able maths problem solvers (National Competitions, Aoraki Maths and extension group in Year 8).				meet the benchmarks are those who enrol during the year, rather than those who are consistently part of the programme that we know is working. Segregating this data in 2025 will inform an intervention plan.
Summary 82% of the retained ākonga (153), met the benchmark of attaining At or Above expected Curriculum Levels when moderated by the teaching team, and the external DMIC team from Massey University. Goal met and maintained for 2 years.				

Primary Goal 2: To formalise our Graduate Profile and Digital Portfolio process for Years 1-10, investigate and to complete a trial PBL experience in Years 7-10.				
Actions	What did we achieve?	Evidence	Reasons for variances	Forward planning

<ol style="list-style-type: none"> 1. Consult and Formalise on Graduate Profile. 2. To ensure every ākonga in Y1-9 has a Seesaw Digital portfolio that they are using and their whānau are able to access. 3. Development of 'must have' templates for each relevant subject for the purpose of timely sharing of formal learning and attainment benchmarks. 4. Every kaiako teaching ākonga in Years 1-9 has ensured that each ākonga has shared at least 2 submissions each term, and (when developed) completed the necessary 'must have' submissions. 	<p>The Graduate Profile has been developed, consulted upon and formalised for launch in 2025.</p> <p>All ākonga in Years 1-9 are using Seesaw and we are enjoying higher levels of interaction from whānau. There is a formalised process for who will post and what will be posted on Seesaw, this is spread across relevant staff. There is also an option to post informally.</p> <p>Most classes have shared the recommended number of posts. Staff have been supported by members of the Learning Portfolio PLG.</p> <p>The Middle School kaiako have learned about Project based Learning and trialled a Project Based Learning opportunity which is yet to undergo a full review.</p>	<p><u>Graduate Profile</u></p>	<p>No variances, plan was met.</p>	<p>Full launch of Graduate Profile in 2025</p> <p>Continued formalisation of Seesaw outcomes and scheduling of who will post what, and when.</p> <p>Review of PBL trial and decision on next steps.</p>
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5. Use of Middle School Syndicate Meetings to upskill in project Based Learning and trial a full project.				
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Summary

Goal met, Graduate Profile has been formalised and is ready to launch. Staff, ākonga and Whānau are engaging with Seesaw at expected levels, PBL has been learned about as part of a PLD programme and trialled with Middle School learners.

Secondary Goal 1: To accelerate the achievement of 41 Year 11-13 ākonga in their NCEA outcomes.

- At least 25% of eligible ākonga to achieve Merit + endorsements for their certificate (national 2022 - 21.6%, Eligible ākonga at TAS 2023 - 24.3%).
- 100% of ākonga aiming at a UE or vocational qualification will achieve it
- 100% of leavers from Year 12 and 13 will have attained co-requisite (or AS) Literacy and Numeracy prior to enrolment in their next learning step

Actions	What did we achieve?	Evidence	Reasons for variances	Forward planning
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<div>1. Ākonga make a careful choice of study pathways. The timetable is created to ensure that all ākonga receive their required courses.</div> <div>2. NCEA kaiako identify priority learners and target ākonga likely to achieve either merit or excellence passes in their chosen subjects. Mentors and ākonga will receive additional learning on achieving M/E grades and endorsements, explicitly focusing on the Y11 cohort undertaking the new NCEA standards.</div> <div>3. Ākonga set their individual goals for achievement and share them with whānau. Collection and consideration of these goals at a</div>	<div>In NCEA Level 1, a disappointing proportion of ākonga received M+ endorsements at only 8%. In Level 2, 26% of learners received M+ endorsements and in Level 3, 20%.</div> <div>Overall, this means 18% of the cohort received M+ endorsements. However, this figure looks to be 19% for 2024 NCEA data nationally and 17% for similar EQI bands. Although we did not meet our target, our ākonga sat typically for the 2024 data.</div> <div>75% of our ākonga aiming at University Entrance attained it.</div> <div>All ākonga wishing to move on to a non-university pathway met their expected targets.</div> <div>100% of leavers from Years 12 and 13 attained co-requisite (or AS) Literacy</div>	<div><table><tr><th colspan="4">NCEA Levels</th></tr><tr><th>% pass rate for eligible students (e.g. students with QMS support, brand new enrolments and ESOL high-needs learners are excluded)</th><th>Nationally (indicative based on 17th Feb 2025 release)</th><th>EQI Band Nationally (indicative based on 17th Feb 2025 release)</th><th>Twizel Area School (as of 17/02/2024)</th></tr><tr><td>Level 1</td><td>70</td><td>45</td><td>73</td></tr><tr><td>Level 2</td><td>72</td><td>73</td><td>87</td></tr><tr><td>Level 3</td><td>68</td><td>68</td><td>100</td></tr><tr><td>University Entrance</td><td>48</td><td>48</td><td>58 (of those aiming for UE)</td></tr></table></div> <div><table><tr><th colspan="4">Literacy and Numeracy for Level 1</th></tr><tr><th>% pass rate for eligible students (e.g. students with QMS support, brand new enrolments and ESOL high-needs learners are excluded)</th><th>Nationally (indicative based on 17th Feb 2025 release)</th><th>EQI Band Nationally (indicative based on 17th Feb 2025 release)</th><th>Twizel Area School (as of 17/02/2024)</th></tr><tr><td>Literacy</td><td>77</td><td>81</td><td>94</td></tr><tr><td>Numeracy</td><td>75</td><td>78</td><td>87</td></tr></table></div>	NCEA Levels				% pass rate for eligible students (e.g. students with QMS support, brand new enrolments and ESOL high-needs learners are excluded)	Nationally (indicative based on 17th Feb 2025 release)	EQI Band Nationally (indicative based on 17th Feb 2025 release)	Twizel Area School (as of 17/02/2024)	Level 1	70	45	73	Level 2	72	73	87	Level 3	68	68	100	University Entrance	48	48	58 (of those aiming for UE)	Literacy and Numeracy for Level 1				% pass rate for eligible students (e.g. students with QMS support, brand new enrolments and ESOL high-needs learners are excluded)	Nationally (indicative based on 17th Feb 2025 release)	EQI Band Nationally (indicative based on 17th Feb 2025 release)	Twizel Area School (as of 17/02/2024)	Literacy	77	81	94	Numeracy	75	78	87	<div>As per communications from NZQA, a significantly lower proportion of Year 11 learners met overall benchmarks in 2024. This is a combined effect of new assessment standards, new Literacy and Numeracy requirements, and kaiako workload in preparing for the new curriculum. Many schools have already moved away from Level 1 or intend to do so in the coming years.</div> <div>The outcomes for Levels 2 and 3 are as expected and were enhanced by the overall annual plan. When asked as part of the Leavers' considerations, Year 13 ākonga particularly appreciated individual kaiako support in the small school and mentoring setting and school systems, such as opportunities to share success with whānau in various ways throughout the year.</div>	<div>Consideration/Consultation on dropping Level 1. Improved tracking of UE progress and NCEA progress towards M+ endorsements, given that several ākonga missed out by just a few standards. Improved marking and moderation timeframes so ākonga have a faster feedback loop.</div> <div>Focus on pathways in the new Strategic Plan as identified in the 2024 Consultation</div> <div>Improvements to the structure of the in-school Mentoring programme</div>
NCEA Levels																																												
% pass rate for eligible students (e.g. students with QMS support, brand new enrolments and ESOL high-needs learners are excluded)	Nationally (indicative based on 17th Feb 2025 release)	EQI Band Nationally (indicative based on 17th Feb 2025 release)	Twizel Area School (as of 17/02/2024)																																									
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% pass rate for eligible students (e.g. students with QMS support, brand new enrolments and ESOL high-needs learners are excluded)	Nationally (indicative based on 17th Feb 2025 release)	EQI Band Nationally (indicative based on 17th Feb 2025 release)	Twizel Area School (as of 17/02/2024)																																									
Literacy	77	81	94																																									
Numeracy	75	78	87																																									

<p>syndicate-wide level to ensure consistency in goals and monitoring strategies.</p> <p>4. Interim and formal mentoring conferences. Mentor and subject reports.</p> <p>5. Investigation of the Year 11 experiences and barriers in 2023 led to results lower than expectations.</p> <p>6. Setting and achieving milestones both short and long-term. Celebrating individual achievements within the WAKA values system.</p> <p>7. Monitoring co-requisite/AS progress for Literacy and Numeracy in Year 10 and the Y11-12 cohort who have not yet achieved.</p> <p>8. Study Skills Learning.</p>	<p>and Numeracy prior to commencing their next step</p>		<p>UE attainment was lower than target with ākonga missing out on standards unexpectedly in the externals.</p> <p>Ākonga moving on to non-university pathways continue to meet their required needs as part of the ongoing support and mentoring mechanisms at the school.</p>	
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Summary

- 18% 18% of the cohort received M+ endorsements. However, this figure looks to be 19% for 2024 NCEA data nationally and 17% for similar EQI bands. Although we did not meet our target, our ākonga sat typically for the 2024 data.
- 75% of the ākonga aiming at UE attained it, which is much greater than the national data of 48%. The remaining ākonga can be supported in 2025 to meet this milestone. The ākonga who missed the outcome were very close to doing so.
- All ākonga wishing to move on to a non-university pathway met their expected targets and 100% of leavers from Years 12 and 13 attained co-requisite (or AS) Literacy and Numeracy prior to commencing their next step.

Secondary Goal 2: To improve ākonga wellbeing opportunities and increase the Pro-social Strategies criteria in the Wellbeing@School survey from 58.5% to 60%.

Actions	What did we achieve?	Evidence	Reasons for variances	Forward planning
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<ol style="list-style-type: none"> 1. Continue PLG and develop pro-social skills programme. 2. Continue to make a Wellbeing session which is available to all ākonga. Keep activities varied. 3. Promote and increase ākonga leadership opportunities. 4. Wellbeing at School Survey. 	<p>The Wellbeing PLG continued its work, but diverted its efforts to new initiatives to support kaiako and learners, such as our counter system for uniform acknowledgement.</p> <p>Wellbeing as a class continued and offered diverse learning opportunities across the year.</p> <p>Leadership opportunities were enhanced with specific success in the Middle School Leadership area with newly established roles where selected leaders developed programmes for the overall cohort.</p> <p>The Wellbeing @ School Survey is due to be completed for 2024.</p>	<p>Cross-school appreciative inquiry outcomes which informed the Strategic Plan for 2025-2027</p> <p>Wellbeing@School Survey Outcomes</p>	<p>The Wellbeing PLG shifted focus to meet specific ākonga needs that were not anticipated. Staff morale was low when facing challenges with a particular class which split our focus.</p> <p>The Wellbeing classes are diverse, but don't always meet the needs of our diverse learners, further consultation needs to be undertaken to ensure the offerings meet the needs.</p>	<p>Wellbeing as a class will continue in 2025</p> <p>The Wellbeing@School Survey will be undertaken in early Term One.</p>
<p>Summary</p> <p>Opportunities were enhanced or sustained. All ākonga including Junior ākonga engaged in a specific Wellbeing programme.</p>				

2024 Evaluation and analysis of the school's ākonga' progress and achievement

This report outlines the achievement of all ākonga at Twizel Area School throughout 2024. This report contains data and commentaries from:

- Years 1-10 e-asTTle grades from the beginning and end of 2024 in Reading, Writing and Mathematics.
- Year 10 NCEA Literacy and Numeracy Co-requisite results
- Years 11-13 NCEA achievement data from NZQA
- Whole School Commentary from BoT Reports and Internal Reviews during 2024

Years 1-10 Reading Writing and Mathematics

READING ACHIEVEMENT - YEAR 1-10 - End 2024

*= Māori

~ = Pacifica

^ = ESOL

X = all others

Levels	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
6A										
6P										
6B									X	*
5A										XX
5P									X	XXX
5B									**X	*XXXX
4A							XX	~XXXX	**^XXX	**^XXXX
4P					XXX	*XXX	XXXX	XXX	X	*
4B					X	XXX	*~XX	XX	*	
3A				*XX	XXX	*	X	XXX		
3P				X	*XXXX	*^XXX	**XX		X	
3B			*XX	*XXXX	**X	XXX		*^		
2A		*		XXXX	*~	X	~			
2P		XX	***~XX	XXX	X		*~XXX	X		
2B		*~XXX	XX	*	X	^				
1A	X	**^XXX	*XXXX	X						
1P	^^	*								
1B	***^XXXXX XX	*****^XX	*XX				^			

Reading results demonstrate higher levels of achievement in early years with underrepresentation of the higher achievement levels in the Year 7 and above ākonga. The school provides DEAR time across the age range, but take-up of this programme diminishes as ākonga progress, as does the requirement for a monitored home reading programme.

Year	% At/Above - All	% At/Above - Māo	% At/Above - ESOL
1	100	100	100
2	65	60	0
3	60	67	-
4	89	67	-
5	74	75	-
6	72	100	50
7	43	25	0
8	53	0	0
9	35	40	0
10	31	20	0
All years	63	57	57

End-year Reading data for Māori ākonga is disappointing, considering the significantly positive outcome in Writing. This will need to be investigated in 2025 as part of the new English Curriculum roll-out and our move to Structured Literacy. Our Pasifica ākonga are evenly spread through the data as expected but cannot be reported on due to individual privacy concerns with the low numbers.

Overall progress is evident when compared to the start-of-year data (in this display, both are shown on the end-of-year expectations plot).

READING ACHIEVEMENT - YEAR 1-10 - Start/End 2024

*= Māori

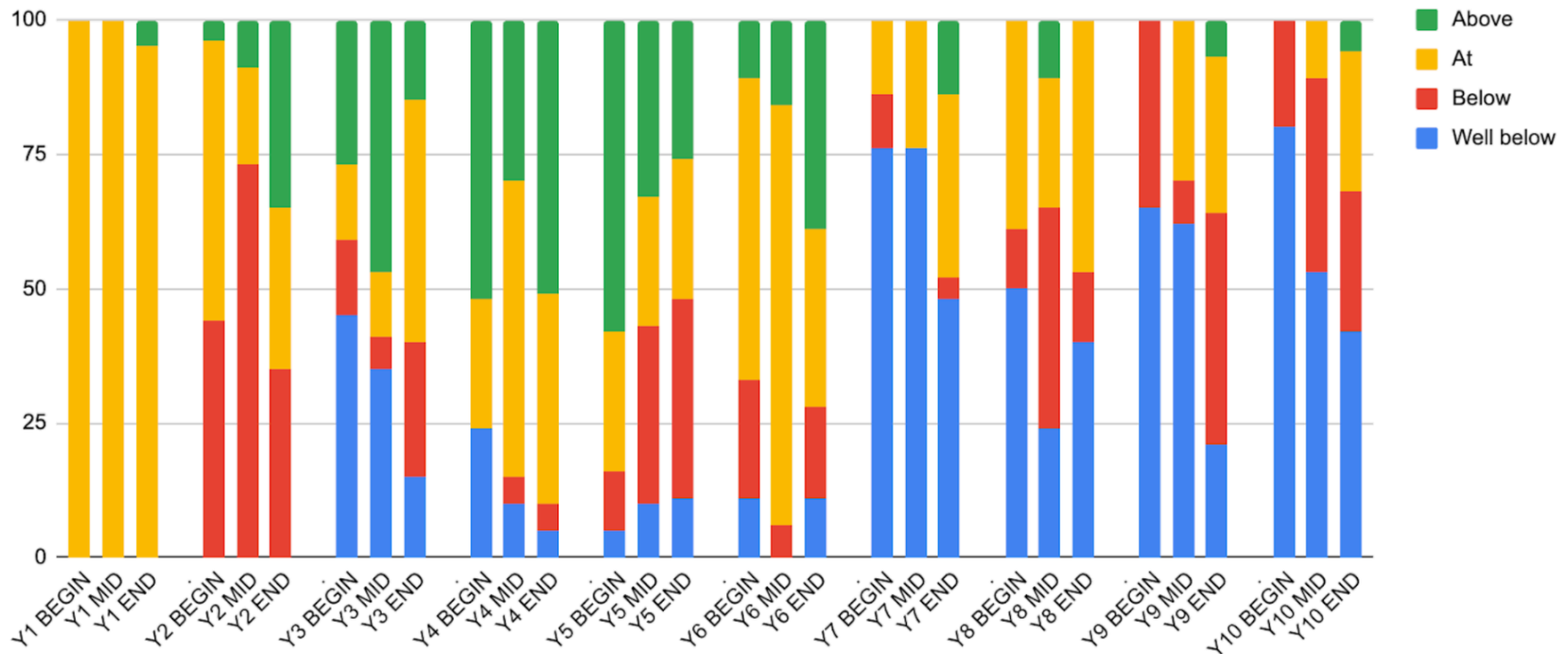
~ = Pacifica

^ = ESOL

X = all others (Bold = end Regular = start)

Levels	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
6A										
6P										
6B									X	*
5A										XX
5P									X	XXX
5B									**X	*XXXX *XXX
4A							XX	~XXXX X	**^XXX *XXXXX	**^XXXX XXXXX
4P					XXX	*XXX	XXXX *X	XXX XXXXXX	X *XXX	* XXXXX
4B				X	X XXXX	XXX XX	*~XX X	XX ~X	* ~X	*~X
3A				*XX *X	XXX ***XXXX	* XXXXX	X XX	XXX XX	*X	XXX
3P			X	X XXXXX	*XXXX XX	*^XXX *XXXX	**XX *XXXX	*XXX	X X	
3B			*XX *XXX	*XXXX X	**X XXX	XXX XXXX	~	*^ X	X	
2A		*	*	XXXX XX	*~ XX	X X	~ *X	*X	X	
2P		XX	***~XX ^XX	XXX *X	X		*~XXX *^XX	X		
2B		*~XXX	XX	*	X X	^ X	^^X			
1A	X	***XXX *	*XXXX *XX	X *^						
1P	^^	* *~XXXXXXXXXX XX	*~XXX *XX	X						
1B	***^X XX XXXXXX	***~^X *****XXXXX	*XX ***XX	*			^			

Reading 2024



Across years 1-4, 7, 9 and 10 groups, a reduction in the percentage of ākonga within the 'Well below' category is evident as the year progressed. In years 5 and 6, a small group of ākonga did not make progress. In Year 8, the ākonga represented in the well below and below groups are characterised by their newness to our school throughout the 2024 school year. An intervention programme (ALL) was adopted in 2024 to support ākonga. The kaiako undertook professional learning, and ākonga progress was closely monitored throughout the year. Across all year groups, there has been an increase in the percentage of ākonga represented within the At and Above categories when comparing beginning and end year data, except for Year 5.

The achievement distributions across each year group are more evenly spread in the writing results than in the reading data. Most year groups have a relatively normal distribution of results, some more clustered than others. For example, the Year 4 ākonga are closely clustered and all within the At category, whereas the Year 7 results are spread.

WRITING ACHIEVEMENT - YEAR 1-10 - End 2024

*= Māori ~ = Pacifica ^ = ESOL X = all others

Levels	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
6A										
6P										
6B									x	*
5A									*xx	xxx
5P									*xxx	*xxx
5B								xx	*x	*xxx
4A							xxx	xx		*xx
4P							x	~xxxxx		*^
4B						*x	*~xxxxx	xx	*^x	
3A					x	x	*	x		
3P					<u>*xxxxxxxx</u>	*^xxxxxxxx	*^xx	*~^^x	x	x
3B					**xxx	xxxx	^		^	
2A				xx	*~x	^	***			
2P			*^xxxxx	<u>**xxxxxxxxxxx</u>	x		^x			
2B		*~x	**^xxxxxx							
1A	*xxx	*xxxxx	x							
1P	*^^xxxxxxxx	****~^xxx	*xx	x						
1B	*~^xxxxx	xxx					^			

Māori ākonga perform better in writing when compared to the overall cohort, whereas our influx of ESOL ākonga have struggled with this aspect of learning. Throughout 2024, we have enrolled an unprecedented number of ESOL ākonga with low language skills; this has skewed our regular data.

Year	% At/Above - All	% At/Above - Māo	% At/Above - ESOL
1	100	100	100
2	87	100	100
3	80	83	-
4	94	100	-
5	79	75	-
6	78	100	50
7	48	25	0
8	67	0	0
9	71	80	0
10	37	60	0
All years	74	80	64

Writing Achievement for Māori learners is exceptional when compared to the overall cohort. This is interesting because the Reading results do not reflect the same pattern. Our Pasifica ākonga are evenly spread through the data as expected but cannot be reported on due to individual

privacy concerns with the low numbers. When compared to the beginning of the year data, you can see that progress has been made across the year:

WRITING ACHIEVEMENT - YEAR 1-10 - Start/End 2024

*= Māori

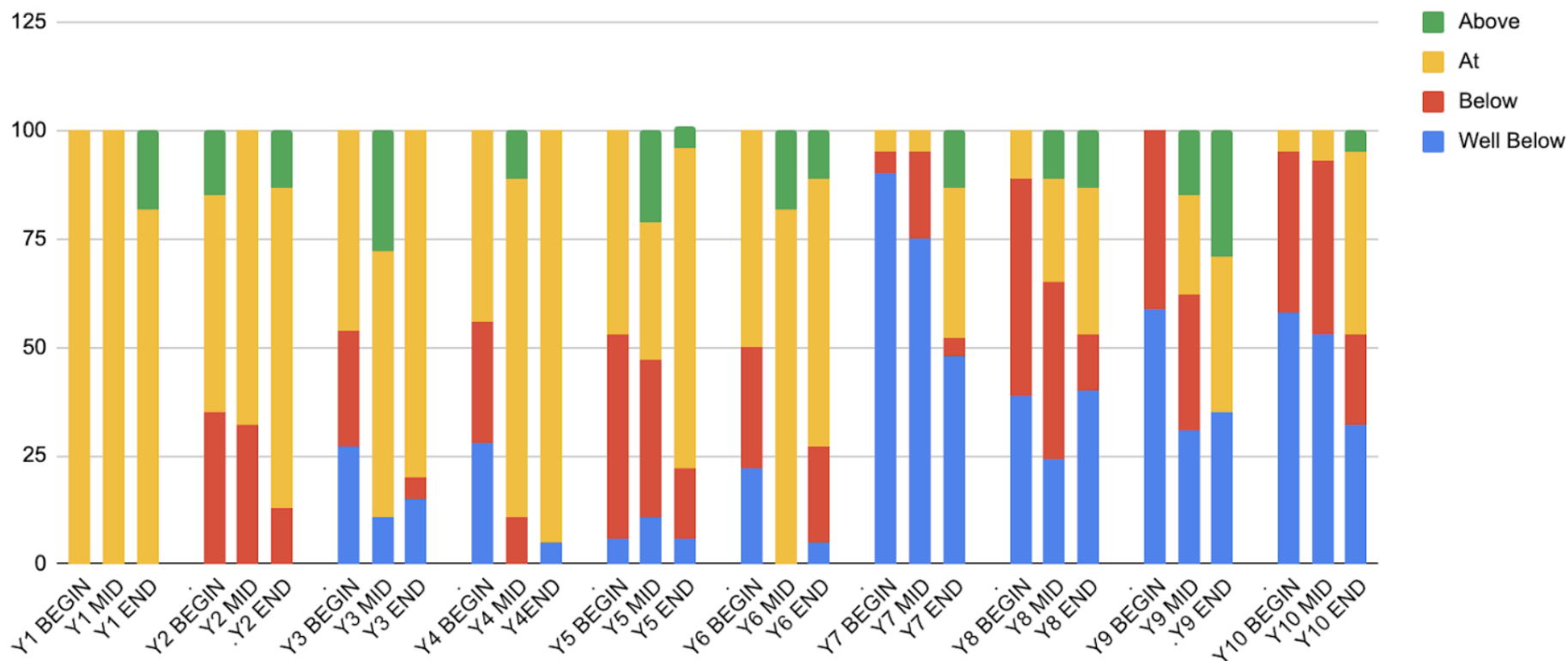
~ = Pacifica

^ = ESOL

X = all others (Bold = end Regular = start)

Levels	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
6A										
6P										
6B									X	*
5A									*XX	XXX
5P									*XXX	*XXX *
5B								XX	*X	*XXX XXXXXXXX
4A							XXX	XX	XXXXXXXX	*XX XXX
4P							X	~XXXXX XX		*^ XXXX
4B						*X	*~XXXXX X	XX ~XXXXXXXX	*^X *~XX	*^^X
3A					X	X	* *	X *X		
3P					*XXXXXXXX XXX	*^XXXXXXXX *XXXXXXXX	*^XX XXXXX	*~^^X XX	X XXXX	X
3B					**XXX *XXXX	XXXX XXXXX	^ **~XXX		^	
2A				XX XXX	*~X **XXXXXXXX	^ *X	*** ^XX	*		
2P			*^XXXXX *X	**XXXXXXXXXX *^XXXXX	X X	X	^X **		X	
2B		*~X **XX	**^XXXXX *XXXXXXXX	*XX		X	^^X			
1A	*XXX	*XXXX *XXXXX	X ^XXXXX	*X						
1P	*^^XXXXXX	****~^XXX ***~XXX	*XX ***X	X						
1B	**~^XXXXX XXXXXXXX	XXX *****^XX	*X	*			^			

Writing 2024



Across all year groups except Year 6 and Year 8, a reduction in the percentage of ākonga within the 'Well below' category is evident by year-end. In Years 6 and 8, the proportion remained relatively even across the year. This is somewhat surprising in the case of the Year 8 cohort, as there has been a significant change to the class composition as the year progressed. An intervention programme (ALL) has been adopted in 2024, as mentioned in the reading commentary. Across all year groups, there has been an increase in the percentage of ākonga represented within the At and Above categories.

Mathematics has been the school's focus for the last three years. We have adopted DMIC as our predominant pedagogy and have been supported by Massey University to develop our Year 1-8 kaiako professionally. Across the three year intervention, we have seen significant change in our Mathematics programmes and outcomes. Despite the funding being cut for DMIC we will continue to engage with the programme in 2025 and continue to provide kaiako support and mentoring. This will be alongside the structure mathematics booklets from the MoE. Our school has chosen the Oxford programme.

MATHS ACHIEVEMENT - YEAR 1-10 - End 2024

*= Māori

~ = Pacifica

^ = ESOL

X = all others

Levels	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
6A										
6P										
6B										*XX
5A									X	XXX
5P									XXXX	*^
5B								XX		
4A							X	~XX	X	*XX
4P							XXXX	~^XXXXXX	*X	XXXX
4B							XXX		*X	
3A					XXX	*XX	X		X	*XXX
3P					**XXXXXX	*~XXXXXXX	*~XXX	*X	*^X	
3B				XXX	~	X	*^X		*	
2A			X	*XXXXXXXXXX	**^XXX	X	***	*		
2P			*^XXXXXX	**X	X	~X	~			
2B	X	**X	*^XXXX	X			X			
1A		*XXX *	*XX							
1P	*****^XXXXX	*~XXXXXX								
1B	***~^XXXXX XX	~XX					~			

Over the 2024 school year, there has been a significant reduction in the number of ākonga operating in the 'Well below' category. You can also observe that the ākonga are closer clustered than within the Literacy data. Our advisor and the national advisory closely monitor data collection and levels.

MATHS ACHIEVEMENT - YEAR 1-10 - Start/End 2024

*= Māori

~ = Pacifica

^ = ESOL

X = all others (Bold = end Regular = start)

Levels	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
6A										
6P										
6B										*XX
5A									X	XXX X X
5P									XXXX	*^ * X X X
5B								XX X	X	X
4A							X	~XX X X	X ~ X X X X X	*XX X X X X X X
4P							XXXX	~^X XXXXXX X X X	*X X X X X	XXXX ^ X X
4B							XXX	X X X X	*X * ^ X X	X X
3A					XXX	*XX X	X	~ X X	X X X	*XXX X
3P					**XXXXXX X X X	*~XXXXXXX X X X X X X	*~XXX * ^ X X X X	*X * X X X	*^X	X
3B				XXX	~ * X X X X X X	X * X X X X	*^X ~ X X X	*	*	
2A			X	*XXXXXXXXX X X X X	**^XXX * X X X X	X * X X	*** * X	*		
2P			*^XXXXXX	**X *** X X X X X	X X	~X X	~ *** X X X X			
2B	X	**X	*^XXXX	X ^ X X X	X	X	X ^			
1A		*XXX *	*XX * ^ X X X X X X X X	*						
1P	*****^X XXXX	*~XXXXXX * ~ ~ ~ ~ ~ X X X X X X X X X X X X	* ~ ~ ~ X X X X X X							
1B	***~^X XXXX XX X X X X X	~XX * ~ ~ ^ ^ X					~			

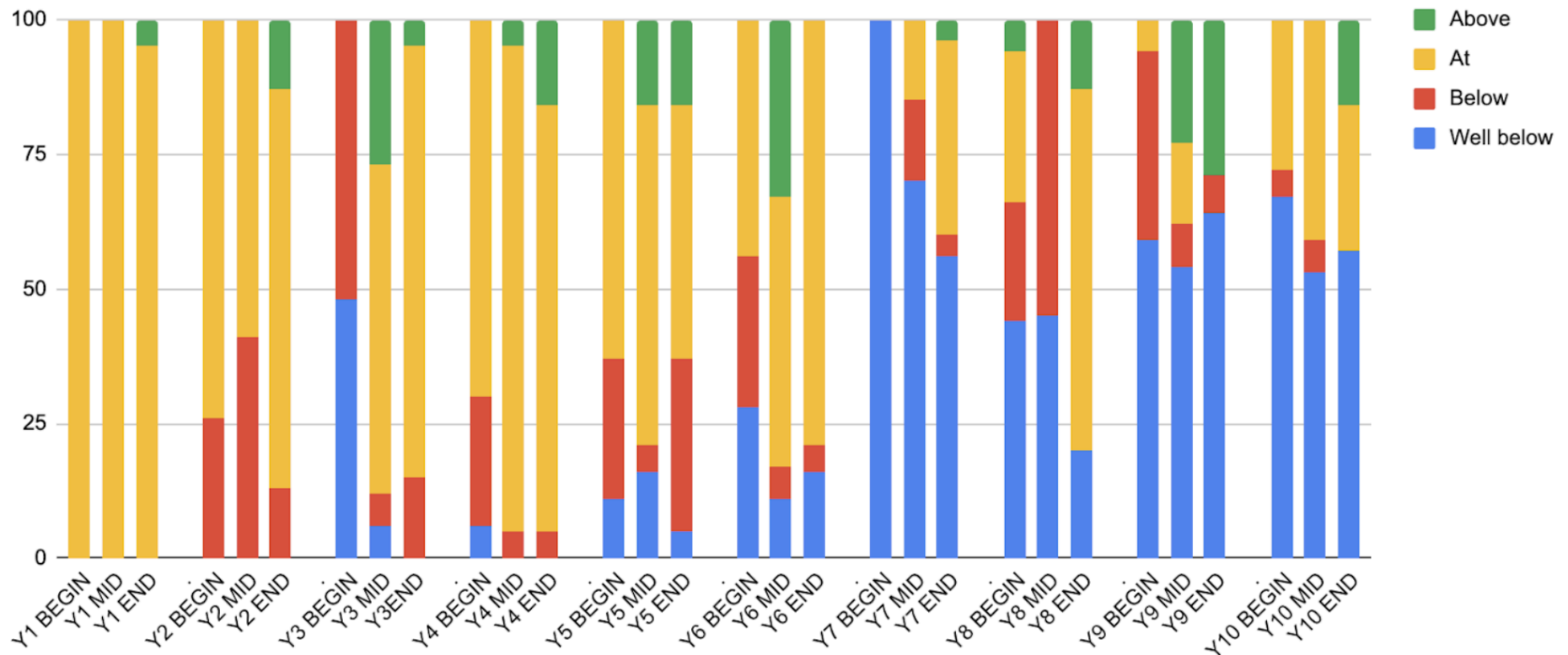


Year	% At/Above - All	% At/Above - Māo	% At/Above - ESOL
1	100	100	100
2	87	100	0
3	85	83	-
4	94	100	-
5	63	50	-
6	78	100	50
7	30	0	100
8	80	0	100
9	36	0	100
10	42	40	100
All years	70	64	86

Māori learners performed lower than expected and lower than the overall cohort. This is an interesting pattern that we have started to discuss with our DMIC provider, given that DMIC is designed to accelerate outcomes for Māori. Our Pasifica ākonga are evenly spread through the data as expected but cannot be reported on due to individual privacy concerns with the low numbers.

When compared to the start of year results, good progress has been made across the year.

Mathematics 2024



Across all year groups, a reduction in the percentage of ākonga within the 'Well below' category is evident across the year, except for Year 9. Across all year groups, there has been an increase in the percentage of ākonga represented within the At and Above categories, except Years 5 and 9. In the Year 7 group, significant progress has been made, and the well-below category made up the entirety of the cohort at the start of the year, and by the end of the year, 40% of the ākonga are 'At or Above'.

At the end of 2023, we began to notice there may be a difference between the whole cohort's results in Mathematics and results for those ākonga who stay with the school for the whole year. As part of this inquiry, we can now see that 153 ākonga had a data plot at the beginning of

2024 and the end of 2024. About 25% of the cohort data for 2024 is irrelevant because it is not matched from the beginning to the end of the year due to leavers and enrolments. When considering the inquiry into ākonga who are consistently enrolled throughout 2024, this is the data set:

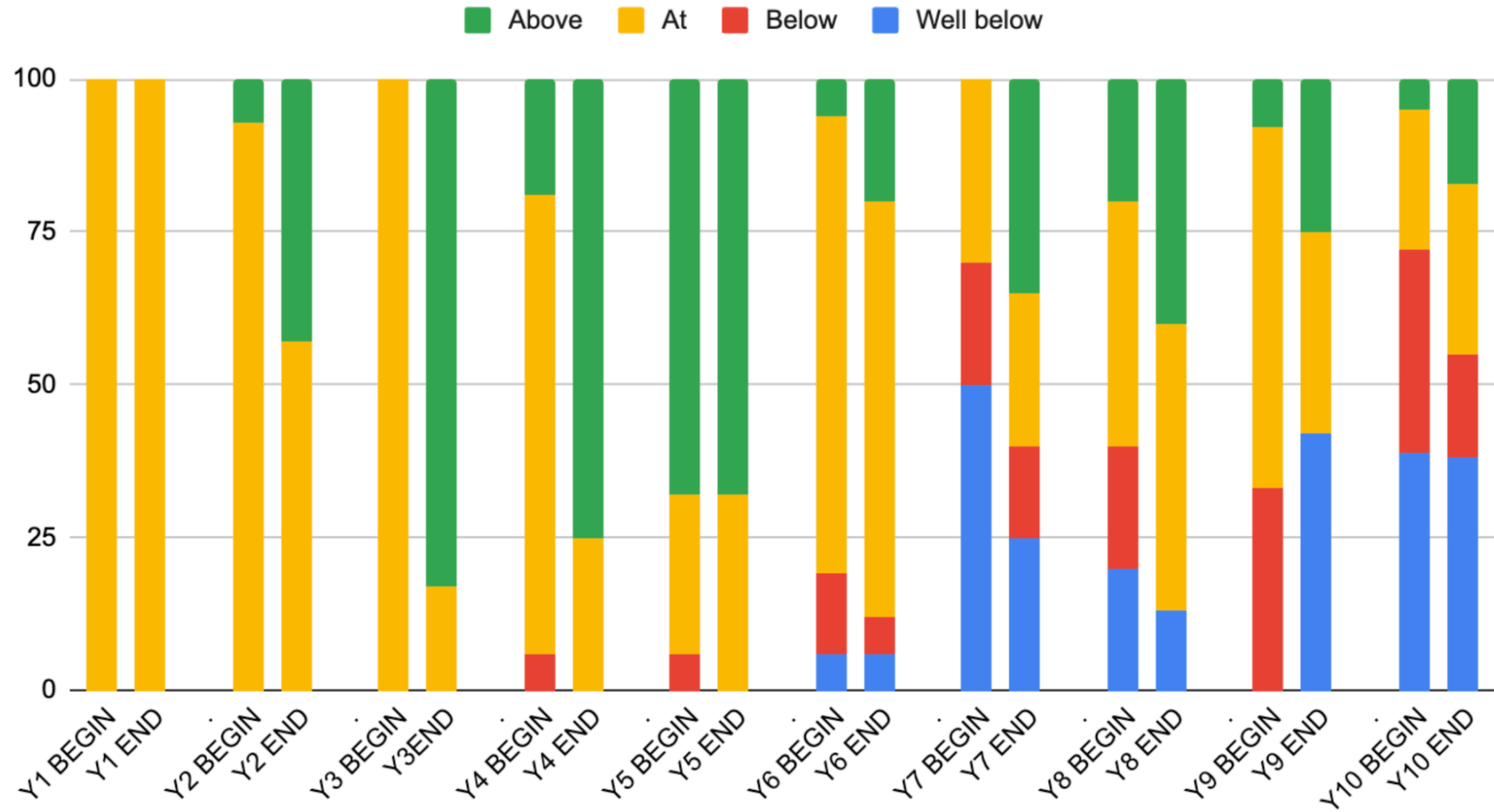
ANONYMISED MATHS ACHIEVEMENT - YEAR 1-10 - 2024 Start to End Comparison with students who completed the whole year

Levels	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
5A									xx	xxx x
5P										xxx xxx
5B								xx x	x x	xx x
4A								xxxx xx	xx xxx	xxx xxxxxx
4P							xxxx	xxxxxx xx	xx xxxx	xx xxx
4B							xxx	x xxx	xxxx	xx xx
3A					xx	xxx x	x	xxx	x	x
3P					xxxxxxxx xxx	xxxxxxxx xxxxxx	xxx xxxxxx	xx xx	xxx	xxx x
3B				xx	x xxxxxxxx	x xxxxxx	xxx xxxx	x	x	
2A			x	xxxxxxxx xxx	xxxx xxxx	x xx	xxx x			
2P			xxxxxxx	xxx xxxxxxxx	x x	x x	x xxxxxx			
2B		xxx	xxxxx	x xxxx	x		x x			
1A		xxx x	xxx xxxxxxxxxx	x			x			
1P	xxxxxx	xxxxx xxxxxxxxxxxxxx	xxxxxx							
1B	xx xxxxxxxx	xxx								

Year	% At/Above - General	% At/Above - All consistent plots
1	100	100
2	87	100
3	85	100
4	94	100
5	63	100
6	78	87
7	30	60
8	80	87
9	36	58
10	42	44
All years	70	82

This data confirms the initial question and demonstrates that ākonga who remain for the entire year are performing At or Above in a much higher proportion than the school's overall data and the national average of 45% (data from 2018 MoE, but confirmed as 'no significant change in 2023). This data confirms that we have met and surpassed our 2024 Strategic Plan Annual Goal.

MATHEMATICS 2024 Consistently enrolled data



Across all year groups (except Year 9), there has been a decrease in the proportion of ākonga in the 'Well Below' category. More than half of our ākonga are 'At and Above' in every year group (many year groups enormously surpass this), except for Years 7 and 10. Year 7 was targeted with specific intervention this year due to start-of-year achievement concerns; significant progress has been made across the year to the point that this cohort is almost normally distributed. The Year 10 results are unanticipated but reflect co-requisite attainment. This will be a target group for 2025 when they are in Year 11 and will benefit from the approach of a new kaiako.

Year 10 Co-requisites

Co-requisite	Reading	Writing	Mathematics
% achieved @TAS	79	47	32

This level of achievement reflects the distribution of their achievement from e-asTTle scores and the progress that the group collectively made across 2024. There is no noticeable difference in achievement for Māori or Pasifica ākonga.

The ākonga in this cohort can keep taking these assessments twice yearly throughout their NCEA courses but must attain Literacy and Numeracy to receive their NCEA qualifications. Of our ākonga who have just completed their Level 1 year, 6% have yet to attain Literacy, and 13% have yet to attain Numeracy. Of our ākonga who have just completed their Level 2 year, everyone has attained Literacy, and 6% are yet to attain Numeracy.

Year 11-13 NCEA Achievement NCEA Levels

% pass rate for eligible ākonga (e.g. ākonga with ORS support, brand new enrolments and ESOL high-needs learners are excluded)	Nationally (indicative based on 17th Jan 2025 release)	EQI Band Nationally (indicative based on 17th Jan 2025 release)	Twizel Area School (as of 28/01/2025)
Level 1	70	45	73

Level 2	72	73	87
Level 3	68	68	100
University Entrance	48	48	75 (of those aiming for UE)

Literacy and Numeracy for Level 1

% pass rate for eligible ākonga (e.g. ākonga with ORS support, brand new enrolments and ESOL high-needs learners are excluded)	Nationally (indicative based on 17th Jan 2025 release)	EQI Band Nationally (indicative based on 17th Jan 2025 release)	Twizel Area School (as of 28/01/2025)
Literacy	77	81	94
Numeracy	75	78	87

NCEA Goal 2024

Annual Aim 2024:	To accelerate the achievement of 41 Year 11-13 ākonga in their NCEA outcomes.
Target:	<ul style="list-style-type: none"> At least 25% of eligible ākonga to achieve Merit + endorsements for their certificate (national 2022 - 21.6%, Eligible ākonga at TAS 2023 - 24.3%). 100% of ākonga aiming at a UE or vocational qualification will achieve it 100% of leavers from Years 12 and 13 will have attained co-requisite (or AS) Literacy and Numeracy before enrolment in their next learning step

Baseline Data:	<p>In 2022, the target was: Ensure that support is provided to all NCEA ākonga in meeting their personal goals.</p> <ul style="list-style-type: none"> • At least 24% of eligible ākonga to achieve Merit + endorsements for their certificate (national 2021 - 23.3%, Eligible ākonga at TAS 2021 - 19%). • Of our Year 12 and 13, 31% (5 ākonga) have goals to transition along a vocational pathway. At least 50% of the identified ākonga to achieve a Vocational Pathway Award at NCEA Level 2. • 67% of the current Year 13 to achieve a University Entrance Qualification (national 2021 - 53%, TAS 2021 - 64%). <p>The outcome was: Of those ākonga who completed the year at TAS and were entered for an NCEA qualification:</p> <ul style="list-style-type: none"> • 39% received a Merit or Excellence endorsement • 100% of our ākonga leaving for a vocational pathway met the requirements of transition • 64% of Year 13 ākonga attained University Entrance <p>In 2023, the target was: To accelerate the achievement of 47 Year 11-13 ākonga in their NCEA outcomes by ensuring that support is provided to all NCEA ākonga in meeting their personal goals.</p> <ul style="list-style-type: none"> • At least 35% of eligible ākonga to achieve Merit + endorsements for their certificate (national 2021 - 23.3%, Eligible ākonga at TAS 2022 - 39%). • At least 50% of the eligible ākonga in Year 13 achieve a University Entrance Qualification (national 2021 - 53%, TAS 2022 - 75%). The remainder of the cohort is supported to ensure their qualifications/experience match their next chosen step. <p>The outcome was: Of those ākonga who completed the year at TAS and were entered for an NCEA qualification:</p>
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	<ul style="list-style-type: none"> • 24.3% of eligible ākonga to achieve Merit + endorsements for their certificate (national 2022 – 21.6%, Eligible ākonga at TAS 2022 - 39%). • 67% of the eligible ākonga in Year 13 achieved a University Entrance Qualification (national 2022 – 50.3%, TAS 2023 - 75%). The remainder of the cohort satisfied the requirements of their transition plan.
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Actions What did we do?	Outcomes What happened?	Reasons for the variance Why did it happen?	Evaluation Where to next?
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<ol style="list-style-type: none"> 1. Ākonga make a careful choice of study pathways. The timetable is created to ensure that all ākonga receive their required courses. 2. NCEA kaiako identify priority learners and target ākonga likely to achieve either merit or excellence passes in their chosen subjects. Mentors and ākonga will receive additional learning on achieving M/E grades and endorsements, explicitly focusing on the Y11 cohort undertaking the new NCEA standards. 3. Ākonga set their individual goals for achievement and share them with whānau. Collection and consideration of these goals at a syndicate-wide level to ensure consistency in goals and monitoring strategies. 	<p>In NCEA Level 1, a disappointing proportion of ākonga received M+ endorsements at only 8%. In Level 2, 26% of learners received M+ endorsements and in Level 3, 20%.</p> <p>Overall, this means 18% of the cohort received M+ endorsements. However, this figure looks to be 19% for 2024 NCEA data nationally and 17% for similar EQI bands. Although we did not meet our target, our ākonga sat typically for the 2024 data.</p> <p>75% of our ākonga aiming at University Entrance attained it. All ākonga wishing to move on to a non-university pathway met their expected targets.</p> <p>100% of leavers from Years 12 and 13 attained co-requisite (or AS) Literacy and Numeracy prior to commencing their next step</p>	<p>As per communications from NZQA, a significantly lower proportion of Year 11 learners met overall benchmarks in 2024. This is a combined effect of new assessment standards, new Literacy and Numeracy requirements, and kaiako workload in preparing for the new curriculum. Many schools have already moved away from Level 1 or intend to do so in the coming years.</p> <p>The outcomes for Levels 2 and 3 are as expected and were enhanced by the overall annual plan. When asked as part of the Leavers' considerations, Year 13 ākonga particularly appreciated individual kaiako support in the small school and mentoring setting and school systems, such as opportunities to share success with whānau in various ways throughout the year.</p> <p>UE attainment was lower than target with ākonga missing out</p>	<p>Consideration/Consultation on dropping Level 1.</p> <p>Improved tracking of UE progress and NCEA progress towards M+ endorsements, given that several ākonga missed out by just a few standards. Improved marking and moderation timeframes so ākonga have a faster feedback loop.</p> <p>Focus on pathways in the new Strategic Plan as identified in the 2024 Consultation</p> <p>Improvements to the structure of the in-school Mentoring programme</p>
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<p>4. Interim and formal mentoring conferences. Mentor and subject reports.</p> <p>5. Investigation of the Year 11 experiences and barriers in 2023 led to results lower than expectations.</p> <p>6. Setting and achieving milestones both short and long-term. Celebrating individual achievements within the WAKA values system.</p> <p>7. Monitoring co-requisite/AS progress for Literacy and Numeracy in Year 10 and the Y11-12 cohort who have not yet achieved.</p> <p>8. Study Skills Learning.</p>		<p>on standards unexpectedly in the externals.</p> <p>Ākonga moving on to non-university pathways continue to meet their required needs as part of the ongoing support and mentoring mechanisms at the school.</p>	
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Whole School Commentary from BoT Reports and Internal Reviews during 2024

Performing Arts

How does the team meet the needs of the NZ Curriculum? Is there any variance between the curriculum set out in this document and the learning outcomes for your team at Twizel Area School?

According to the NZ Curriculum, The Arts (Music, Drama, Dance and Art) are meant to be compulsory to all ākonga between Years 1 and 10. At Twizel Area School, we offer Art as a compulsory class throughout the middle school, however, middle school ākonga who are interested in Drama or Music can only access this through the half-year options. This means not as many ākonga know what Music and Drama involve at a Senior level and ākonga often don't see it as an 'academic' subject they can take through to Level 3. It also means ākonga struggle when they get to Level 1 as they don't have the theoretical understanding required to achieve.

Until the end of 2023, there was a release kaiako in the Primary school covering some basic music teaching, however, any other opportunities for Primary ākonga tend to come from involvement in the biennial school production. From the start of 2024 this kaiako has retired, meaning any Music or Drama needs to be taught by the different kaiako, which depends on their individual levels of knowledge.

In Level One Music, ākonga performance assessments are marked based on ākonga being in their third year of learning an instrument from an itinerant kaiako. Our ākonga are disadvantaged, as they haven't had many hours of study in the Middle School, and we do not offer itinerant music lessons to ākonga. While a provider was offering external music lessons to a number of ākonga in 2023, as they have moved away this is no longer an option for ākonga.

How has your team ensured that the learning is tailored to the needs of Twizel learners?

In the Performing Arts in the Middle and Senior school, learning is focussed on what individual ākonga are interested in. The upside of having such small classes, means the kaiako is fully aware of individual strengths and work-ons, and is able to tailor programmes according to what each ākonga needs rather than creating a one size fits all year plan.

ākonga are given a number of choices, suitable to their curriculum level. From here, they choose the learning pathway for the remainder of the semester/year. The idea being that with ākonga voice in the selection of the topic of work there should be more engagement in class. For NCEA ākonga, this means ākonga (after completing work in groups in Level One) have the ability to choose if they want to continue working in groups in Level 2/3 or if they would prefer to work individually on their learning programme. Again, this allows ākonga to work at their own pace and on the things that interest them. It also means an ORS ākonga who is currently taking Senior Music is able to build confidence, learn a variety of new skills on a range of instrument and yet also attempt to complete the same written projects that the rest of the class are working on for credits.

How well are the learners achieving when compared to local and national data? How do you know you are raising achievement and making a difference to all learners?

With such small numbers in the senior school it is hard to make comparisons to local and national data.

In Level One Music in 2023, a lot of time needed to be spent building confidence, performance skills and musical theory understanding of ākonga so they were at a level where they could complete performances and assessments. This meant that not all ākonga achieved 14 credits, but they are already showing they are better prepared to achieve success at Level Two as they know the achievement expectations and aren't having to start the year building the relationship with a new kaiako (which is where some of the confidence issues came in 2023). The Level Two course has more flexibility in assessments available, so in 2024 these ākonga will be able to select their own individual assessment programme.

In Level One Drama, there was some change with a ākonga leaving early in the year as they didn't realise the level of performance required, and another ākonga moving into the class later in the year. The two ākonga who were consistent members of the class throughout the year achieved all 22 credits available to them (including passing both external exams).

In Level Two Drama, ākonga, on the whole, achieved good success in the internal assessments. The external exams were a challenge for this cohort, and identified gaps we need to work on if they are to attempt these again in 2024.

How does your team ensure progression and acceleration of outlying ākonga (e.g. those learners with much higher or much lower achievement records than the main body of learners in your cohort)?

As mentioned above, with a smaller group of ākonga in each class it is easier to tailor the standards / topics selected to cater for individual ākonga achievement. This means in the existing NCEA Music, ākonga can choose either a performance or composition based course, depending on their skills and interest levels. This is the same in Drama, where ākonga can create a performance-based course, or one more focused on directing, scriptwriting and working behind the scenes rather than a complete performance-based course. What that will look like, and any potential impact on ākonga choice and independent learning programmes, is yet to be seen with the new NCEA standards being introduced.

For the ākonga requiring extension, they are guided towards script writing and directing - so they have to show leadership when working with others.

For ākonga who find their learning a challenge, we are able to choose scripts and texts that are more accessible. Often, ākonga are provided with the chance to watch a performance of a script we will work on in class, as they often find it easier to understand ideas and see how they can perform a range of characters having watched it rather than trying to comprehend a script only by reading it.

We also provide the opportunity for ākonga to enter the Sheilah Winn Shakespeare competition. This provides both performance and directing opportunities to ākonga, as well as the added challenge of unpacking and understanding Shakespeare.

In 2024 we will again have a school production. This will provide opportunities to extend and challenge ākonga across all year levels - not just those taking Music and Drama as subjects. Being in a lead role in the production can provide the opportunity to achieve Drama performance credits.

How do your learners feel about their learning opportunities and achievements?

From Senior Drama ākonga:

- We have been given excellent opportunities for Drama. We are doing Sheilah Winn which is an excellent opportunity for our Drama class to go to Timaru to meet with other Drama ākonga and connect with them.
- It is a very ākonga-driven class where we can really embrace ourselves.

Senior Music ākonga said:

- In Music, it would be better if we had a proper Music room that wasn't shared so equipment isn't moved or touched.

Junior Options:

- I liked learning how to play songs on the piano and learning different instruments
- I chose it to build my confidence and it helped me to do that.
- I chose it because it is fun. I get to be myself.
- I chose it again this year because I liked it last year. It was fun because we got to play games and choose our own things to do.

What ideas do you have for future learning across your team?

It would be great to extend The Arts learning beyond compulsory, full year Art to include Drama and Music, as this could provide opportunities for more ākonga to choose the options in the Senior school and to be prepared enough that they can achieve success. However, there would be an obvious challenge in staffing this.

What resources do you need now, and in the future, to support your learners? (Please include human resources if appropriate).

Professional Learning for Year 1-6 kaiako to ensure they have the skills to authentically include Music and Drama in their teaching programmes. This could help prepare ākonga if they choose one of these options in the Middle School so they are able to move beyond the basics of reading music, or have the confidence to perform in front of others, by the end of the 40 lesson semester that is currently available to Middle School ākonga.

Do you have any other areas where support is required to facilitate optimal learner outcomes?

It has been a challenge to teach Music in the old Music Room in 2023. We are hoping that a move to a combined Performing Arts space will work in 2024. However, having to share the space with other classes / House time means we are constantly moving instruments etc as ākonga can't help but play with it and this risks damage. It also may remove the ease for Junior ākonga to use it as it isn't in a convenient location like it has been previously. We, like everyone else, are looking forward to having a dedicated Music Room in the new build that can be used by ākonga from Y1-13.

Digital Technology and Gateway

How is the team meeting the needs of the NZ Curriculum? Is there any variance between the curriculum as set out in the curriculum document and the learning outcomes for your team at Twizel Area School?

The purpose of this report is to provide an overview of how Year 7 to 13 ākonga are progressing in the New Zealand Digital Technology Curriculum. The report highlights the achievements, challenges, and initiatives undertaken by the school to enhance digital literacy and proficiency among ākonga.

The school has fully integrated the New Zealand Digital Technology Curriculum into its teaching and learning practices. As the sole DTG kaiako, I frequently attend professional development workshops online to enhance my understanding and delivery of the curriculum. Digital Technology at Twizel Area School is taught as a standalone subject as well as integrated into other subject areas to promote cross-curricular learning.

ākonga in Year 7-10 get two periods a week allocated for Digital Technology and during this time are learning all Progress Outcomes of Computational Thinking and Designing and Developing Digital Outcomes. There is no variance.

ākonga in Years 11-13 are either taught by the DTG kaiako or where there are only a few ākonga, are assigned to NetNZ. Currently there is only one ākonga taking Digital Technology at Year 11 and the Year 13 ākonga is taking Computer Science via a STAR course with the University of Canterbury.

How has your team ensured that the learning is tailored to the needs of Twizel learners?

To ensure that the learning for Digital Technology is tailored to the needs of our learners, various instruction techniques are employed. These accommodate diverse learning styles, abilities and interests among ākonga. For example, ākonga are able to choose their own topic when developing a digital outcome. This could be anything from a poster design of favourite Dirt Bikes to a website on their favourite dog breed.

Varied approaches such as collaborative activities and hands-on tasks are utilised to cater to individual needs. An example of this is using Micro Bits both in a group situation to solve a problem or individually with ākonga creating their own outcome.

How well are the learners achieving when compared to local and national data? How do you know you are raising achievement and making a difference to all learners?

Most learners between years 7 and 10 are meeting the progress outcomes of the curriculum at the level intended. There are of course ākonga that are below that level and ākonga who are achieving at a higher level. As the sole kaiako in charge of the curriculum, it is encouraging to know that all ākonga are raising their achievement in this subject as they progress through the middle school years.

How does your team ensure progression and acceleration of outlying ākonga (e.g. those learners with much higher or much lower achievement records than the main body of learners in your cohort)?

For High Achieving ākonga enrichment opportunities such as advanced coursework, independent projects, and participation in competitions are used. I also try to offer opportunities for self-directed learning and the ability to move ahead to advanced topics if this is what the ākonga wants. Grouping high achieving ākonga can also encourage acceleration beyond what they may do on their own.

For Low Achieving ākonga it is important to identify their needs through assessment and observation. Individualised learning plans are sometimes needed and ākonga are able to work on topics of interest to themselves, encouraging interest. Some ākonga will get one on one

tutoring where the lesson allows but this is not always available depending on class numbers and behaviour. A topic at a lower level that is more manageable for the ākonga is provided allowing the ākonga to meet with success at their level.

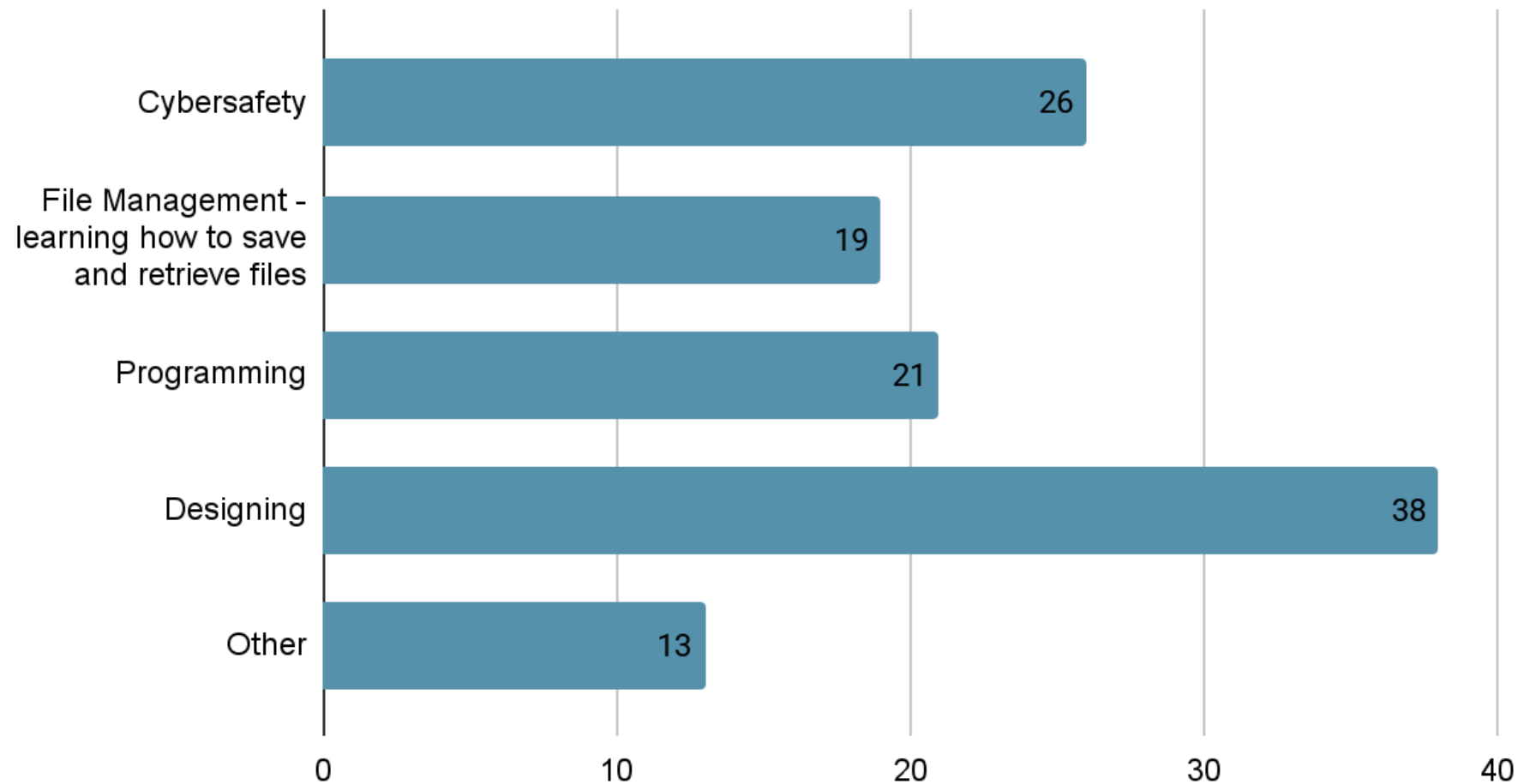
How do your learners feel about their learning opportunities and achievements?

ākonga acknowledge that Digital Technology is an important part of their learning at Twizel Area School. All ākonga were asked about the Cybersafety Units at the beginning of each year at each level. They were asked if they understood the importance of this topic and whether after learning about it, they had the knowledge to keep themselves safe and where they could go for help if needed. 85% of ākonga surveyed agreed with this question.

They were asked about what aspects of Digital Technology they thought were important to learn for the future and their results are below:

- When asked what their favourite topic was making videos and minecraft were popular with some choosing Coding. Others thought Coding was too hard.
- 52% of ākonga agreed that they are given the opportunity to extend themselves on a particular unit with another 31% saying sometimes.
- ākonga like getting online certificates stating their achievements and where this happens they are keen to upload them to their Seesaw account.

What aspects of Digital Technology do you think are important for you to learn for your future? Tick all that you think apply. (42 responses)



What ideas do you have for future learning across your team?

When the new DTG curriculum came out in 2019 there was extensive professional development given to the kaiako in the primary school by myself as the Specialist kaiako at the time. Supporting the primary kaiako with the Digital Technology curriculum is needed and maybe this is something that can be done with the primary classes coming into the senior lab for specialised lessons that the primary kaiako can then continue on with. Lack of Primary experience in the lab is having an impact when the ākonga come into middle school.

What resources do you need now, and in the future, to support your learners?

Ensuring that the primary classes have good 1-1 devices is preferable. Having a kaiako in the Primary area who is the technology person is also necessary (the kaiako that was appointed has now left). A technology person in the junior school could drive the DTG curriculum and be the lead kaiako, providing guidance and support to the primary kaiako.

Any other comments...

At senior level, nationwide there appears to be a drop in ākonga taking Digital Technology as a senior subject. It is often seen as a hard subject to take and ākonga who take Level 1 often do not progress to Level 2. However, those ākonga who have a real passion for computing are successful and are often high achievers in other fields. This year we have a Year 13 ākonga who took Level 3 in the Year 12 year and is currently taking a University Level course. ākonga' perceptions are that DTG is for computer programmers and alike and although this is not the case, often ākonga will opt for subjects where it is not always in front of a computer screen.

Gateway

Gateway continues to be a popular subject and is expanding every year at our school. Gateway is about ākonga experiencing placements with individuals and businesses to find out what career they do or don't want to pursue. The businesses and individuals give our ākonga the opportunity to be in their workplaces and assist them with skills and knowledge in their area of expertise.

The Gateway course is a subject in our school and ākonga are expected to gain 20 credits, at any level, that are either generic or applicable to their placement. In 2023 we were applied for and received extra funding. We now are funded for 13 ākonga up from the original 11 funded places we had in 2022. We often, however, have more ākonga than we are funded for, and this was the case in 2023, when we had 15 ākonga

out on placements. A brief run down on where the ākonga went is below. You can see the placements are varied and where a ākonga has left school, the placement has been valuable in getting them to the next step in their career or training.

Where the ākonga was placed?	Credits
Ākonga 1 – Out with Genesis Energy for a term and then the rest of the year with Altitude Electrical. ākonga 1 left at the end of the year and is in a pre-trade course in Christchurch.	21
Ākonga 2 – ākonga 2 was on Gateway with South Canterbury Aero Club. The funding enabled the ākonga to receive the books needed to study for a Private Pilot's Licence. It is anticipated that the books will take up to two years to complete. Still at school in 2024.	15
Ākonga 3 – Out with Meridian Energy looking at the programming side of the organisation. Still at school in 2024.	12
Ākonga 4 – Spent time with Twizel Community Care Centre finding out what they do to support people in our community. Still at school in 2024.	41
Ākonga 5 – With our local hairdressing salon Edit Hairdressers, working in the beauty side of things. Also attended a Creative Makeup course in Christchurch at Yubee College. Still at school in 2024.	28
Ākonga 6 – Spent time with Genesis Energy, Twizel Auto, Ben Aldridge Building, Brad White Building, DOC, and McIntyres Dairy Farm. This ākonga now has a building apprenticeship in town.	27
Ākonga 7 – Working with Southern Salmon Lights and in particular the management side of things of a business. Currently at Otago University doing a Business Degree.	26
Ākonga 8 – Spent time with Cadigans Engineering getting an insight into an engineering company. Still at school in 2024.	Late placement
Ākonga 9 – Time at Twizel Early Learning Centre and completed numerous Plunket Unit standards. This ākonga is now enrolled in a Level 4 Early Child Care Program.	31
Ākonga 10 – Spent time with the Twizel Kindergarten and also completed numerous Plunket Unit standards. This ākonga is now enrolled in a Level 4 Early Child Care Program and currently assisting at TELC.	33

Ākonga 11 – Placements at High Country Salmon, Southern Lakes Laundry and Mackenzie Four Square. Still at school in 2024.	ORS ākonga
Ākonga 12 – Working with both Ben Aldridge and Brad White in the building trade. Still at school in 2024.	29
Ākonga 13 – Work experience in the building trade, this time with Simon and Hunter at Fraemohs Building. Still at school in 2024.	22
Ākonga 14 – Spent time out with Aoraki Tree and Scrub and chopped down some wilding pines and completed a chemical course. Still at school in 2024.	30
Ākonga 15 – Placement at school in the primary area taking ākonga for physical education. Still at school in 2024.	20
Total credits	315

Positive Behaviour for Learning

How is the team meeting the needs of the NZ Curriculum? Is there any variance between the curriculum as set out in the curriculum document and the learning outcomes for your team at Twizel Area School?

This report provides an overview of the implementation and impact of the Positive Behaviour for Learning (PB4L) program at Twizel Area School. It highlights the key components of PB4L, its objectives, implementation strategies, and the outcomes observed within the school community.

Our Strategic plan talks about strengthening resilience and wellbeing for all. I believe this ties in with the NZ Curriculum Key Competencies and Twizel Area School's PB4L framework is based around the WAKA values and recognising these in our school.

How has your team ensured that the learning is tailored to the needs of Twizel learners?

Our PB4L framework and WAKA value system is based on consultations and the information gleaned from our stakeholders. We know that these values are the values that the community, whānau and staff value and see as important. The steps we have made in the last year to ensure that we stay true to this are:

- implementing class PB4L lessons

- changing our pastoral categories in KAMAR so that the information that we receive is more accurate and can inform our practice better
- more house challenges and events to build more of a whānau feel. - Changing our ākonga leadership model to better meet the needs of our school - Continuing to train Peer mediators
- 'Dare not to Swear' campaign from one of our classes.
- added depth to our Responding to ākonga plans by adding more guidelines around dealing with ākonga. See attached photos.

How well are the learners achieving when compared to local and national data? How do you know you are raising achievement and making a difference to all learners?

Since I wrote the last PB4L report we have been through our SET which is the School Evaluation Tool. This was administered by our PB4L facilitator. We scored very highly on this due to the hard work that was put in by the PB4L team in the first few years of implementation. Our score was 94.1%. This is an incredibly good score for a school that was only in their second year of implementation when it was written. We are just beginning to make traction with PB4L and starting to see some changes in behaviour, particularly in the primary school. I have attached screenshots for you to view.

How does your team ensure progression and acceleration of outlying ākonga (e.g. those learners with much higher or much lower achievement records than the main body of learners in your cohort)?

The PB4L results are quite different to those of academic achievement. It is often difficult to ensure progression or acceleration in behaviour or recognition. PB4L approaches will work for the majority of ākonga. There are always going to be ākonga that this approach does not work for. The majority of ākonga at Twizel Area School are responding to this approach and we are seeing improvements in behaviour and a reduction in pastoral entries. The ones that this approach does not work for, can fit into other categories ie ORRS ākonga. These ākonga can be referred to outside agencies like RTLB or MoE Severe Behaviour.

How do your learners feel about their learning opportunities and achievements?

Our learners love receiving recognition and value their WAKA certificates in assembly and receiving their WAKA badges. ākonga are always thinking and aiming at using the values in everyday school life. When I walk around the school I see a much larger presence of our values being shown. I see ākonga opening doors for other ākonga, I see ākonga picking up rubbish and much more. One of our ākonga designed a Mega WAKA certificate that we have begun to use. This shows ākonga agency in the process and an engagement in our WAKA values.

What ideas do you have for future learning across your team?

In the future to make things more accessible for our kaiako. We plan to build a bank of social skill activities that the kaiako can use. We have plans to build our ways of recognising ākonga. We have purchased prizes that can be used for things like termly or yearly draws. These will build on our already existing ways of acknowledging ākonga. We would like to continue attending our PB4L network meetings, but begin to take other kaiako with us each time. Meaning that other kaiako are also receiving the PD and updates that SLT are getting.

What resources do you need now, and in the future, to support your learners? (Please include human resources if appropriate).

Extra relief for the extra kaiako going to PB4L network meetings twice a term.

Do you have any other areas where support is required to facilitate optimal learner outcomes?

To look at ways in which our community can also participate in acknowledging our ākonga out in the community realm with WAKA cards.

PB4L-SW Implementation Reflection (Universal)	School name: Twizel Area School Date: 21 st October 2024 Reviewers: <ul style="list-style-type: none">• Nikola Vincent• Kate Staniford• Charlotte Saunders• Melissa McLellan
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Te Matua

Universal

Strengthens inclusive environments, cultures and practices.

Te Kāhui

Targeted

Offers focused approaches to enhance participation, learning and wellbeing.

Te Arotahi

Tailored

Provides more specific supports for unique needs and contexts.

Feature/ 'cog' of the framework	Indicators	Comments
Lead effective change	The vision (the 'why') of implementing the PB4L-SW framework is clearly articulated, as well as how it fits in with the overall vision and strategic plan.	The initial purpose statement for implementing PB4L-SW remains: To have a school wide system rather than lots of disconnected systems.

	There is alignment with other applicable initiatives and programmes, e.g., Hauora/Wellbeing, Restorative Practices, within the framework.	Twizel Area School has been trained or is training in several complimentary programmes and professional development. Eg: Restorative Practice
	The principal/tumuaki resources and supports PB4L-SW implementation, e.g., people, time, funding, communication, etc.	The Principal fully supports PB4L-SW and has PB4L-SW as part of the strategic plan. The Principal feels that the implementation is now producing positive results and consistency while recognising there are on-going improvements to be made.
	<p>There is a team responsible for guiding and monitoring implementation and it is representative of all kaimahi. Membership includes:</p> <ul style="list-style-type: none"> • Principal/Tumuaki • PB4L-SW Lead/s • kaiako/kaiako from across the school/kura • Support staff • Behavioural expertise e.g., SENCO, RTLB, LSC etc. • Cultural expertise • ākonga/ākonga voice • Whānau voice <p>If not represented there is a feedback loop to ensure that their voice is heard as well as information delivered.</p>	<p>The team includes:</p> <ul style="list-style-type: none"> • Leads • SLT • Deans <p>A recommendation is to ensure ākonga voice is gathered to help decision making.</p>
	The team meets at least twice a term and has a current action plan, with specific goals, directing next steps with implementation. Workload is shared across the team.	The team meets every third week and has a current action plan.

Identify enablers	<p>Relevant routines, expected behaviours in particular contexts, e.g., conduct in assembly, and social and emotional skills, have been collaboratively identified to enable ākonga to do/be their best. These are aligned to the school values (to bring these to life).</p> <p>Values and/or expectations are posted around the school.</p>	<p>The values form a living part of Twizel Area School. All staff and ākonga spoke to know the values and could talk about how they are taught.</p> <p>The values are very evident all around the school. There is work to link the graduate profile to the values.</p>
Provide learning opportunities	<p>There is an overview/timetable for providing regular learning experiences from the matrix.</p> <p>Learning opportunities are happening across the school, in varied and meaningful ways.</p>	<p>ākonga could talk with confidence about ways they learn the values including hearing the kaiako talk about them, ākonga displaying them and hearing about them at assembly.</p> <p>Most ākonga knew that there is a focus value per term. There is evidence that the school expectations are being taught in a more structured way in the junior part of the school.</p> <p>The middle school is looking at ways lessons can be timetabled into the school in 2025.</p>
Notice; provide positive feedback	<p>ākonga receive regular feedback and encouragement as they work towards and meet the expectations and skills from the matrix.</p> <p>A system has been developed to prompt kaimahi to do this consistently.</p>	<p>All ākonga spoken to express that staff give them positive feedback with positive verbal feedback and WAKA cards and electronic points that lead to badges related to the school values.</p> <p>ākonga gave positive feedback about the current system especially being verbally recognised for displaying the WAKA values.</p>

Recognise and respond	<p>Kaimahi understand the range of influences that can impact their ākonga's behaviour.</p> <p>An agreed system has been developed outlining which behaviours of concern/unexpected behaviours are responded to in context by kaimahi using a range of low-level responses, and which behaviours of concern require high-level responses and additional supports, e.g., people, time, resources.</p>	<p>There is a clear, well documented system for gaining support with ākonga.</p> <p>Staff are aware of the systems and feel confident to use them.</p> <p>Staff spoken to feel PB4L-SW gives support to staff and ākonga and they are grateful for the team approach.</p> <p>The team reflected that this is an area of on-going change and understanding and that staff are at differing stages with this.</p> <p>Continuing opportunities for staff to grow their understanding of the signal behaviour is giving us will continue in 2025.</p>
Reflect and act	Regular time is set aside for teams (possibly the whole staff) to discuss qualitative data (what they are noticing), to subsequently gather more information/data, and then act.	<p>Data is used by staff to make decisions on support needed.</p> <p>Some organisational changes have been made based on data and discussions with the whole staff. The leads reported that they feel the data is more accurate now than in the past.</p>
	A ākonga management system (SMS) has a form containing the key contextual features, e.g., name, date, time, etc., kaimahi can use to enter specific incidents.	<p>Data is collected on the Kmar management system.</p> <p>The PB4L-SW leads feel the staff are getting better at recording incidents.</p> <p>Consistency with both data entry and detail has improved this year.</p>
	The team can generate incident data (graphs etc.), to complete a quantitative monthly report, and then use this for solution development with those it applies to.	Kmar allows for data to be used in a variety of ways.

What's one thing that is going well?

The values are embedded through everything that happens including the acknowledgement system that is used schoolwide.

Indicators of this are:

- All staff spoken to use the system, particular verbal recognition.
- All ākonga spoken to like being positively recognised and could talk about when they were noticed with positive feedback.
- The wider school community has started to recognize ākonga using the school values in the community and these ākonga are then recognised at school assemblies.

What is your next step and how can we support you?

Expanding the PB4L-SW team to include more teaching staff rather than just the SLT and Deans. During this restructure the opportunity to ensure ākonga voice will be considered along with thinking about who's voice is at the table?

Designed by the Canterbury School-Wide Practitioners

BoT Statement - Giving effect to Te Tiriti o Waitangi

Te Tiriti o Waitangi is given effect by the Board at Twizel Area School by:

- working to ensure our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori
- taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori
- achieving equitable outcomes for Māori ākonga
- providing opportunities for learners to appreciate the importance of te Tiriti o Waitangi and te reo Māori.

Twizel Area School works from the principles of partnership, protection, and participation to meet our obligations under te Tiriti o Waitangi.

Partnership

Twizel Area School aims to work in partnership with our local Māori community to support rangatiratanga/self-determination. We actively seek the guidance of our local Māori community to help us better meet the needs of our Māori ākonga and ensure they experience educational success as Māori. This is achieved mainly through annual meetings at our marae - Te Whare Mahana, but also through co-opted Māori representation on the Board of Trustees. Over the course of 2024, we have maintained a relationship with Kōia te Mātauraka which is enhancing our Cultural Narrative. We have made collaborative plans for the commencement of our school rebuild.

The School and Board consults with our local Māori community on the development of our charter/strategic plan to make sure it reflects and upholds appropriate tikanga Māori and te ao Māori. In 2024, this has been enacted through our full community consultation as we form our 2025-2027 Strategic Plan. We seek opportunities to collaborate with Māori to invest in, develop, and deliver Māori-medium learning. All ākonga in Years 1-10 participate in a compulsory Te Ao Māori course for approximately one hour per week, delivered by a specialist kaiako in conjunction with the regular classroom kaiako. This programme involves learning local pūrakau, visiting significant sites in our local area, tikanga Māori, te reo Māori and other useful learnings.

Protection

Twizel Area School actively protects and upholds mātauranga Māori, te reo Māori, and tikanga Māori, and ensures they are meaningfully incorporated into the everyday life of our school. We actively engage with Ka Hikitia Ka Hāpaitia .

We take all reasonable steps to make instruction available in te reo Māori and tikanga Māori and have recently been able to offer NCEA level learning for the first time by committing to developing a structured programme in Years 1-10 which develops ākonga competency as they approach NCEA. All learners have access to Kapa Haka if they choose to participate.

We support our kaiako to build their teaching capability, knowledge, and skills in te reo Māori and tikanga Māori. The Board continues to fund Te Reo Māori and tikanga Māori professional learning. In 2024, we have provided opportunities for kaiako to develop their understanding and practice of culturally responsive teaching that takes into account ākonga contexts in conjunction with our Te Kaiārahi Ō Te Ao Māori who is a member of the school's leadership team.

Participation

Twizel Area School has high aspirations for every ākonga. We encourage the participation and engagement of ākonga and their whānau in all aspects of school life. Learning outcomes for Māori ākonga are comparable with other ethnicities at Twizel Area School.

Our relationships with our school community help us meet the needs of all ākonga and sustain their identities, languages, and cultures. Much of our learning in te reo is directed within the Kai Tahu dialect, as is our school waiata. The participation of whānau and our wider Māori community actively informs the way we design and deliver education to ensure Māori ākonga experience educational success as Māori.

Statement of Compliance with Employment Policy

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2024

The following questions address key aspects of compliance with a good employer policy:

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<i>Policy available to all, accessible online</i> <i>Maintains Hazard Register</i>
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	<i>Policy available to all, accessible online</i> <i>EEO Officer (Principal)</i> <i>Board delegations</i> <i>Reviews all applications for employment using good employer principles</i>
How do you practise impartial selection of suitably qualified persons for appointment?	<i>Policy available to all, accessible online</i> <i>Reviews all applications for employment using good employer principles</i>

<p>How are you recognising,</p> <ul style="list-style-type: none"> • The aims and aspirations of Maori, • The employment requirements of Maori, and • Greater involvement of Maori in the Education service? 	<p><i>EEO Policy available to all, accessible online</i></p> <p><i>Use of Te Tiriti within governance, strategic planning, policy etc</i></p> <p><i>Use of MoE documentation such as Ka Hikitia to inform practice and planning</i></p> <p><i>Ensure staff are making progress across Te Ao Māori and Local Histories Curriculum delivery</i></p> <p><i>Tikanga rich employment processes and systems within our workplace</i></p>
<p>How have you enhanced the abilities of individual employees?</p>	<p><i>Policy available to all, accessible online</i></p> <p><i>Through professional learning etc</i></p> <p><i>Professional Growth Cycle process, development and review for all staff</i></p>
<p>How are you recognising the employment requirements of women?</p>	<p><i>EEO Policy available to all, accessible online</i></p> <p><i>Staff member responsible for women's employment rights through unions</i></p> <p><i>Recent equity settlements have been applied to all relevant staff</i></p>
<p>How are you recognising the employment requirements of persons with disabilities?</p>	<p><i>EEO Policy available to all, accessible online</i></p> <p><i>Adaptations to the workplace where relevant</i></p>

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy . The Ministry of Education monitors these policies:

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	YES	
Has this policy or programme been made available to staff?	YES	

Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	YES	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	YES	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	YES	
Does your EEO programme/policy set priorities and objectives?	YES	

Kiwisport Funding

Kiwisport is a Government funding initiative to support ākonga' participation in organised sport. During 2024, the school received total Kiwisport funding of \$4490.91 (excluding GST). The funding was spent on travel to numerous events, sports entries, coaching and equipment.

	Term One	Term Two	Term Three	Term Four	Total
Kiwisport Funding (Year 1-8)	\$587.84	\$587.84	\$587.84	\$587.84	\$2351.36
Kiwisport Funding (Year 9-15)	\$528.03	\$528.03	\$548.60	\$534.89	\$2139.55