



# Twizel Area School Charter 2017



## Twizel Area School and Community Description

There are 200 students at the school with just over half of them being in years zero to six and just under half in years seven to 13. The school services primary and secondary education in the Mackenzie Basin. Approximately 20% of our students are Māori, spread relatively evenly over eight iwi, 4% Asian and 2% Pasifika. We are not a 'typical' country school; unusually for an area school less than 10% of the children come from a farming background, more come from tourism and associated service industries. Nominally we are a decile 8 school but within that span an unusually diverse range of student abilities, parental backgrounds and expectations.

The area school was formed in 1986 by combining the then high school and primary school on the high school site. Until 7 years ago the roll had steadily declined as first the rundown from the hydro electricity construction project took its toll and then the downsizing of the SOE running the power stations took place. Over the last 6 years the roll has increased slowly but steadily from 165. Approximately 25% of our roll has been at our school less than two years (excluding New Entrants).

There are 20 teachers on the staff. They are innovative and dedicated, setting a high store on improving students learning.

The diversity of abilities, social skills and expectations has meant the school has had to work hard at providing a supportive environment where individual and collective student needs can be met by well targeted learning programmes.

We aim to provide a needs fulfilling environment where everyone does quality work without coercion. We value courtesy, co-operation and consideration, and work hard to ensure this school is a safe and comfortable place for all who work here, students and staff alike. We are proud of the family atmosphere of the school, which our small size enhances, as everyone is known to every other person.

A comprehensive schoolwide assessment and recording system has been developed to provide quality information on where students are performing in the different parts of the National Curriculum.

The community is very much involved in the school. The community library is housed at the school and community makes use of other school facilities such as the sports fields. The school makes good use of the Community Events Centre and pool. Parents are to be seen throughout the school during the day and are encouraged to be involved as helpers, spectators, and supporters. There is a weekly school newsletter, TAN, which is widely circulated.

Although the school serves a large geographical area, extending to Omarama, Irishman Creek, and Mount Cook Village, over 90% of the students live within the Twizel township. The isolation does make it hard for students and their families to have contact with other communities. The school is 30 kilometres from the next primary school in Omarama and 100 kilometres from the nearest high school in Fairlie.

The chief physical features are the wild and scenic surroundings and the isolation. The school makes use of the local environment with a strong outdoor education programme, including that which is based at our own facility, Huxley Lodge, situated in the Hopkins Valley.

## **Recognising New Zealand's Cultural Diversity**

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

### **Current Situation At Twizel Area School**

- We have teachers teaching Tikanga Māori in years zero to 10 as part of our classroom programmes where appropriate.
- Teachers of years zero to six incorporate elements of Te Reo Māori into their existing programmes.
- Teachers of years seven to ten incorporate elements of Te Reo into their programmes.
- in 2017 we plan to have Te Reo offered to years 7-10 through the language modules, although we are still searching for a suitable tutor.
- IN 2017 look at Local History develop units of learning related to local Maori.
- Te Reo available Level 1 to 3 through NETNZ

### **Māori Responsiveness Plan**

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

1. Further explain the existing plan.
2. Further extend the existing programmes.
3. Dual enrolment with the correspondence school.
4. Provide in school support and resources, including consideration of employing a Māori speaker to further enhance inclusion of Te Reo and Tikanga into the classroom.
5. Explore other schools who may offer programmes more in line with their expectations.
6. Other negotiated actions.

**Twizel Area School**  
**Strategic Plan 2015- 2018**

***Vision***

A learning community striving for excellence

***Mission***

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

***Values***

**Quality** in everything we do and **respect** for ourselves, each other and learning

***Beliefs***

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

## ***Strategic Goals***

### **1. Whole School Goal**

That respect, positive behaviours and pride in Twizel Area School are modelled throughout the school by all students, staff, board and community

### **2. Senior School Goal (Years 11 -13)**

To build strong student cohorts who move successfully through the school achieving at a high level.

### **3. Middle School Goal (Years 7 – 10)**

To provide strong academic progress and rich learning experiences through a broad range of cultural, sporting and outdoor / environmental opportunities

### **4. Junior School Goal (Years 1 – 6)**

Provide quality teaching and learning opportunities across a rich curriculum with focus on reading writing and mathematics learning. Strong cohorts moving through the levels with increasing self-management

### **5. Management Goal**

The performance management system reflects the school's strategic goals and is further developed to improve learning.

### **6. Governance Goal**

The Board sets clear strategic direction and operates in a cohesive manner improving student outcomes and monitoring progress towards agreed goals through effective Evaluation

**Twizel Area School Strategic Goals 2016- 2017**

Place of Community of Learning to be defined referred to below as COL

1. Whole School Goal	Aspect	2017	2018/19
<p>That respect, positive behaviours and pride in Twizel Area School are modelled throughout the school by all students, staff, board and community</p>	<p>Communication in timely fashion And acknowledging successes</p>	<p>Continue to update contact details and TAN preferences Use of TAN and Facebook, and School App to convey information to parents Continue using media to celebrate success. Look at upgrade of school website</p>	<p>Update contact details email addresses preferences for TAN continues</p>
	<p>To effectively engage with the community, to enhance pride in school</p>	<p>Engage with community through a community consultation. Consult with interested community users on school fields' purposes and layout. Open day ordinary school day. Participate in Southern Area Schools Tournament.</p>	<p>Next community oriented project – hopeful that this will include a new build</p>
	<p>Pride in property</p>	<p>Modern / Flexible Learning Area – staff input into what works 5YA – move on all remaining projects (includes Toilet upgrades, smoke stop doors Pabx and server upgrades and Heat control project) Information gathering and research on what a new school will look like for TAS, so we are prepared when we get MoE go ahead to build a new school  School Fields brought to a state that supports school and community aspirations Resow Grass, investigate irrigation options</p>	<p>5YA – remainder of 5YA projects  NEW SCHOOL BUILD  Implement preferred irrigation solution.</p>

	Aspect	2017	2018/2019
<b>2. Senior School Goal (Years 11 -13)</b> To build strong student cohorts who move successfully through the school achieving at a high level.	Tailoring subject choices including opportunities through distance learning Supporting an environment where each year 11-13 student achieves according to agreed individual plans including vocational pathways.	Careful course confirmation Continue to build Business register for Review Gateway contacts. Individual career and learning plans backed by mentoring. Incorporate Vocational Pathways into Learning Plans Student self and career awareness course. Continue to support NetNZ as quality provider and investigating further blended learning. Student set Academic goals for year Student achievement target of increase merits and excellences.	Continue to imbed Vocational pathways into learning plans.  Providing relevant tertiary courses for students. Continuing development of NET NZ
	85% leavers achieving NCEA L2 (Building academic progress)	Supporting priority learners with a designed 3 year Level 1-2 course. Support from COL.	Continue supporting priority learners.
	Leadership and Citizenship	Implement further leadership training opportunities, include SAS tournament. COS Reinvigorate student voice in learning and environment  Investigate senior health course /Counselling	Review and sustain the better experiences Embed vehicles of student voice into school organisation.  Decide on senior health course

	Aspect	2017	2018 / 2019
<b>3. Middle School Goal (Years 7 – 10)</b> Strong academic progress and rich learning experiences through a broad range of cultural, sporting and outdoor / environmental opportunities	To provide strong academic progress	Student Achievement Goal to raise achievement of groups of identified students below the standard in aspects of NZ Curriculum to be at the standard.	Next student achievement targets based on Dec data
	Strong academic progress and rich learning experiences through a broad range of cultural, sporting and outdoor / environmental opportunities	Review NZC as it applies to Y7-10 and against our current practices with focus on successful transitions to year 11. Compare with COS Group and enlist MOE help to achieve this. Design ways NZC could be better implemented in Y7-10 Scope blended learning /flipped classrooms/e-learning	Implement preferred solutions to a better designed curriculum.  Continue development in Curriculum design SOLO / Blended learning / Learning Power
	Developing strong academic progress (indicators used to track student achievement).	MUSAC Edge Student achievement data – tracking student data over time	.
	Rich learning experiences	Continue to investigate strategies to ensure that middle school students are ready for NCEA	
Provide quality teaching and learning opportunities across a rich curriculum	Continue to strengthen EOTC Programme SAS tournament Find opportunities for service learning in Civics or community work		



	Aspect	2017	2018 / 2019
<p>4. Junior School Goal (Years 1 – 6) Provide quality teaching and learning opportunities across a rich curriculum with focus on reading writing and mathematics learning. Strong cohorts moving through the levels with increasing self-management</p>	<p>Focus on building skills in reading, writing and maths to National Standards and children’s enthusiasm for the same. Assessment for supporting learning</p>	<p>Continue to strengthen Reading Writing Target moving some identified students from below standard to :at” Teachers normal work</p>	<p>Consider next Student achievement target in light of Dec 2017 results</p>
		<p>Writing as an annual target  Alim Year 3 - signed up to MST to continue strengthening maths</p>	
	<p>Rich Curriculum and self-management</p>	<p>Review written version of TAS Curriculum to see that it reflects current practices including Teacher Inquiry  Continue to develop students sense of next steps in learning, using SOLO and other means.</p>	<p>Junior Curriculum review</p>
	<p>Quality teaching and learning</p>	<p>Further MUSAC edge training to track student data over time</p>	

<p><b>5. Management Goal</b></p> <p>The performance management system reflects the school's strategic goals and is further developed to improve learning.</p>	Use of data and evaluation	Work with BOT on effective evaluation and evaluative practices	Integrate into new school planning
	<p>Appraisal</p> <p>The way we work Building Collegiality Putting our passion into learning</p>	<p>Review Professional learning Embed the use of Appraisal Connector, and continue learning</p> <p>Continuing Practice Analysis conversations (PAC) – investigate if these can be the Appraisal connector</p>	
	<p>Professional development</p> <p>Modern Learning Practices</p>	<p>SOLO continued Practice working in online environments and staying abreast of developments</p> <p>Look at possibility of getting Pam Hook for SOLO training for junior teachers, need to weigh up benefits vs costs</p> <p>Work and communication with staff regarding Modern learning / Flexible learning in preparation for the new school build to ensure a smooth transition when the time comes</p>	<p>Implement Modern / Flexible learning into new school</p>

	Aspect	2017	2018 / 2019
<b>6. Governance Goal</b> The Board sets clear strategic direction and operates in a cohesive manner improving student outcomes and monitoring progress towards agreed goals through effective Evaluation	Effective Evaluation	Continue to strive towards effective evaluation that ensures positive student outcomes	→
	Setting clear directions and goals	COL moving forward Continue to work towards Foreign Fee Paying Students becoming part of TAS	→ →
	Policy and processes will that will outlast our personnel	Prepare for the Dec 17 BoT Elections (2 trustees)	
	Property Enhancement Plan	Prepare ourselves for a move to Modern / Flexible Learning by organising a visit to another new school build Communicate with the students and our community regarding MLE Try to incorporate MLE into current building to start our staff and students thinking about MLE	New School Build
	Huxley Lodge	Huxley Lodge, safety and maintenance, and develop a strategic plan.	Huxley Lodge – tenure review process and reinstate adventure course with applicable safety

## Annual Plan Section

**Annual Student Achievement Target 1:** Writing. To move an identified group of Maori students from below the standard in writing to at by December 2017

**and** to move a group of identified students from at the standard in writing to above by December 2017.

**From:**

**Strategic Goal 3: (Middle school)** To provide strong academic progress and rich learning experiences through a broad range of cultural, sporting and outdoor / environmental opportunities.

**And Strategic Goal 4 (junior School):** Provide quality teaching and learning opportunities across a rich curriculum with focus on reading writing and mathematics learning. Strong cohorts moving through the levels with increasing self-management.

**Baseline Data:** Analysis of Years 1 – 10 writing data at the end of 2016 indicated that some students were below the national expectations for their year groups. Particularly a group of Maori students were achieving below the standard of their peers.

Action to achieve targets	Led by	Budget/FTE	Timeframe
Review assessment data with staff and determine the particular learning needs of the target students	Assistant Principal and Teachers	N/A	Term 1
Ensure that teacher aide and specialist teachers' time is available to support teachers and students.	Principal, Deputy Principal, Assistant Principal	Special Needs Budget/CoL Budget	Term 1 - 4
BoT budget for a specialist teacher to support a writing group in term 2	Principal	BoT Reserves	Term 2
CoL across school teacher and in-school teacher to focus on writing across all levels Y1 – 13.	CoL Across Schools Teacher, In-school Teacher	CoL Budget	Term 1 - 4
Teachers and students form goals and strategies necessary to reach the learning target	Principal, Deputy Principal, Assistant Principal, CoL Across Schools Teacher, In-School Teacher and all Teachers across all subjects	N/A	Term 1 – 4 (Individual learning goals may alter throughout the year)
Review existing programmes and tailor these to meet the target	Principal, Deputy Principal, Assistant Principal, CoL Across Schools Teacher, In-School Teacher and Teachers	N/A	Term 1 - 4
Deliberate acts of teaching to the specific needs of these students.	All Teachers	N/A	Term 1 - 4
Provide opportunities for plenty of practice in a variety of genre for these students	All Teachers	N/A	Term 1-4
Professional Development for teachers where applicable. Including professional development designed and accessed through the CoL.	Principal, Deputy Principal, Assistant Principal, CoL Across Schools Teacher, In-School Teacher	TAS and CoL Budgets	Term 1-4

Teachers communicating and sharing best practice in the teaching of writing with teachers across our CoL	CoL Across Schools Teacher,	CoL Budget	Terms 1 - 4
Including parents and caregivers of target students in the learning process and goals.	Assistant Principal, CoL Across Schools Teacher, In-School Teacher and Teachers	N/A	Terms 1 - 4
Hold meetings to discuss and monitor students' progress and achievement	Principal, Deputy Principal, Assistant Principal, CoL Across Schools Teacher, In-School Teacher and Teachers	N/A	Term 2 - 4
Analyse end-of-year data to inform of progress against the target as well as planning for 2018	Assistant Principal CoL Across Schools Teacher, In-School Teacher	Some teacher release may be required	Term 4 (December)

**Annual Student Achievement Target 2:** To increase the proportion of NCEA merit and excellence passes more in-line with our school decile rating.

**From:**

**Strategic Goal 2 (Senior School)** To build strong student cohorts who move successfully through the school achieving at a high level.

**Baseline Data:** Analysis of 2016 NCEA data indicated that 43 (7%) standards were gained at excellence, 98 (15%) at merit, 368 (58%) at achieved, 111 (18%) at not achieved and 13 (2%) were not sat. Five students (20%) gained merit endorsements in NCEA 2016.

Action to achieve targets	Led by	Budget/FTE	Timeframe
Students make a careful choice of study or vocational pathways. The timetable is created to ensure that all students receive their required courses.	NP (DP) MO (Careers & Specialist Tch.)	N/A	Course selection and timetable complete by the start of Term 1
NCEA Teachers identify the targeted students likely to achieve either merit or excellence passes in their chosen subjects.	NP (DP)	N/A	Week 5 Term 1
All NCEA Level students take part in a three day 'NCEA Toolkit' seminar that is both on and off-site TAS at the beginning of term 1. The "Toolkit includes: achieving the TAS vision, reflecting on NCEA grades, organising for NCEA, developing a growth mind-set, becoming resilient, working on literacy, behaviour and stress management, and connecting positively.	DA (Senior Dean) BW/GW/PW/MO/ASm/KP	Transport & Food (Huxley Lodge)	Week 1 Term 1
Students setting their own individual goals for achievement	MO (Careers & Specialist Tch.)	N/A	Week 6 Term 1
Goals shared with mentors, parents and whanau.	Mentors.	N/A	Week 6 - 11
Interim and formal (4 x per year) mentoring conferences. Three mentor reports and one end of year subject report	Mentors, students and whanau	N/A	Informal meetings throughout the term and the formal meeting Week 10
Systematic scaffolding of subject courses followed by deliberate acts of teaching.	Heads of Learning Areas and subject teachers	N/A	Ongoing throughout the year.
Setting and achieving milestones both short and long-term. Celebrating individual achievements.	BF & NP and teaching staff	N/A	Ongoing throughout the year.
Revisiting both students' goals and Toolkit at timely intervals.	Teachers and students	N/A	Ongoing throughout the year.
Summative and formative assessment carried out and results shared with students.	Heads of Learning Areas and subject teachers	N/A	Ongoing throughout the year.
Students give feedback to their subject teachers on the relevance and difficulty of individual NCEA standards.	Students	N/A	Term 4
In 2018 an analysis to be carried out of NCEA achievement and specifically with the targeted students.	BF & NP	N/A	January/February 2018

**Achievement Target 3:** To ensure that Year 9 and 10 students are reaching the required levels for their year groups. Continue using benchmarks at Y9 (Level 5 Proficient) and 10 (Level 5 Achieved), and reporting using OTJs, by December 2017.

**From:**

**Strategic Goal 3 (Middle School):** To provide strong academic progress and rich learning experiences through a broad range of cultural, sporting and outdoor / environmental opportunities.

**Baseline Data:** 73.4% of Year 9 and 10 students are reading at or above NZC Level 5. 79.3% of students are writing to that required level, and 70.5% of students are reaching Level 5 in Mathematics.

Action to achieve targets	Led by	Budget/FTE	Timeframe
Review 2016 assessment data & 2017 diagnostic testing information with middle school staff and determine any students who may need extra support in achieving this goal.	DP, AP and CoL Across Schools Teacher.	N/A	Weeks 1 – 5 Term 1
Negotiate times with SENCO to provide extra learning support for the above students. Wherever practical teacher aide/specialist teacher time is made available to support teachers and students.	SENCO and teachers	Learning Support Budget/ BoT reserves?	Weeks 1 – 5 Term 1
Years 9 and 10 students set specific academic learning and achievement goals for the year. These to be shared with all middle school teachers and parents and whanau.	Students and teachers	N/A	Weeks 6 – 7 Term 1
Review existing programmes of work and tailor these to meet this year's targets.	Teachers of middle school students	N/A	Ongoing throughout the year in conjunction with next step.
Over the year review NZC as it applies to Y7-10 and against our current practices with focus on successful transitions to year 11 Compare with CoS group and enlist MOE help to achieve this. This may include designing ways NZC could be better implemented in Y7-10	Steve Rees (UC), DP, AP, Sandy Nelson, Anneke Smit, Michele and Jim O'Carroll	Professional development required. CoS writing involvement ongoing	Terms 1 - 4
Teachers provide opportunities for plenty of practice in a variety of learning activities for middle school students in-line with target.	Teachers & HoLs	N/A	Ongoing throughout the year
Work with parents and caregivers to help support their children's learning and achievement	NP & M1 - 3 Teachers (help parents and whanau understand what they can do to aid the academic achievement of their children at home)	Kai provided for a meeting with parents and whanau?	Intermittently throughout the year.
Hold teacher meetings to discuss and monitor individual student's progress and achievement.	DP and middle school teachers	N/A	Regularly on a 3 week cycle.
Analyse and-of-year data to gain information about the progress the achievement of Years 9 & 10 students. Plan for 2018. Adjust TAS curriculum in light of decisions and changes made for the middle school.	DP and AP. Information shared with middle school teachers.	Some release time may be required.	December 2017.

## Other Key Improvement Strategies to Achieve Strategic Vision in 2017

<b>Personnel Health and Safety</b>	Short Report	<b>Self review</b>	Short Report
Review MU allocation Appraisal Connector link with Inquiry Review and refine for 2017. Review office admin functions and rationalise. Review policies around CRT and non contacts		Read about evaluation and rewrite self review programme to incorporate elements of evaluation Review Y7-10 Curriculum using Evaluative Inquiry Further Trial Foreign Fee Paying students	
<b>Professional development</b>	Short Report	<b>ICT Resources</b>	Short Report
Review Professional Learning systems. Link to Appraisal Continue SOLO Look for other schools interested, ask for expert input. Provide also for individual needs arising from appraisal		Revise ICT Strat plan Professional development Prepare for BYOD Purchase appropriate devices Move MUSAC to cloud Support middle school Robots	
<b>Community Engagement</b>	Short Report	<b>Property, Finance and other</b>	Short Report
Continue and strengthen Maori knowledge and engagement. Plan and implement large community consultation survey, (include students) followed by focus Review and Improve communications especially e coms. Website email Celebrate successes		Review decision to paint / not paint roof in conjunction with new school Implement 5 year plan items: Environmental improvement Rm 7-9 Toilets  Huxley Lodge long term and immediate needs plan	



# Twizel Area School 2017 **DRAFT**

## BOARD OF TRUSTEES - ANNUAL TIMELINE

REVIEW	Area for Review	Term 1		Term 2		Term 3		Term 4	
		FEB	MAR	MAY	JUNE	AUG	SEP	NOV	DEC
Strategic Review	Charter	Confirm Charter. Approve and send to MOE						Review Strategic Plan - Approve Review Plan for 2018	Analysis of Variance - Annual Plan
	Strategic Aims/ Goals		Goal 1 - whole School	Goal 2 - Senior School	Goal 3 - Middle School	Goal 4 - Junior School	Goal 5 - Management	Goal 6 - Governance	
Regular Review	Policy	Governance Policies 2.6, 2.10 & 2.12	3.4 Spec Needs 3.8 Equity 3.5 Digital Citizenship	5.5 Vehicle Policy 8.1 Self Review	3.7 EOTC	3.1 Curr Delivery 4.1 Personnel 5.1-5.3 Finance Policies	2.1- 2.17 Governance Policies	6.1 Health & Safety 7.1 Legal Responsibilities 6.8 Dress Policy	
	Learner Progress and Achievement	NCEA First Cut Results	National Standards target variances 16/17	NCEA departments results moderation	Gifted and Talented	Mid Year National Standard Update Y 1 - 8	Special Education Needs / Maori/ ESOL	NCEA Progress Pre Exam	End of Year National Standards Update Y 1 - 8
	Cirriculum			Social Sciences		Technology		Maths	
	HR - Personnel - Principal and Staff Appraisals- Professional Development	Principal Performance Agreement Approved		Principal Informal Review	Staff Appraisal Mid Year Report	Principal Informal Review		Staff Appraisal End of Year Report	Principal Appraisal Formal Report
	Finance	Budget Approved	Monitor	Monitor	Mid Year Review	Monitor	Monitor	2018 Draft	Monitor
	Six Dimensions			5			6		
Emergent Reviews									
Business as Usual	Health and Safety	Hazard ID	Evacuation Report Term 1	Feeling Safe Survey	Evacuation Report Term 2	Hazard ID	Evacuation Report Term 3	Feeling Safe Survey	Evacuation Report Term 4
	Property		Property Update Term 1		Property Update Term 2		Property Update Term 3		Property Update Term 4
	BOT Timeline	2017 Approved Meeting dates set						2018 Timeline Draft	
	BOT Communications		BOT Newsletter Term 1		BOT Newsletter Term 2	Community Survey	BOT Newsletter Term 3		BOT Newsletter Term 4
	BOT Processes	Accounts to Auditor		Annual report approved and sent to MOE - Trustee Election	National Stds parent reporting. Roll Return 1 July	Student Rep Elections		Mid Term BoT Trustee Election	National Standards reporting to parents

## ***Other plans TO MEET PLANNING REQUIREMENTS***

<b>Plans for:</b>	<b>Location</b>
Curriculum Plans and Organisation	AP's office
Timetable, Day to Day operational, Emergencies	DP
Teacher Responsibilities	Principal
Meeting learning needs of students with special needs	SENCO's Office
Behaviour Management Plans	SMT
Performance Management Plan	Principal
Staff and Board Development	PD Coordinator BOT
Digital Learning Strategic Plan	ICTPD coordinator /Principal
Health and Safety Procedures/Policies reporting and monitoring arrangements with respect to staff and students	Procedures file Also hazard reports to Property Committee
EEO Programme	EEO person
Policy/Procedures Review Plan	Principal
Procedures for controlling, monitoring board/school expenditure	Procedures file Exec Officer/Principal
Annual Budget	Exec Officer/Principal
MNA , NQF Liaison	DP
10 Year Property Maintenance Plan	Principal, Board property group

### **Procedural information**

#### **Consultation: and Key dates for the planning year.**

Targets for improvement will be suggested by staff and BOT as the result of self review and achievement information at the first meeting of the Board for the year. A draft annual plan will then be available at the office, community library and with the Māori representative for community comment. The January meeting of the Board will then adopt the plan with such alterations as it sees fit and submit the revised charter to the Ministry by the first of March 2017 onwards.

Variance for Y1-8 targets

Submitted along with revised charter 1<sup>st</sup> March

Twizel Area School will consult with its community including its Maori community regularly each year as part of its annual planning process to look at specific targets for the following year. Specific aspects of policy and procedures will also be the subject of consultation according to the three year cycle of review.