



TWIZEL
AREA SCHOOL



A-Z Whānau Guide to starting school at Twizel Area School

***Find your passion, be supported and
inspired.***



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Nau Mai, Haere Mai - Welcome to Twizel Area School

Waiata kīnaki for Te Manahuna - Tū tonu rā ko Te Manahuna
Nā Karatī Metcalfe (Ngāpuhi) & Karuna Thurlow (Kāi Tahu, Ngāti Porou)

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

Our School Waiata
By Karatī Metcalfe (Ngāpuhi) & Karuna Thurlow (Kāi Tahu, Ngāti Porou)

The rippling water of the Twizel river (Te Whakatipu)
Ruataniwha stands there Aoraki stands to the north
Our greetings
Our gratitude
From Twizel Area School
Turn my gaze to the extremely cold waters of Takapō, Ōhau and Pūkaki
The hearts of people are like our lakes Sometimes calm
Sometimes upset
This is the nursery of the Kakī
We are proud to be from the Mackenzie!



An Introduction to our school

In the beginning there was Te Kore, the nothingness, from nothing arose Te Māku and Mahoranuiatara. From their union came Rakinui. Rakinui had many wives but his first was Pokoharuatēpō, and from them came Aoraki, Rakirua, Rakiroa and Rarakiroa. These brothers lived in the spiritual realm with Rakinui. During a discussion between all of the brothers, they decided to visit their step mother Papatūānuku. They sailed the oceans in their great waka and explored the land. Shortly after, they became hungry and began fishing, but their attempts were unsuccessful. They all decided to return to the heavens. Aoraki began his karakia while his brothers readied the waka for the voyage home. The karakia started to lift the waka into the heavens. The brothers were tired, hungry and disappointed, it was at this point they began to fight between each other. Aoraki became distracted by the fighting that he lost his concentration and made a fatal error in the karakia. Their waka crashed back down to earth with parts of it breaking off and scattering across the sea as the waka overturned. All of the brothers climbed onto the back side of the waka, they huddled together for warmth, but the fierce Southerly wind froze them, turning them to stone and clothing them in snow and ice.

Twizel Area School is surrounded by three lakes. Pūkaki, Takapō and Ōhau all of these lakes were carved out of papatūānuku by Rakaihautu, the rangatira who captained the waka Uruao to Aotearoa. Twizel Area School sits beneath Aoraki nui and represents our connection to mana whenua, Te Rapuwai and Kai Tahu. Te Rapuwai who were the earliest inhabitants of Te Manahuna are said to have fired the first forests of Canterbury, and to have hunted the moa and left behind the many shell heaps scattered over the landscape. Te Manahuna (the Mackenzie Country) was a “mahika kai” area for Māori who used the Waitaki river trail to Access the hinterland.

Twizel Area School is a state co-educational area school for ākonga from Years 1 - 13. Formed in 1986, the Area School combined the then high school and primary school on the high school site. The school lies in the heart of Te Manahuna, the Mackenzie Basin surrounded by Te Tiritiri-o-te-Moana, the Southern Alps and Lakes Pukaki, Ōhau and Ruataniwha. The school sits at the centre of the expanding Twizel township; it aspires to act as a hub for parents and the community. Although the school serves a large geographical area, extending to Ōmarama, Irishman Creek, and Aoraki Mount Cook Village, 80% of our ākonga live within the Twizel township. Of those living outside Twizel, 15% live in other 'urban' areas (such as subdivisions, lifestyle blocks or other townships), and only 4% live rurally on farms or similar. Due to the growing numbers of ākonga outside Twizel, the Ministry of Education provides two bus services to transport them. Our isolation makes it hard for ākonga and their whānau to have contact with other communities.



The school is 30 kilometres from the next primary school in Ōmarama and 100 kilometres from the nearest high school in Fairlie. The closest other area school is the Maniototo Area School.

Located in the Canterbury High Country, with Te Tiritiri-o-te-Moana, the Southern Alps at our door, our outdoor environment's beauty and closeness greatly influence our ākonga.

We have a comprehensive outdoor education programme that includes all Y1 - 13 ākonga in a carefully graduated programme. We also have a lodge at Huxley (at the head of Lake Ōhau) for extending our EOTC programmes.

There is a 'whānau feel' at the school. Many of the ākonga have siblings at the school or relations who have attended TAS in the past. People in the community know our ākonga as individuals, and the community is involved at the school..

Approximately 20% of our ākonga are Māori, spread relatively evenly over eight iwi, 6% Asian and 5% Pasifika.

In our recent ERO review (2023), the following strengths were noted:

- Our WAKA values, recently developed in consultation with the community, inform meaningful curriculum development.
- Our support and teaching staff engage collaboratively in professional learning that enhances teaching practices and curriculum design.
- There is systematic collection, analysis, and review of data informs programmes for learning.
- Students, staff and whānau have upskilled in digital fluencies and have extended partnerships for learning.
- The new leadership team works collaboratively to deliver the school's strategic direction.

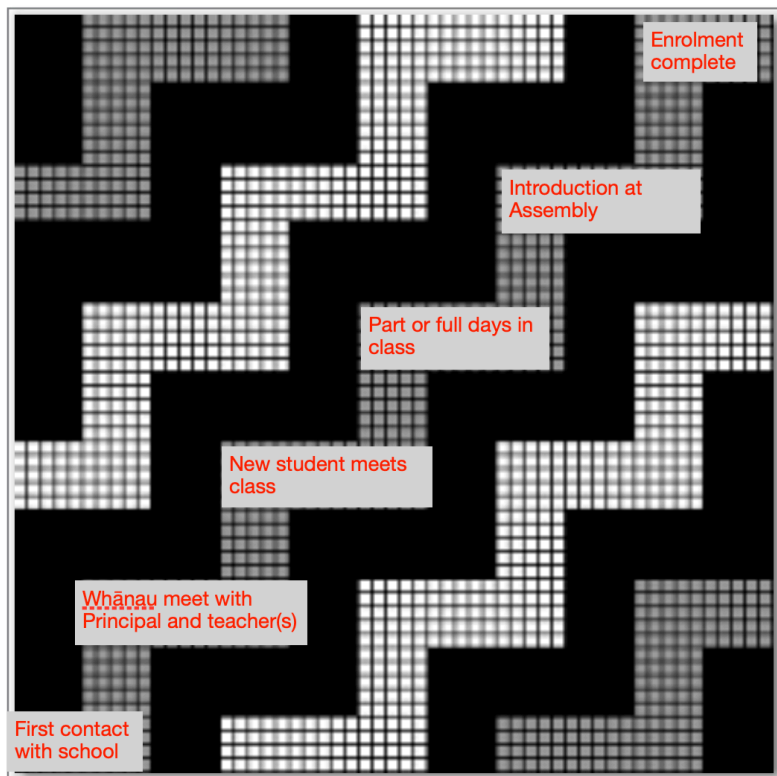
Our most recent achievement statistics are strong. Year 11 to 13 ākonga each have a teacher mentor who arranges frequent meetings with them, then twice a year with their parents. Our mentoring programme is contributing to high achievement in the senior area. For example, our 2022 NCEA results:

- Level 1 - 85% Achieved at TAS - nationally 64%.
- Level 2 - 80% Achieved at TAS - nationally 74%.
- Level 3 - 100% Achieved at TAS - nationally 68%
- 75% of our leavers gained University Entrance - nationally 49%.
- Over the last three or more years, over 80% of all our ākonga in Years 1-10 have consistently met or exceeded the appropriate reading levels, around 80% in writing and just under that in Mathematics. The school habitually identifies groups of ākonga requiring additional acceleration and supports them through specific programmes or with in-class support to get them to these levels.



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Enrolment Process



1. First Contact can be initiated in a number of ways:

- **For new entrants enrolled at a Twizel ECE provider** - whānau will be invited to an introduction afternoon prior to the start of pre-school visits (these events occur twice every year).

- **For new entrants not enrolled at a Twizel ECE provider** - whānau should complete the online enrolment form on our school website twizel.school.nz/enrolment. Once we have received this contact, we will organise pre-school visits.

- **For enrolments of students older than 6** - whānau should complete the online enrolment form on our school website twizel.school.nz/enrolment. Once we have received this contact, our office staff will be in touch to organise the next steps.

2. Once we know you will be enrolling, the office will make contact to organise a meeting with our Principal and relevant teachers at a time convenient to all parties. This meeting can include a tour of the school. During this pre-enrolment phase your child's class placement will be confirmed and we will make contact with your child's previous school or ECE (if relevant).

3. Your child will have the opportunity to meet their new class for a 1-2 hour visit. They will be introduced to the kawa of our school or they can choose to commence with full days immediately.

4. Your child will start school for half or full day sessions whilst they become accustomed to our school. For new entrants, this continues once per week for at least four weeks prior to enrolment. For older students this may be consecutive days.



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Our New Entrant Guide

This guide to starting school includes a number of important procedures and routines to assist you and your child during their TAS school journey.

This is a new guide, we welcome your feedback, and ideas for additions to this booklet.

Please don't hesitate to contact us should you have any questions or queries.

Nāku noa,

Kate Staniford (Tumuaki / Principal) and Brooke Smith (New Entrant Lead Teacher)

Our Vision, Values and Student Aspirations

Our Mission

Find your passion, be supported and inspired.

Our Vision

Developing future leaders by nurturing their emerging passions. Enabling our learners to be inspired, collaborate with others and achieve their personal goals.

Our Values

Be supported by our WAKA.

Whānaukataka - Kinship

Awinataka - Nurture

Kaitiakitaka - Guardianship

Ārahi - Leadership

School Contacts

Address:	Mount Cook Street Twizel 7901
Postal address:	Private Bag 952 Twizel 7944
Phone:	(03) 435 0650
Website:	twizel.school.nz
Facebook:	www.facebook.com/TwizelAreaSchool
Email:	learn@twizel.school.nz



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Board of Trustees

Presiding Member:	Sharon Blanchard
Board Members:	Belinda Purcell
	Nicola Graham
	Bruce Mincham
Staff Representative:	Michele O'Carroll
Student Representative:	Ralph Henderson

The board email contact is boardoftrustees@twizel.school.nz

TAS Staff Contact Details

Leadership Team

Principal	Kate Staniford	ks@twizel.school.nz
Deputy Principal	Charlotte Saunders	cs@twizel.school.nz
Assistant Principal	Melissa McLellan	mmc@twizel.school.nz
Special Educational Needs Coordinator	Freya Haanen	fh@twizel.school.nz
NCEA Principal's Nominee	Michele O'Carroll	mo@twizel.school.nz
Te Āo Māori Leader	Karati Metcalfe	km@twizel.school.nz

Teaching Staff

Science / Mathematics	Heather Dixon	hdx@twizel.school.nz
English / Social Science	Freya Haanen	fh@twizel.school.nz
Arts	Clare Frost	cf@twizel.school.nz
Primary Teacher	Desiree Hooper	dh@twizel.school.nz
Primary Teacher	Melissa Neill	mn@twizel.school.nz
Gateway	Elaine Lindsay	el@twizel.school.nz
Middle School Teacher /		
Middle School Dean	Taylor McGifford	tm@twizel.school.nz
Primary Teacher	Melissa McLellan	mmc@twizel.school.nz
Te Āo Māori / PE /		
Outdoor Education	Karati Metcalfe	km@twizel.school.nz
Technology	John van Mulbregt	jvm@twizel.school.nz
Middle School Teacher	Sandy Nelson	sn@twizel.school.nz
Mathematics	Jim O'Carroll	jo@twizel.school.nz
Digital Technology / Careers / e-Dean	Michele O'Carroll	mo@twizel.school.nz
Mathematics / Science	Pranal Prasad	pp@twizel.school.nz
Primary Teacher / Reading Recovery	Sharon Reid	sr@twizel.school.nz
P.E. / Mathematics	James Robertson	jr@twizel.school.nz
Primary Teacher	Amanda Sargeant	asg@twizel.school.nz
Drama / Music	Charlotte Saunders	cs@twizel.school.nz
Food / Fabric / Health /		
Year 11-13 Dean	Nyree Schaar	ns@twizel.school.nz
English	Anneke Smit	as@twizel.school.nz
Primary Teacher / New entrants /		
Junior School Dean	Brooke Smith	bs@twizel.school.nz
Mathematics	Kate Staniford	ks@twizel.school.nz
Primary Teacher	Margaret White	mw@twizel.school.nz
Primary Teacher	Olivia Wise	ow@twizel.school.nz



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Supporting Staff

School Counsellor
Main Office / Sports Coordinator
Principal's P.A.
School Finances / Payments
Web / Administrative Support
Relief Office Administrator
Teacher Aides

Chris Heaphy	office@twizel.school.nz
Chelsea Lousley	chel@twizel.school.nz
Hanna DeVries	hd@twizel.school.nz
Debbie Cain	deb.cain@twizel.school.nz
Richard Staniford	rs@twizel.school.nz
Amanda Feck	af@twizel.school.nz
Sarah Henderson	hendes@twizel.school.nz
Nic Lyons	niclyons@twizel.school.nz
Lynlee Officer	officerl@twizel.school.nz
Sarah Thompson	thompsons@twizel.school.nz
Josh Dicinoski	jd@twizel.school.nz
Anne-Marie Povall	twilib@twizel.school.nz
Suzanne Warwood	

Caretaker
Library Staff

A-Z Whanau Guide to Twizel Area School

Information in this guide is arranged alphabetically.

Absences

Please contact the school if your child is going to be absent.

If Your Child Is Going To Be Away

Sickness or Appointments: Before 8.30 am, inform the office via phone, Schoolbridge app or web portal.

Other leave (e.g. Holidays, Extra-Curricular Activities): Please inform the office via phone, or complete the Request for Leave During Term Time Form in the Schoolbridge app or web portal.

If you are leaving a phone message you must include the following information:

- your child's name
- room number
- reason for your child's absence
- the date(s) your child will be away

By law, no child should be absent from school without an appropriate reason. Therefore, it is vital that you let us know as we are required to record this information on each student's file.

If your child is away for more than 3 days due to illness

Students must bring a medical certificate to the office for any illness longer than 3 days. Their absence will then be coded as J - justified absence due to illness.

If your child is late to school

Students must report to the school office on arrival to sign in.



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If you need to take your child out of school during the day

If your child needs to leave the school grounds at any time during the school day, the following procedures are to be followed:

- parents should come to the school office, office staff will collect your child from their class. This minimises disruption to learning time.
- if the child is returning during the school day we ask that you please report to the school office on return to sign them back in.

During the school day we must be able to account for everybody at all times.

TAS uses an electronic attendance system to record the roll and to monitor student attendance. Based on the Ministry's attendance guidelines a child's absence is recorded using a number of codes. For example:

- P= Present
- L= Late
- J= Justified absence (this refers to sickness as well as any unplanned absence such as a bus breakdown, accident or bereavement, and also planned absence such as representation in a national sporting event)
- E= Explained but unjustified absence (this includes term time holidays, visiting relatives, children staying at home when a sibling is sick)

Further details about the codes used can be found at the Ministry of Education's website:

www.minedu.govt.nz

High levels of attendance are strongly connected to student progress and success in learning. We monitor student attendance closely and will be in contact with parents if a child's attendance falls below Ministry of Education guidelines.

All schools within New Zealand are legally required under the Education Act 1989 to ensure all students attend school when it is open. It is important to note absences due to family holidays during term time, sports spectatorship and shopping trips are examples which are not considered as a justified absence.

Schools are not legally able to grant permission for non-attendance other than for medical reasons, bereavement or extenuating family circumstances. In exceptional circumstances, the Education Act 1989 (Part 3- Enrolment and Attendance of Students) makes provision for the Principal to grant permission for non-attendance for up to five days. *For further information on Student Attendance and the Education Act, please refer to the Ministry of Education Website: www.minedu.govt.nz

Accidents / Sick Children

Sick Bay:

Sick Bay is managed by the office staff. If you are collecting a child please sign your child out at the office before you take them home. We have a comprehensive stock of first aid items readily available in the Health Room for use with day to day health requirements. Your child should be encouraged to honestly represent their injury when asking for support. This ensures they receive the correct First Aid treatment or referral. First Aid support will be administered by our trained first aiders based upon the information provided by the child.



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Regarding minor head injury e.g. a child has a small bump to the head, which is not deemed too serious, the classroom teacher will be advised to monitor the student over the remainder of the day. An email or phone call will be made to parents outlining the injury. If the student deteriorates, the school office staff will be notified and we will call home.

Serious Accidents:

In the event of your child having an accident, staff will give First Aid but, if it is regarded as serious, an ambulance will be called and parents advised as soon as possible.

Injuries to the head, spine, internal organs and bones will always be regarded as serious. In such circumstances, it is preferable that your child is not moved. In each case parents/ caregivers will be notified as soon as is practicable. If we are unable to contact you, it may be necessary for us to contact one of the emergency contacts you nominated when enrolling your child.

Sending Children Home:

If your child needs to go home, we will contact you and request that you collect your child. If we are unable to contact you, we will make contact with one of the emergency contacts nominated by you.

Illness:

Follow this link for an [Infectious Diseases Guide](#) which has an overview of common illnesses provided by the Ministry of Health.

If your child is ill with gastroenteritis illness causing vomiting and/or diarrhoea, it is strongly advised by Public Health South that they remain away from school for a minimum of 48 hours after all symptoms have gone. If symptoms are ongoing, please see your GP.

These types of illnesses can be spread from person to person through contact with faeces or vomit of infected people. To stop the spread of illness, the school will take a proactive approach by asking you to keep your children away if they are sick.

If your child has a persistent cough or sore throat, we ask you to keep them at home due to COVID-19 risk.

Thank you in advance for your cooperation on this matter. Please feel free to contact Community and Public Health in South Canterbury if you have any questions - phone 03 687 2600.

Soiled and Wet Clothing:

If your child has an accident at school and their clothes become wet or muddy we do have some spare clothing available. We ask that this clothing be washed and returned to the Office as soon as possible. Please note we do not send students back to class with wet or soiled clothing - if they require a change and we don't have something suitable in the Office, we will contact you to bring a change of clothes for them.

If your child has an accident and soils themselves we may contact you to come and assist in cleaning them. The school has showering facilities available.

Head Lice:

If it is identified that a child has head lice, the child will be sent to the office for the Sick Bay staff to verify this in a discreet manner. Contact will be made with parents requesting that the head lice is treated before the child returns to school. A general alert to all parents may be placed in the newsletter to suggest increase vigilance.



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Medication:

We have strict procedures on the administration of medication and can only assist with this if you sign a confirmation form and provide the exact dosage in the correct container.

If your child is required to have medication at school, we ask that parents/caregivers bring the medication to the office and complete a medication administration form. Medication (including emergency epipens) will be retained in the Sick Bay at the school office and will be administered there. Students will need to come to the office to have their medication. Student medication kept at school will be returned home at the end of each school year or each day based on needs. The school ensures regular monitoring of expiry dates.

Children must not keep medication in their school bags, their tote trays or in the classroom for Health and Safety reasons.

Allergies and severe medical conditions:

Medications for specific allergies/illnesses will be kept in the Sick Bay with details for administration. Details of students with significant life-threatening conditions are held in the form of a health plan at the school office.

Parents must inform the office of any changes to their child's health plan or health needs to ensure that correct support at school can be given.

Assemblies

Junior Assemblies

Wednesdays at 2.30pm.

End of Term Assemblies

Held on the last day of each term in the Community Centre Theatre. 1-2pm for Y1-6 and 2-3pm for Y7-13. Please note, these events may run over time as we have so much to celebrate! Parents and whanau will be directed to appropriate seating.

We notify parents of changes to this schedule in our newsletter, by Facebook and app.

After School Care

TAS does not provide options for after or before school care. Our school opens at 8.30am when teachers return to their classrooms after our morning meeting, please ensure your child does not arrive before 8.30am as they may be unsupervised. Collection at the end of the school day begins at 3.15pm. Parents of Y1-6 students collect students from the front entrance of the school.



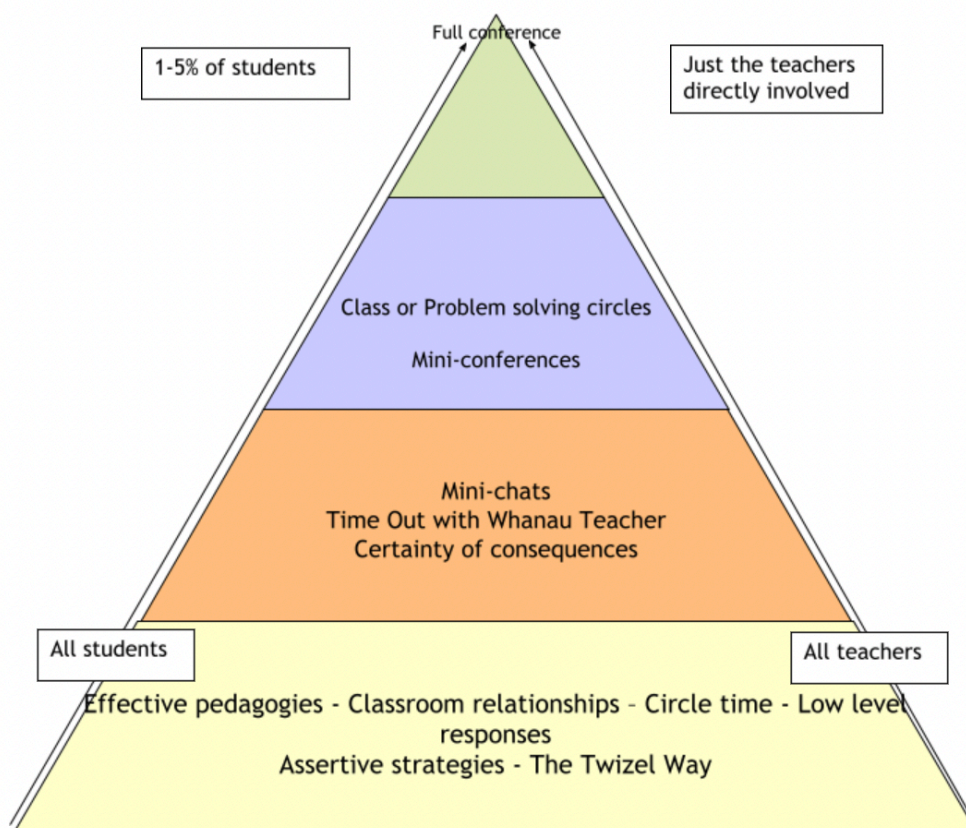
Behaviour at School

Our school uses a defined behaviour plan described in our '[Managing Relationships with Students](#)' Document.

The key points of our behaviour management philosophy are:

- Developing and communicating clear expectations of our students and maintaining these consistently.
- Working hard to maintain positive relationships with students.
- Modelling the behaviour we expect from our students.
- Planning effective, interesting and well-focussed learning programmes which cater for the needs of the students.
- Knowledge that the person closest to the problem is the best person to deal with it.
- Ensuring there is a referral system for ongoing, escalating or serious problems.
- Keeping accurate and timely records of behavioural issues.
- Ensuring effective and clear communication to students, colleagues, and parents.
- Teachers working collegially to support our Relationship Management System.

Our system is based upon the underlying expectations of a restorative justice system as described in the diagram below:





Bell Times

School is not officially open until **8:30am**. Therefore we do not take responsibility for student care prior to this time. We monitor student arrivals and if we have concerns regarding students being dropped off early, we will contact parents.

Timetable for New Entrants:

School Starts	8.50am for Y1-6	Welcome, Check Reading Logs, Roll call
Teaching Block 1	9-10.25 am	Mathematics Topic Studies, Art, Kapa Haka and Physical Education
Morning Break	10.25am	
Teaching Block 2	10.50-11.05 am 11.05am-12.35pm	DEAR (Drop everything and read) followed by teaching time DEAR (Drop everything and read) Letter study, spelling activities, news Language Activities - Writing
Lunch Break	12.35pm	Supervised lunch in the courtyards followed by free time
Teaching Block 3	1.25-3 pm	Reading and reading associated choice of activities
School concludes	3.05pm	

Bicycles/Scooters

Students 10 years of age or older are able to cycle to school by themselves. Cyclists and scooter riders must wear approved helmets. Year 1-6 student bicycle and scooter stands are located at the main entrance to the school. Year 7-13 student bicycle and scooter stands are located in the courtyard accessed via the bus bay on Mount. Cook Street.

Board of Trustees

Presiding Member:	Sharon Blanchard
Board Members:	Belinda Purcell Nicola Graham Bruce Mincham
Staff Representative:	Michele O'Carroll
Student Representative:	Ralph Henderson

The board email contact is boardoftrustees@twizel.school.nz

The Board of Trustees meets monthly at 5pm in the Meeting Room with meeting times and dates notified in the school calendar. The Board of Trustees' role is to provide governance of the school.



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Our school policies are available for viewing and reviewing on our Schooldocs Website. We invite you to visit the site at <https://twizel.schooldocs.co.nz> (note that there's no "www."). Our username is "twizel" and password "twizelarea".

Bus Service

The Ministry of Education provides two school bus services. One heads towards South towards Omarama (including The Drive and Tussock Bend for eligible students), the other runs North West towards the south end of Lake Pukaki and then Manuka Terrace. [The criteria for school bus transport eligibility can be found here.](#)

Please call the school office for details of the service.

This service is only for designated students who live in these areas. Unfortunately, the buses cannot take students' friends home for play dates.

School Bus List Procedure:

Mornings to School

It is the parent's responsibility to get their child on the bus in the morning so it is not necessary to have your child on a bus list.

Afternoons from School

If you wish to utilise the bus service in the afternoons please let the school office know which days your child will be a passenger on the bus. To do this, we ask that you:

- complete a Bus Transport Code of Conduct form and return it to school – on this form please indicate the intended days your child will be travelling on the school bus or indicate that you will advise the school on a daily basis
- please provide the following information: name, class and bus route as well as the days they will be travelling

Taking your child off the Bus List on a Particular Day

If your plans change, we ask that you:

- Call the school office on 03 435 0650, or drop in before 2pm to let us know

Car Parking and the Kiss and Drop

When visiting Twizel Area School, you are welcome to park in the public carpark at Market Square, or at the rear carpark on Mount Cook Street (please keep the bus bay clear of vehicles).

Please be aware of safety in and around the car park and the bus bay. We ask parents and caregivers not to beckon children across the road to meet you. Please escort your child safely.

We ask that once students have developed the necessary independence to manage their own movement around the school that you 'Kiss and Drop' at the door of the school.



Cell phones

Our policy expects that if a student chooses to bring a cellphone to school, it is turned off and kept within the student's secure locker/bag during the day. If you feel this is not secure enough, phones can be held at the main office.

In creating a cellphone-free environment, we have noticed a marked decrease in cyber-bullying, an increase in physical game play and higher levels of engagement in learning.

We know from community, teacher and student consultations that phones create unnecessary distractions from learning during the school day and can pose a risk to wellbeing through negative social media interactions. One of the highest incidences of 'types of distractions' identified within our consultations were parents contacting students by text during the school day. Your support of this school expectation is appreciated.

Change of Address, Phone or other details

Many communications will be distributed using our electronic database of parents and whānau. To ensure you continue to receive the necessary communication, please contact the School Office if your address, telephone number, email or emergency contact details change. Changes can also be made in the Parent Portal.

Children With Special Abilities and/or Needs Learning Development

There will be ongoing consultation with parents in the identification of children with special abilities or needs and planning of extension and support programmes.

Children with special abilities will initially be discussed at Curriculum Meetings, in conjunction with the Learning Development Coordinator (SENCO/ESOL lead teacher). These specialists along with external providers will be responsible for coordinating early identification and provision of programmes. In the first instance classroom programmes should cater for the needs of these students.

For children with special needs, where possible and in the best interests of the student, special assistance may be provided in the child's own classroom. Groups of students with identified common needs may also receive extra assistance in the class. Special needs programmes will supplement the normal class programme and will be determined by the needs of the child. Most of these programmes are externally funded by the RTLB (Resource Teacher for Learning and Behaviour) Service or the Ministry of Education. Where extra funds are provided, this is at the discretion of the school and may be subject to changes dependent upon centrally provided funding and school donation levels.

ESOL Support - English for speakers of other languages support

- English Language Learners (ELLs) are eligible for funding if they are below the ESOL funding benchmark, this is determined by a simple test with our SENCo. Students requiring ESOL support are identified by families or staff and referred to the SENCo (Freya Haanen - fh@twizel.school.nz) for support.



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- New Zealand born students are eligible, providing at least one of their parents is a migrant to New Zealand and a language other than English is usually spoken at home. These students will not be eligible for ESOL funding until after 2 terms in school.
- Additional level of support for those students beginning to learn English as older learners is necessary. This is acknowledged in the higher rate of funding for students from year 7 onwards.
- Period of entitlement
 - All migrant and refugee background students, who score below the benchmark on the ESOL assessment funding benchmark, are entitled to ESOL funding for up to 5 years (20 terms)
 - New Zealand born students (of migrant or refugee parents), who score below the ESOL assessment funding benchmark, are entitled to ESOL funding for up to 3 years (12 terms), during their first 4 years of schooling.

Child Safety

Please help the school to promote child safety by encouraging your child:

- to go to and from school in groups or with adults. We encourage an informal buddy system.
- to have and know strategies to deal with approaches by strangers, *e.g say 'no*, note car numbers and colour.
- To report any concerns to their teacher or the main office immediately.

Please help the school to promote child safety by:

- Keeping us updated with any custody arrangements for your child (where relevant).
- Confirming arrangements with your child for going home especially if changed from the usual. Let the main office know if there are significant changes we should be aware of.
- Signing in and out of the school building at each visit.
- Report/challenge people using the school property as a thoroughfare during the school day.

We all have a responsibility towards child safety in our community.

Class Placement

At the end of each year the school is structured on the best use of the staffing allocation provided by the Ministry of Education based on the school's roll number. At TAS we look at how we can provide the best structure for all students. We consider: class size and year group roll numbers, while working within the teacher allocation for the year.

This can mean we have some year groups working in composite classes and other year groups working in single year levels.

Special circumstances may arise where parental consultation needs to take place during the class placement process *e.g.* addressing special educational needs or individual education plan (IEP) recommendations.

Having composite classes is a mechanism to support student learning by:

- Reducing class sizes when numbers within one year group are not easy to distribute.



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- Ensuring we can provide the right environment for our students using the staffing allocation provided by the MOE. Each year the MOE provide teachers to schools based on the roll forecasts the previous July.
- The staffing allocation for schools is based on the following MOE staffing structure: Yr 1-3 staffing is based on a 1 teacher to 25 children allocation and Yr 5-13 staffing allocations are based on 1 teacher to 32 students.
- We are not provided additional staffing if our groups are too large at certain age groups. As a school and Board, we need to allocate staffing based on provided teaching numbers and keeping a workload balance across our teaching staff to promote equitable outcomes for staff and students.

At the end of the school year, your child's class for the following year will be confirmed in their report. If there are significant roll changes over the summer break, your child may be reallocated to another class. In this circumstance we will make contact with you to confirm any change. Student class allocation is determined by age. Concerns regarding your child's placement should be raised with the Assistant Principal (Years 1-6) or Deputy Principal (Years 7-13).

Communication

School communications follow a general [Communications Plan](#). Our communications are paperless where possible as part of our commitment to preserving the global environment for our young people.

Communication updates are sent weekly on a Thursday via our school newsletter (e-TAN), this is via the email address you register with on enrolment.

Formal school reports are sent through the Schoolbridge app and web portal.

An event calendar and other news are available on the school website with key dates updated regularly for your information. Click this link to learn how to subscribe to the calendar with automatic updates: <https://www.twizel.school.nz/parent-portal/school-calendar>.

Some communications are in the form of letters, please ensure schoolbags are checked regularly for these types of communication.

Year 1-10 students communicate using their Digital learning Portfolio in Seesaw. To access Seesaw please download the Seesaw app. Information on how to access and use Seesaw comes via your child's class teacher, if relevant. More information regarding Seesaw can be found here: <https://www.twizel.school.nz/our-school/student-digital-portfolio>

Instructions for linking with our other communication forms can be found here:

Web portal: <https://www.twizel.school.nz/parent-portal/web-portal-login>

Schoolbridge app: <https://www.twizel.school.nz/parent-portal/schoolbridge-app>

Reports: <https://www.twizel.school.nz/parent-portal/online-student-reports>

Parent Conferences: <https://www.twizel.school.nz/parent-portal/parent-conferences>

Digital WAKA Cards: <https://www.twizel.school.nz/parent-portal/digital-waka-values>



Complaints or Concerns

Teacher - Parent Communication

We encourage regular and meaningful dialogue with your child's teacher. Positive face-to-face exchanges between class teachers and home are strongly encouraged. If you would like to make an appointment to see the class teacher, please email the class teacher and they will coordinate a time with you. Please refer to the staff list at the beginning of this guide for all staff email addresses.

We recognise that we're all human; that we will sometimes make mistakes and that it's very difficult to please everybody all the time. If you have a complaint or concern we encourage that, in the first instance, you express it to your child's classroom teacher (if appropriate).

Staff are encouraged to listen carefully, clarifying the complaint/concern, take time to investigate further when required, and respond to you in a professional manner.

Should either party continue to be dissatisfied with the outcome then the matter should be referred as per the [Concerns and Complaints Flowchart](#). Our Concerns and Complaints Policy is regularly shared with the school community via our newsletter, you can also view a copy on [Schooldocs](#) or [here](#).

Handy Hints

- Approach a teacher with your concerns by mutual appointment (either by emailing the teacher directly, or making an appointment through the main office). When teachers are teaching, or just about to teach, they will not be able to give your concern the time and attention it requires.
- Problems should not be discussed in front of children – either at school or at home
- We ask that staff show respect for you and ask that you show respect for TAS staff
- If your concern is about another child, you should approach the school and not the child or their parent
- Remember, there are usually two sides to a situation. With all decisions we need to look at the best solution and interests of the majority. We will be understanding of different points of view but do need to look at issues on a wider level i.e. we always need to cater for groups of students and not 1-2 individuals.
- We will only know your concerns if you tell us.

Our [Community Code of Conduct](#) can be found here, or on the [Schooldocs](#) site.

Counselling

Our school Counsellor, Chris Heaphy, visits from Dunedin fortnightly. To make an appointment or to find out more information about the service please ask school office (office@twizel.school.nz, 03 435 0650) or, alternatively, email the Deputy Principal (cs@twizel.school.nz).



Court Order Regarding Access and Custody Arrangements

Please provide all documentation to the office. We cannot deny access to a parent based on a verbal request.

Curriculum for New Entrants

If your child has been attending an ECE provider, they will be learning within the [Te Whāriki Curriculum](#). It is our intention to blend the edges between Te Whāriki and the [NZ Curriculum for Schools](#).

For Te Whāriki there are five learning strands linked to goals and learning outcomes. These can be generally mapped with the Key Competencies of the NZ Curriculum.

Te Whāriki Strand	Linked Key Competency in NZ Curriculum
Wellbeing	Managing Self
Belonging	Participating and Contributing
Contribution	Relating to Others
Communication	Using Language, Symbols and Text
Exploration	Thinking

We honour your child's transition by valuing and displaying their learning journey portfolio from ECE. This document can be kept at school for the first weeks and months of transition to school, your child may wish to refer to it, or share elements with the class. It can be returned to families at a time your child finds appropriate. Upon enrolment at TAS, they will begin to develop their school learning portfolio. The key difference between the two documents is the move from teacher provided evidence towards the curriculum, to student provided evidence towards appropriate learning goals and outcomes. The TAS portfolio includes samples of student work and key progressions. Student progress is shared through written reports and parent conferencing meetings.

Within the new entrant classroom we aim to provide a mix of teacher-directed and non-directed learning and discovery. Work is usually choice-based (as per our managing relationships document and philosophy). The school day involves a mix of small group, individual and whole class learning opportunities. The core of the new entrant learning is developing key competencies alongside the more traditional learning associated with reading, writing, mathematics and the newer compulsory curriculum items of digital technology and New Zealand Histories.

Swimming

During the swimming season (dependent upon the Mackenzie District Council Pool season) your child needs to bring their swimming gear (swimming togs, towel, spare T-shirt) in a named waterproof bag or swimming bag every day. If the weather is too cold the children will not go swimming. Please email the classroom teacher if your child is to be excused from swimming for any reason.



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Cybersafety Agreements

The safe use of our computer network and internet access is extremely important to us. All staff and students are required to sign a comprehensive [Cyber Safety Agreement](#) as part of their enrolment or induction. This agreement clearly outlines rules and expectations for use of our systems.

Throughout the school year, teachers reinforce TAS expectations for digital procedures and processes for using ICT tools at school in an appropriate manner for learning.

Curriculum Cybersafety learning occurs with primary classroom teachers and in years 7 and above as part of the Health and Digital technology classes.

New Entrants have access to iPads in the classroom, their use is linked to the compulsory [Digital Technologies Curriculum](#).

Dental Care

The dental care service for Twizel Area School is provided using the Community Dental Service Mobile Unit. The dental therapist will make contact with parents to arrange suitable appointment times for students' teeth to be checked when they are visiting. To enrol your child, book an appointment, or update contact details, please call 0800 846 983 or email comm dental@cdhb.health.nz.

Digital Devices

In Years 1-6, the school has a variety of age-appropriate information communication technology (ICT) devices that students can access and use as part of their learning.

Technology has a vital role in teaching and learning, and in our daily lives. We encourage our students to use technology effectively and responsibly.

Digital device use is monitored by our filtering and security system.

Donations and Other Payments

School Donations

TAS is eligible for the government school donations scheme. As such, we do not ask parents to make donations to the school. If you would like to make a voluntary donation to the school outside of this scheme, please follow the options below. Your generosity is greatly appreciated by our students.

Options for payment include:

Please specify your child's name and the item/s you are paying for in each transaction. Payments will be requested for school camps, equipment, stationery etc. You will be invoiced regularly via the web portal or Schoolbridge app.

- Cash/EFTPOS at the school office



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- Internet banking (our bank account number is 06 0966 0083000 000) - please describe the payment/donation in the reference

What happens if I'm struggling to pay?

The school has discretionary funding, often provided by community donors, to support students who wish to participate in extra curricular activities and their family cannot afford access. We would never want a student to miss out due to financial barriers. Participation is important to us. Drop in to have a discreet chat with the Principal about our discretionary funding options if you are in this situation.

Duty Teachers

Duty Coverage

The purpose of having a staff member on playground duty is to maintain a pleasant and safe environment for all children. There is a duty roster for the continuous supervision of the grounds and buildings. Staff on duty monitor and decide which games are suitable to be played. Physical games such as Rippa Rugby must have a teacher supervisor during interval and lunchtimes, it is the student's responsibility to ask the duty teacher to supervise before the game commences. Staff on duty wear hi-viz to make them easily identifiable.

Lunch Eating

Children in Years 1-10 will be supervised during eating time in the courtyards on fine days, and inside on rainy days. This will be the first 10-20 minutes of lunchtime.

Education Outside the Classroom (EOTC)

Education Outside the Classroom (EOTC) is defined as all those events that occur outside the classroom, both on- and off-site, including all curriculum, sporting, and cultural activities.

EOTC sits within our safety management system and planning and consent requirements vary according to the type of activity and risk assessment.

The school's EOTC activities support and enhance the New Zealand Curriculum. Students learn through experiences appropriate to their needs and environment. Students need a variety of experiences for maximum development, and should be given opportunities to explore and learn from the world outside the classroom.

EOTC programmes, events, activities, and experiences:

- enhance learning, through a variety of well-designed, first-hand experiences
- provide experiences for students that encourage awareness of the values and philosophies of the tangata whenua, and other cultures within the school community
- facilitate students' use of te reo outside the school environment and promote connectedness with the outdoors
- increase students' knowledge, understanding, and appreciation of the school area, local district, and other familiar and unfamiliar places



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- promote ecological awareness and personal responsibility towards the environment
- develop students' skills in observation, recording, and organisation
- help students develop self-confidence and a sense of adventure
- assist students in their social development by placing them with others in unfamiliar situations
- help students develop an attitude of responsibility, particularly towards their own safety and that of others
- provide students with opportunities to work together in a group.

To make EOTC effective and safe, the school will:

- involve students, parents, caregivers, and the community at relevant stages of EOTC management (e.g. planning, approval, review, and evaluation)
- take all practicable steps to include students with additional support needs
- be aware of cultural considerations of participants
- ensure, where possible, that students are not excluded for financial or special reasons
- provide alternative learning situations for students unable to participate
- liaise with local early childhood centres, where appropriate, so that EOTC programmes are coordinated
- follow Ministry of Education regulations and guidelines on safety and supervision, risk management, leadership, and legal requirements
- ensure adequate ongoing training for all staff involved in EOTC, including support staff attending approved workshops, seminars, courses and training, and assessment schemes.

Taking students out of the school environment can provide them with life-changing experiences, which they will remember for the rest of their lives. It can also put them at risk and into unfamiliar situations. Careful planning and preparation is needed to minimise risks and make the activity a positive experience for each student.

Effective supervision

All activities must be led by staff who are appropriately trained and competent in those areas. Competency can be measured by experience and/or qualifications. An effective supervision plan for a large group allows the person in charge to be free from directly supervising students, where possible, so they can have an overview of the whole group. The plan should still be effective if one or more of the activity leaders or assistants become unavailable for any reason.

Depending on the activity, there may be forms for staff or volunteers to complete such as the volunteer assistant agreement or staff competence record form.

Vehicle drivers must be correctly licensed, and police checks. Vehicles must be legally roadworthy.

Safe supervision

Parents, contractors, volunteers, and student leaders must be checked for their suitability to work with children and adults. They need suitable skills for the activity, and to comply with the school's policy on police vetting non-teachers and conducting other checks and inquiries.



No one assisting with or participating in an EOTC activity may consume alcohol, illegal drugs, or other harmful substances. Our Smokefree policy applies to school activities on and off the school grounds. No one may smoke or vape while supervising students.

Supervision ratios

The supervision ratio is established as part of our EOTC safety management and risk assessment planning. The ratio compares the number of skilled and experienced supervisors to the number of learners or participants in an activity. An EOTC activity may have a combination of ratios, and ratios should match the level of risk involved.

The person in charge determines the ratio based on the following considerations:

- the competence of the staff, including volunteer assistants and student leaders
- first aid cover
- gender, age, behaviour, and ability of students
- any special needs of students (medical, educational, capability)
- the duration and the nature of the activity (e.g. land-based or water-based)
- the nature of the site (e.g. remoteness)
- site requirements (e.g. permits)
- contingency options
- the level of first aid cover required for the activity
- access to emergency services
- the season, and weather forecast.

General supervision guidelines

All activity leaders and assistants should:

- be fully briefed on the activity and related safety procedures
- be assigned to a specific group of students (where possible)
- have an opportunity to get to know their group early on
- carry a list of names of all students in their group (with emergency contact details and other relevant student information)
- be aware of students who require closer supervision
- involve students in the safety procedures
- set up buddy or team support structures
- if possible, ensure that adults are not left alone with a student
- do regular head counts of students during all types of EOTC event.

Overnight trips

On overnight trips, a male and a female staff member or volunteer must be available at all times for overnight supervision if the event includes both male and female students.

EOTC event inventory and staff competence register

We document our EOTC events and activities for the year, along with associated staffing and supervision requirements, as part of our EOTC planning. We use this information to identify and address any gaps in staff competence, which is needed to run our EOTC programme effectively and safely.

Assisting with EOTC Events

Before assisting with EOTC events, you must first complete the Volunteer Form and Police Vetting Form available on our school website: <https://www.twizel.school.nz/our-school/parent-volunteers>. Please complete this process well in advance of the EOTC event you



would like to support. Police Vets can take three weeks to clear. Get in early to avoid disappointment.

Co-curricular Activities

Twizel Area School provides a variety of extra-curricular and co-curricular activities and events as part of the balanced education we offer to students. Extra-curricular and co-curricular activities and events encompass cultural, sporting, and service components. Co-curricular activities extend the curriculum beyond the classroom, and are extra to the courses provided and funded by the Ministry of Education.

Extra-curricular activities are generally optional and involve teacher participation outside normal school hours.

Co-curricular and extra-curricular activities follow a 'no pay, no play' principle. If a student is experiencing financial difficulties which present a barrier to participation, the school can provide limited funding on request.

Staff and students are encouraged to participate in the activities offered.

External Clubs and Events

Clubs and event managers that require student participation during the school day can approach the board in writing for event approval during the school day (e.g. Netball Club, Rugby Club, Snow Club etc). This ensures student attendance is marked appropriately in the school roll and does not negatively affect a student's attendance. Students attending external clubs and events that are not approved by the board will be marked as E (Explained) in the roll.

Attendance

Students must meet Ministry of Education minimum attendance requirement of 80% to gain approval to attend co-curricular activities, extra-curricular activities, clubs, or external events (board exemptions may be in place for students in categories such as ORS, ICS, supported by Health School, dual enrolled, careers or transition out of school).

Emergency Procedures

If you are in the school in the event of an emergency please follow the teacher's instructions and procedures below.

Signal:

Fire - fire alarm activated, pulsing alarm (exceptionally loud)

Lockdown/Chemical spill - repeated short bursts of the normal school bell for an extended period of time.

Action:

Children and visitors follow teacher direction in a quick and orderly manner. The evacuation point is at the rear of the school, outside the foyer.

The Principal or DP/ AP will give the command to re-enter the building when it is safe.



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In the Event of an Earthquake:

Staff will order students under their desks. If outside, students will 'Stop and Drop' in a clear, open space if possible. When the ALL CLEAR is given via a hand bell or direct instruction from Principal, AP or DP, the school will evacuate as per the Fire Drill.

Notification to Parents:

In the event that children need to be sent home, the school will contact parents. The school will take responsibility for your child until you are able to collect them. If unsure please listen to the local radio station, check the school website or your email/cellphone as we will try to communicate via these means to the best of our ability .

Food at School and Lunches

Please let us know if your child has special food requirements, we will keep a record of these requirements. If your child has very serious allergies that may affect lunchbox contents for other students, please let us know and we will communicate your needs with affected parents.

At Twizel Area School we support Healthy Food Requirements for School - you can view [suitable lunch box ideas here](#). We ask that families provide enough lunch for their child and that they are able to open any wrappings or containers independently. We have a water and milk only policy for drinks at school. There are a number of water filling stations around the school.

Local food retailers provide food at school using a paid service, look out for notices in the newsletter or on Facebook. Each retailer is required to follow [Ministry of Health Guidelines for Schools](#). If you are considering providing food at school, please contact us with your provisional menu, we can check this with our school nutritionist who will provide feedback. If the Ministry of Health Guidelines can be met, we are happy to enter into a partnership for food provision at TAS.

In Terms 2 and 3, our kai warmer is operational. Please provide named items wrapped in foil for the warmer. These are collected from junior classrooms in the morning, or placed in the hallway container for Year 7-13 students before school. The warmed items are placed for student collection at lunchtime. Teachers will help younger students collect their items.

Celebrating Birthdays and Special Events

We love to celebrate people's birthdays and special events. To ensure equity and fairness and that each event is held in a similar manner, we ask that the following procedures are followed:

- For students celebrating a birthday or special event they are most welcome to share a cake.
- Lollies and other confectionary items are not suitable for school.
- Please check with the class teacher regarding allergies.
- For students leaving our school, the same will apply, classes should not be asked to organise parties.



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Hats

Twizel Area School is a 'Sun Safe School'. Students in Years 1-6 must wear the school uniform wide-brimmed sun hat or bucket hat at intervals and lunchtime and when outside for sports etc during Term 1 and Term 4.

Please ensure your child's **hat is named**. Sun hats can be purchased from the school office or via the NZ Uniforms website. Caps are not appropriate as they do not provide sufficient protection.

House Groups

Students are placed in a House Group with family members upon enrolment. Our house groups are as follows:

Ōhau - Green
Pūkaki - Yellow
Ruataniwha - Blue

Over the year students will participate in a variety of House Events and Activities, accumulating points for their house. House coloured clothing is not provided by TAS but students and families are actively encouraged to support their house by wearing house colours at house activities and events. House coloured sports T-shirts can be purchased from NZUniforms and worn as part of our Sports Uniform for Physical Education classes and events.

Home and School Committee

As a parent you are encouraged to take part in our Home and School Committee. This is a group of parent volunteers who participate in and support school activities and fundraising events. This is an excellent opportunity to meet other parents and become involved in the school community.

If you would like to be part of this committee, feel free to attend their regular meetings(advertised in the newsletter, and on Facebook), or contact the main office to learn more.

Home Learning

Home learning is an extension of the school programme and supports, enhances, and consolidates teaching and learning. It provides a positive link between home and school, and assists students to develop good work and study habits. The amount of home learning will vary across year levels and subjects.

Teachers outline expectations, routines, and suggested time requirements for home learning to students and parents at the start of the year or on enrolment to school.



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Junior School (Years 1-6)

Teachers:

- outline expectations, routines, and suggested time requirements for home learning to students and parents at the start of the year
- set home learning that reflects students' individual needs and changing ages and stages, and reinforces teaching and learning
- set home learning that incorporates the vision, values, key competencies, essential learning areas and principles as expressed in The New Zealand Curriculum or Te Marautanga o Aotearoa
- ensure students understand their home learning tasks and can work independently, where possible
- communicate home learning concerns to parents.

Students:

- are responsible for their own home learning
- understand their home learning tasks and work as independently as possible.

Parents:

- encourage and support their children
- provide feedback to the child and the teacher
- communicate with the teacher if their child is unable to complete the home learning, or if family or other circumstances take priority.

Ideas for helping with reading and writing at home

- Read to your child as often as you can - discuss the pictures, story, characters, cover, rhyming and repetition
- Enrol your child at the Library - take time to choose books together
- Talk about and read every day - signs, shop names, recipes, labels, shopping lists...
- Play games with alphabet letters - flash cards, letter scavenger hunts, fridge magnets, 'I spy' ...
- Talk and write about shared experiences and daily events encouraging questions and descriptions, include family names and pets
- Ask for your child's help when you write a shopping list
- Surround your child with books and posters. Share with them different types of books e.g. poetry, fairy tales, joke books, non-fiction.
- Use books and CD's in the car, at home
- Listen to your child reading books regularly at home encouraging and praising their efforts.
- Have a home message board where you can write messages to each other.
- Provide a writing area and a variety of materials e.g. pens, pencils, felts, chalk, brushes, envelopes, postcards, stencils, greeting cards, notebooks, coloured paper, computer, ipad, whiteboard
- Encourage children to 'have a go' at writing and get them to read it to you.

Ideas for helping with mathematics at home

Counting and recognising numbers

- Counting potatoes for tea, cutlery/plates to lay the table, sorting the washing, toys as you put them away
- Looking for numbers when you go for a walk
- Playing board games
- Number charts – what comes before or after a number perhaps with number cards



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- Magnetic numbers on the fridge
- Number flash cards –play memory, fish
- Writing numbers
- Reading telephone numbers
- Reading letter box numbers
- Count for fun – forwards and backwards

Colours

- I spy using colours
- Folding the washing –can you pass me the blue t-shirt?
- Painting/crayons –talk about the colours while drawing or colouring
- Counting cars of the same colour
- Sorting objects around the home

Shapes

- Make objects from everyday junk, then talk about the shapes used in the construction
- On a walk, spot different shapes and sizes e.g. stop signs, letter boxes, houses, street signs
- At the park or playground practise being on, over, between, behind, in, near, above, below, behind, in front of etc

Sorting

- Shoes are great –laces, colour, buckles, velcro, slip-on, boots etc
- Buttons, toy animals, vehicles, toy box, books, pens
- Height –tallest, shortest
- Boys/girls, adults/children, Mums/Dads etc
- First/ Last, Before/ After concepts
- Visual discrimination (searching for objects) i.e I Spy books, Where's Wally?

Ideas for helping with listening skills at home

There are also specific activities you can do with your child to help them develop their listening skills. These include:

- Games like Simon Says and Traffic Lights, which help your child listen and follow instructions.
- Listening walks, where you take time to stop and pay attention to the sounds you can hear.
- Clapping a rhythm for your child to repeat.
- Playing Chinese Whispers.
- Describing a picture to your child, which they have to draw based on your description.
- Playing What's That Sound?, using household objects to make a noise (e.g. shaking a peppermill, deflating a balloon) and getting your child to guess what it is.

Ideas For Supporting your child with School Routines

Although there will always be help for your child with these things as they learn, giving your child a sense of independence will help them during day to day classroom life.

Arrival at School

- Getting to school on time ensures your child has plenty of time to get settled, build social connections and are ready for the start of the day
- Hang their bag, put their book bag, water bottle and brainfood away by themselves
- Managing their belongings



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- Carry their own bag where possible (buy a bag that is suitable for your child to carry, but also holds all the necessary items).
- Pack their own bag so they know what is in it and can do this again at the end of the day
- Know what is in their lunch box
- Label clothing so it is easier for them to identify
- Check your child's book bag everyday for a reading book or notices

Dressing

- Develop independence with zips, buttons and laces
- Dressing themselves (especially around swimming season)
- Appropriate clothing for active play and learning

Hooks, Tote Trays and Lockers

Classrooms and corridors contain a variety of age appropriate storage systems for your child's school bags, coats and books. Your child's teacher will explain their classroom routines to your child, and to you if necessary. Your child is expected to get out the things they need for learning at the beginning of the day, or each period for seniors to avoid having to go back and forth. We value developing independence within students, let them take charge of their day and their materials.

Students are asked not bring any valuable or sentimental items to school, we cannot take responsibility for lost, damaged or missing items.

School bags

Choose a back pack with wide, padded shoulder straps and a padded back. Pack light. Organise the back pack to use all of the compartments. Pack heavier things closest to the centre of the back. The back pack should not weigh more than 15% of your child's body weight. Always use both shoulder straps as slinging a back pack over one shoulder can strain back muscles.

Jewellery

Jewellery should be worn discreetly (e.g. worn tucked inside uniform, or small in size). Taonga and other cultural items may be visible when worn. Items posing a risk to Health and Safety (e.g. in practical classes) must be removed as and when necessary. Hair should be clean and off the face, nails short and tidy. Makeup, if worn, should be of a natural appearance. Where there is a risk to Health and Safety (e.g. in practical classes), long hair must be tied back.

Library

TAS benefits from shared use of the Twizel Community Library on our site. Students can visit the school library on a timetable basis and at lunchtime.

Students in Years 1-6 are expected to keep library books in a book bag (provided with school stationery or available for purchase from the school office) and must return the books in excellent condition by the due date. If books are lost or damaged, we will send out an account to recover the cost of replacement.



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Lost Property

Lost Property is kept in a 'Lost Property Box' at the Main Office. You are welcome to check it regularly. Lost property items will be displayed and cleared frequently. Please make sure all of your child's clothing is clearly named. At the end of each term all unclaimed property will be donated to the Twizel Op Shop.

Money

Money is collected from families for a variety of reasons. If the school requests money i.e. for a trip or activity please deliver it directly to the main office or ask your child to deliver it to the school office. Money delivered by students should be in a clearly named envelope including the child's name, classroom and what the money is for. Receipts will be provided on request.

Out of Bounds Areas

We are very fortunate to have such expansive facilities available to our students, this can present supervision issues at interval and lunchtime. Students are asked to remain within the courtyard area allocated to their age group and the closest half of the sports fields (clearly within view) of the school. Young students are shown their boundary using red diamonds displayed on walls, fences and painted on the ground. Although these are in the same area as other students, their access to the wider sports fields are very much constrained.

Parent Helpers

We encourage parents/caregivers to be involved in the school supporting students and teachers. We actively promote involvement in appropriate parts of the learning programme at TAS (e.g. EOTC events, cultural learning, local curriculum etc), and can provide training for parents/caregivers so that their assistance in the classroom is effective and professional if required.

Under the Health and Safety legislation, April 2016, we will be required to conduct Police checks and/or Volunteer Declarations for parent helpers and other volunteers. Please complete our Volunteer Form and return to the main office: <https://www.twizel.school.nz/our-school/parent-volunteers>.

Signing In and Out

All helpers and volunteers are required to sign in and out at the school office via our visitor management device. You should wear a visitor lanyard at all times.



Policies

Our school policies are available for viewing and reviewing on our Schooldocs Website. We invite you to visit the site at <https://twizel.schooldocs.co.nz> (note that there's no "www."). Our username is "twizel" and password "twizelarea".

Preparing for School

Ideally, your child will be able to:

- Recognise their own name written down, this helps to identify coat hooks and other name labelled items
- Put on their own socks and shoes and change in and out of clothes independently (e.g. for swimming)
- Hold a pencil or crayon correctly and write their own name
- Hold scissors and cut around items
- Hold a book the correct way up, and turn pages carefully
- Open and close their own lunchbox and drink bottle
- Open any packets, or peel any fruit within their lunchbox independently (ideally, parents would cut fruit into sensible sized pieces for easy consumption)
- Blow their own nose, know to cough and sneeze into an elbow
- Speak loudly enough that others can understand them
- Use their manners

Some simple resources to support some of these preparations can be found here:

- [Arrow handwriting](#)
- [Arrow numbers](#)
- [Pencil control](#)
- [Scissor Skills](#)
- [Story boards](#)

Further skills:

- Knowing upper and lower case letters
- Counting forwards and backwards to 10, 20 and maybe even 100.
- Knowing out of sequence letters and numbers - What is next?, What is before?
- Letter sounds and blends such as ch, sh etc..

Pre-School Visits and Early Days

Pre-school visits are organised with families about 6 weeks before your child turns 5. If your child already attends the kindergarten or TELC, we will already have their details and will contact you. If you are not using these ECE services, please contact the school by phone to arrange enrolment. Visits occur once or twice per week, three or four times before the student's actual start date. The first pre-enrolment visit is from 8.50 am - 10.20 am. The visits following the first are longer sessions (until lunch at 12.25pm). You are very welcome to stay for all or some of each visit. Visits are usually on a Tuesday to ensure consistency with the programme (some visits can be arranged on a Thursday). Students are asked to bring their morning tea, water bottle and lunch for each full morning visit.



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You will be provided with an enrolment pack at the time of enrolment, alternatively, you can view all enrolment materials on our school website. You may also like to attend our parent orientation sessions which are held twice annually (end of Terms 2 and 4).

When your child starts school full time, school starts at 8.50am. Please arrive in good time for your child to be able to unpack their bag and spend some time with friends. At the end of the school day, Ms Smith will escort the class to the front entrance of the school. Students can be met by their parents at 3.05pm. In the early days of school, your child may be very tired after the full day - be prepared!

Some great questions to ask after school are:

- What did you like better today news or reading?
 - Who did you play with today?
 - What made you feel the happiest today?
 - When did you feel most proud of yourself today?
 - Tell me one new thing you learned today.
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- What was the nicest thing you did for someone else today?
 - If one of your friends could be the teacher for the day, who would you want it to be?
 - What's one thing you did today that helped a friend or your teacher?

Privacy Act

All information relating to students and their families is confidential. From time to time parents request information such as addresses and phone numbers for staff and other parents. Under the Privacy Act this information cannot be given out.

Reporting to Parents

The schools reporting cycle is as follows:

- **Term 1** - Settling in Report and the start of the Y11-13 Mentoring and Goal Setting Cycle
- **Term 2** - formal mid year progress report comes home at the end of Term 2 following a student-teacher-parent Conference
- **Term 3** - Year 11-13 Mentoring Cycle and Goal Setting continues, Y11-13 Senior Formal Report is distributed.
- **Term 4** - Y1-10 formal end of year report comes home at the end of Term 4.

Snow and Ice Days

In the event of adverse weather conditions overnight, the school may put in place the following organisation procedures for the next morning.

There are three possible changes to a normal day:

- School is closed
- School is open as normal, however, some bus runs may be cancelled or running late



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- School has a delayed start (11am), starting with the first class after interval. Buses may or may not be running.

Changes to the day will be publicised through our parent communication channels (Facebook, Text and app Push Notifications), we ask that you please check these means of communication regularly.

If any bus runs are unable to proceed, parents are requested to listen to their local radio station for guidance from Civil Defence/Queenstown Police etc. with regard to road usage.

Should a severe weather event occur during the school day, there are a few possible options:

- We are advised that buses can run as normal by the end of the school day because of road clearance. There will be no change to the normal school day.
- In the event that we are advised that school buses cannot run after school they may leave early. Parents will be informed by use of Facebook, text and Schoolbridge app push notifications. Direct phone calls will only be used if absolutely necessary.
- We are required to close the school early; parents will be asked to collect students and buses will run early. Parents will be informed by use of Facebook, text and Schoolbridge app push notifications. Direct phone calls will only be used if absolutely necessary.
- In extreme circumstances, students may be kept at school (overnight if necessary). The school will inform the QLDC and Civil Defence will coordinate transportation and the food and sheltering of students overnight here at school.

Stationery

Information regarding stationery and stationery pack ordering can be found here: <https://www.twizel.school.nz/our-school/school-stationery>.

Term Dates

2024 TERM DATES:

Term 1 - 5th February to 12th April
Term 2 - 29th April to 5th July
Term 3 - 22nd July to 27th September
Term 4 - 14th October to 13th December

2024 ACCORD TEACHER ONLY DAYS:

Term 2 - 31st May
Term 3 - 25th October

2024 Conferencing Days:

Term 2 - 4th June

2024 Public Holidays:

Term 1 - Waitangi Day (observed) 6th February, Easter: 29th March - 2nd April
Term 2 - King's Birthday 3rd June
- Matariki - 10th June
Term 3 - South Canterbury Anniversary Day, 23rd September
Term 4 - Labour Day, 28th October



Toys

Generally, we ask that children do not bring their own toys, electronic games, trading cards etc to school unless by special arrangement with their teacher (e.g. for News). We cannot take responsibility for any loss or damage to items so it is best that they are left at home. We also suggest that any items that come to school are well named. Students in their first weeks or months of school may wish to bring a comforting item to school, this is no problem, have a talk to their teacher.

Uniform

The TAS uniform is compulsory for all students. School uniform items are available for purchase on line twizelareaschool.nzuniforms.com from which families select Primary (Y1-6), Middle (Y7-10) and Senior (Y11-13) as appropriate, then mix and match as they like. In Years 1-6 sunhat are a compulsory item (please see Hats section). In Years 7 and above the PE uniform available from NZ Uniforms is required.

Additional information:

Jewellery – Jewellery should be worn discreetly (e.g. worn tucked inside uniform, or small in size). Taonga and other cultural items may be visible when worn. Items posing a risk to Health and Safety (e.g. in practical classes) must be removed as and when necessary.

Hair, Nails and Makeup - Hair should be clean and off the face, nails short and tidy. Makeup, if worn, should be of a natural appearance. Where there is a risk to Health and Safety (e.g. in practical classes), long hair must be tied back.

General appearance - Uniform items are expected to be in good repair and regularly cleaned.

Footwear - In Years 1-6, any school suitable shoes are acceptable. In Years 7-13, shoes should be plain black (e.g. no contrasting logos). Where there is a risk to Health and Safety (e.g. in practical classes) suitable shoes should be worn - this could mean suitable sports shoes for PE, closed-in shoes for practical classes etc.

Cold weather - Thermal underlayers in black/navy/white can be worn. A black coat, beanie, scarf and gloves can be worn with our other uniform items.

Jackets - Black coats/jackets are an acceptable addition to the NZ Uniform jacket options.

Samples of our TAS Uniform Collection (in most sizes) are available to try on in the school office, however all items must be purchased online.

Representing our School

- Sports Representation

When selected to represent the school at a sporting event, a school sports top and/or other items will be issued. Please wash and return when requested.



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Visitors to the School

Any visitors to the school must sign in and out at the office and wear a visitor lanyard at all times. This is a Health and Safety requirement of most schools, and especially important at Twizel Area School as we have had problems with members of the public walking through the school without reason in the past. As you can appreciate, keeping our students safe is of highest priority to the school and community.

Well Child Service and School Nurse

The Public Health Nurse (Judy Cooper) visits TAS regularly. She is available for free child and youth health services including:

- Health advice, assessment and referral
- Home visits
- 4 year old Before School Checks for preschoolers

Judy can be contacted directly on 0272009495 or by email at JCooper@scdhb.health.nz.

A South Canterbury Health Board Vision and Hearing Technician screens any new entrant who has not had their vision and hearing checked as a 4 year old and provides an annual screen of Year 7 students.