

# Totara College of Accelerated Learning



## Charter 2022

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### MISSION STATEMENT

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Totara College provides Biblically based, Christian education to assist parents in their God-given task to bring up their children in the "training and guidance of the Lord" so that they may, "serve and love the Lord their God with all their heart, soul, mind and strength."

*Deuteronomy: 6:5*

*Ephesians 6:4*

**Vision:** *Reaching our God given potential: Spiritually, academically, socially, and physically*

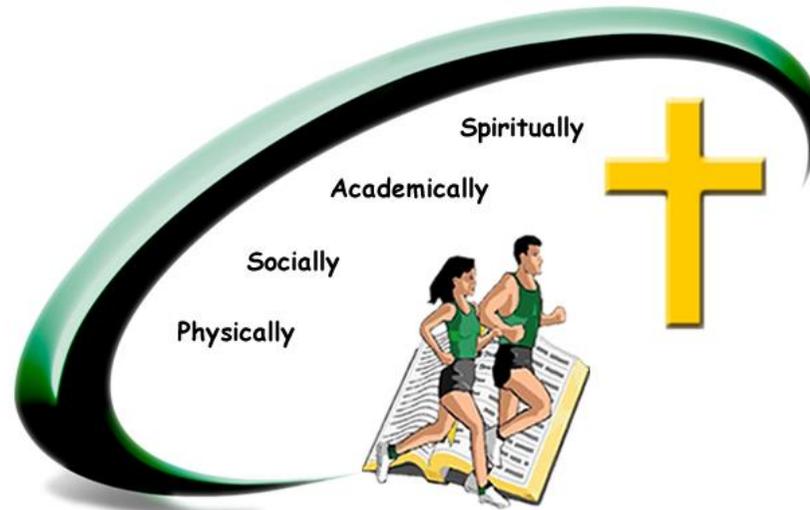
**Motto:** *I press towards the mark ..... Phil 3:14*

Respect

Whakaute

Integrity

Ngakau tapatahi



I press towards the mark...

*Philippians 3:14*

Diligence

Ahuwhenua

Kindness

Atawhai

*Reaching our God given potential:  
Spiritually, academically, socially and physically*

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## VISION (Kaupapa)

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Reaching our God given potential: spiritually, academically, socially, and physically.  
We acknowledge that it is our responsibility to care for the whole person, ‘Manaakitanga’

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## PURPOSE

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Totara College of Accelerated Learning will provide a learning environment:

- which reflects the characteristics of the Kingdom of God: righteousness, joy and peace
  - where we have staff with Christian beliefs and values in keeping with our Special Character
  - where we provide students with a high quality curriculum, resources and facilities
  - which empowers all students and staff to reach excellence in their God given potential, academically, socially, physically and spiritually
  - where parents feel welcomed and can be involved in their children’s education
  - recognised by the wider community as setting exemplary standards of excellence
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## OBJECTIVES

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Totara College of Accelerated Learning is committed to develop and provide:

- a biblically based curriculum, resources and teaching strategies that will effectively deliver a comprehensive and balanced learning programme
  - teaching staff of a high calibre through effective, ongoing, professional development programmes
  - facilities of a high standard, that will provide the learning environment to deliver excellence in curriculum objectives
  - student management strategies that reward and recognise achievement and honour godly character and behaviour
  - effective relationships with parents and the college community through open dialogue and a friendly welcoming school environment
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## CORE VALUES

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The values are an integral part of teaching and learning and daily life at Tōtara College.

- Integrity (Ngakau tapatahi) *“Providing for honest things, not only in the sight of the Lord, but also in the sight of men.” II Corinthians 8:21*
- Kindness (Atawhai) *“And be ye kind one to another, tender hearted forgiving one another, even as God for Christ’s sake hath forgiven you.” Ephesians 4:32*
- Respect (Whataute) *“And we beseech you, brethren, to know them which labour among you, and are over you in the Lord, and admonish you; And to esteem them very highly in love for their work’s sake. And be at peace among yourselves.” I Thessalonians 5:12-13*
- Diligence (Ahuwhenua) *“And whatsoever ye do, do it heartily, as to the Lord, and not unto men.” Colossians 3:23*

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## **DESCRIPTION/SPECIAL CHARACTER**

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Totara College of Accelerated Learning was established in 1978 as the Dannevirke Christian School, a ministry of the Dannevirke Christian Fellowship. The college changed its name in 1995 and became integrated in November 1996, and continues to be an integral part of the churches ministry.

The college is a Year 1-13, integrated Area School, with a roll capped at 75. The composition of the college represents a wide range of Christian denominations from all socio-economic and ethnic backgrounds and caters for students of varying abilities from special needs to accelerate learners.

Situated on two hectares at the northern boundary of Dannevirke, the college comprises five modern learning centres, computer suite, technology block and hall, library, multi purpose teaching space, an administration block, an adventure playground, sand pit, tennis court, and playing fields.

Totara College of Accelerated Learning teaching and support staff provide quality learning programs tailored to meet individual needs in a low pupil: teacher ratio environment.

The College is governed by a Board committed to ensuring excellence in the education it provides and the Christian values it upholds.

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### **PACE**

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The Accelerated Christian Education PACE curriculum, including the 60 Character Traits emulated in the life of Christ, is an integral part of our school, and is one of the main tools we use in teaching the New Zealand Curriculum.

The scope and sequence of A.C.E.'s Christian individualised learning programme allows students to move from simple to complex and from concrete to abstract as they progress from Yr1 through to Yr13, using all three levels of the learning process - knowledge, understanding, and wisdom.

The structure and procedures used in the PACE are designed to enable students to moderate and manage their own progress and achievement and also to provide teachers with the tools to maximise the quality and effectiveness of that learning. There is a final mastery test for each PACE, and students must gain a minimum mark of 80% to continue with the next PACE. For secondary students each PACE is linked to the ACE Certificate that they are working towards.

The PACE structure offers one of the most robust moderation and assessment systems available to teachers, and allows for continuous, ongoing review and assessment.

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### **REPORTING ON STUDENT ACHIEVEMENT**

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Staff will report in writing and plain language to students and their parents on the student's progress and achievement in relation to NZ Curriculum Document twice a year.

The staff will report to the Board:

- How Students are progressing and achieving including by Māori, Pasifika and by gender (where this does not breach an individual's privacy)
- Areas for improvement
- Planned actions for lifting achievement

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## PRODUCTIVE PARTNERSHIPS

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33% of our students identify their ethnicity as of Māori descent. The school embraces New Zealand's cultural diversity and the unique position of the Māori Culture. Totara college recognises its responsibilities toward our Māori learners and all teachers and leaders seek to build sincere relationships through engagement with our Māori community.

We

- recognize the unique position of the Māori culture 'te reo, tikangi' within Aotearoa New Zealand.
- recognise the need to identify and provide for Māori students 'tangata whenunatanga'.
- will track and raise achievement of Māori students.
- will implement individual programmes if required.
- ensure that key areas in Ka Hikitia will be used to consider all avenues of the college.
- will provide Te Reo Māori, Taha and Tikanga Māori instruction.
- endeavour to integrate Te Reo Māori and tikanga into the operation of the school.
- will consult with Māori parents annually.

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## COMMUNITY CONSULTATION

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Community consultation at Totara College, is 'meaningful, respectful partnership between us and our parents, whānau, and communities'. Engagement with school families and the wider local community, helps improve student's academic, health and social experiences. It also brings understanding of the values, aspirations and expectations of the community, not only improving student learning but helping build stronger families and healthier communities.

We consult through:

- Proprietors
- Newsletters
- Family Forums
- Families
- Church
- Staff
- School board

*Reaching our God given potential:  
Spiritually, academically, socially and physically*

# Totara College of Accelerated Learning



## Strategic Plan 2021 - 2023



The following strategic objectives have been developed by Totara College Board of Trustees, after consultation with the school community, staff and students.

Strategic Objectives		Priorities 2021-2023
Students' Learning	Improve outcomes for all students - particularly Māori, and children with special needs.	<p>To accelerate progress of students performing below expectations in Math/Writing/Reading.</p> <p>To identify specific targets to meet the needs of students who are in danger of losing learning and effectively provide learning support, with particular focus on students who come from challenging backgrounds.</p> <p>To use 'Internal Evaluation' to guide ongoing improvement.</p> <p>To ensure Māori akonga are tracked and their needs targeted.</p> <p>To reflect NZ cultural diversity by giving effect to Te Tiriti O Waitangi and the unique position of the Māori Culture.</p> <p>To ensure that the school's curriculum offers appropriate pathways for Year 11-13 students to meet their interests, aspirations, and abilities.</p>

<b>Strategic Objectives</b>		<b>Priorities 2021-2023</b>
Students' Learning (continued)	<p>Improve quality of reporting to students, parents, and Board.</p> <p>Review and improve Curriculum Documents.</p> <p>Unite community with the same understanding around our 'Vision' at Totara.</p> <p>Ensure Christian Values are integrated into everything we do - both teaching and learning.</p>	<p>To critique reports and portfolios and make decisions around Primary Reports cards.</p> <p>To strengthen 'Assessment for Learning'.</p> <p>To make sure community is informed of student/school progress and to prioritise consultation with our Māori community.</p> <p>To strengthen staff in Digital Technology Curriculum as this is fully integrated into Totara Curriculum.</p> <p>To review all Curriculum Areas.</p> <p>To ensure all our community is aware of the 'Totara Vision' and to research if all parts of our motto are succeeding.</p> <p>To weave Christian Values into every area of school life.</p> <p>To research Christian Worldview Studies for Year 11-13.</p>
Wellbeing	<p>Ensure Totara is a safe and healthy learning environment.</p> <p>Create a culture where each individual feels valued.</p> <p>Provide Christian Service opportunities.</p> <p>Review Community Engagement.</p>	<p>To review Behaviour Management Policy (including antibullying) and strengthen staff ability to work within it.</p> <p>To review Restorative Justice Practices and strengthen staff ability to work within it.</p> <p>To survey school and school community re anti-bulling culture.</p> <p>To build a community of valuing each other – from staff to students, students to students, staff to parents etc. and vice versa.</p> <p>To actively share with other teachers through our Kāhui Ako.</p> <p>To be involved in the Dannevirke community by using service opportunities to share God's love.</p> <p>To investigate current community consultation processes and develop a plan for future implementation.</p>



# Totara College of Accelerated Learning



## Annual Plan 2022

Strategic Objectives	2021 Goal	Actions	Led by	When	Budget	Short Report
<b>Student's Learning</b>						
<p>Improve outcomes for all students - particularly Māori, and children with special needs.</p>	<p>To accelerate progress of students performing below expectation in Reading.</p>	<p>Planned activities for lifting student's progress and achievement will be based on 2021 data. Totara aim for 2022 is that 80% of our students will be working at or above in Reading (end of 2021 69% were working at or above- this does include ORRs students). Partial focus will be on critical thinking and staff PD will focus on this.</p>	<p>CR</p>	<p>All year</p>	<p>\$2000</p>	<p><i>*Improvement Plan to be used for documenting this major goal</i></p>

Strategic Objectives	2021 Goal	Actions	Led by	When	Budget	Short Report
<b>Student's Learning</b>						
Improve outcomes for all students, particularly Māori, and children with special needs (continued)	To reflect NZ cultural diversity by giving effect to Te Tiriti O Waitangi and the unique position of the Māori Culture	Develop a safe zone for staff to feel supported in building cultural competency. Upskill in Te Reo, tikanga, and tangata whenunatanga. To build up our competency through PLD providers Te Aho o Te Reo. Strengthen connections with Mana Whenua.	BH	All year  PLD Term 3&4	PLD hours covered by MOE	*Improvement Plan to be used for documenting this major goal.
Improve quality of reporting to students, parents and Board	To make sure School Board and community are informed of student/school progress and to prioritise consultation with our Māori community	When informing the Board each semester, we will use the new reporting system, generated from MUSAC Edge. We will inform the parents as to the data at the interview, and in 2 newsletters at the end of each semester. Have a questionnaire to give out at the Interviews with some questions especially for our Māori community.	RP	Term1	N/A	
Review and improve Curriculum Documents	To strengthen staff in Digital Technology Curriculum as this is fully integrated into Totara Curriculum.	To embed Digital Technology into every classroom. To use the Digital Lego as a continuing tool to the technology.	SP	All year	\$1000	
	To review all Curriculum Areas	To review PE, Reading, Bible Curriculum Areas. To put the Curriculum Documents onto Office 365.	RP	ongoing	N/A	

Strategic Objectives	2021 Goal	Actions	Led by	When	Budget	Short Report
<b>Student's Learning</b>						
Ensure Christian Values are integrated into everything we do - both teaching and learning.	To weave Christian Values into every area of school life.	Support all staff to embrace the ethos of who we are as a community at Totara – to ensure we all ‘walk-the-talk’. Trial LC3 students and up, taking devotions and work on ensuring Bible Memory is imbedding in school life.	DM	All Year	\$1000	
Ensure Totara is a safe and healthy learning environment.	To review Behaviour Management Policy (including antibullying) and strengthen staff ability to work within it.	Change the Behaviour Management Policy back to having the Principal in charge. Have the staff do PD on Restorative Practices.	DM	All Year	\$1000	

Strategic Objectives	2021 Goal	Actions	Led by	When	Budget	Short Report
<b>Wellbeing</b>						
Create a culture where each individual feels valued.	To build a community that values each other – from staff to students, students to students, staff to parents etc. and vice versa.	As a staff we will work with Lauren Parsons, Spectrum Education, on dealing with stress and anxiety plus building resilience and ability to respond. She will also work with students, in particular our senior students, on how to manage feelings, dealing with anxiety, and building resilience.	DM/RP	Term 1&2	LNICCOL PLD Hours	*Improvement Plan to be used for documenting this major goal
Provide Christian Service Opportunities.	To be involved in the Dannevirke community by using service opportunities to share God’s love.	To provide service opportunities for the School Leaders/Deputy Leaders.	DM	All year	N/A	

Strategic Objectives	2021 Goal	Actions	Led by	When	Budget	Short Report
<b>Organisation</b>						
Strengthen policies and procedures.	To research data available for Board reporting either under MUSAC or uniquely Totara made.	Ways to report to Board will be researched and with consultation with Board, best fit for Totara will be used.	RP	Term 1	N/A	
Value our staff and ensure they have Professional Development.	To ensure that Professional Development opportunities are available to staff.	<p>To focus on good staff relationships.</p> <p>To establish a process of pastoral care which is communicated to all staff.</p> <p>Leadership will survey staff for feedback about specific areas of need and possible solutions for managing their workload.</p> <p>Leadership to also survey staff about their areas of strength.</p> <p>To receive PD with Lauren Parsons, Spectrum Education, on dealing with stress and anxiety plus building resilience and ability to respond.</p>	DM/RP	Term 1&2	LNICCOL PLD Hours	

# Our reportable goals for 2022

- Reading Progress
- Cultural Competency
- Wellbeing of Staff and Students

## Improvement Plan – Student’s Learning

**Strategic Goals:** Improve outcomes for all students, particularly Māori, and children with special needs CR

<p><b>CR Annual Goal:</b> To accelerate progress of students performing below expectation in Reading</p>	<p><b>Annual Target:</b> Planned activities for lifting student’s progress and achievement will be based on 2021 data. Totara aim for 2022 is that 80% of our students will be working at or above in Reading (end of 2021 69% were working at or above- this does include ORRs students). Partial focus will be on critical thinking and staff PD will focus on this.</p>
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**Baseline data:** end of 2021 69% were working at or above- this does include ORRs students.

### Key Improvement Strategies:

What do we have to learn, what will we do, who is responsible

When:	What:	Who	Indicators of Progress: <span style="color: red;">what will we see</span>

**Monitoring:** How are we going, check each term, where are gaps, what needs to change

**Resourcing**

## Improvement Plan – Student’s Learning

**Strategic Goals:** Improve outcomes for all students, particularly Māori, and children with special needs

**BH Annual Goal:** To reflect NZ cultural diversity by giving effect to Te Tiriti O Waitangi and the unique position of the Māori Culture

**Annual Target:** Develop a safe zone for staff to feel supported in building cultural competency.  
Upskill in Te Reo, tikanga, and tangata whenunatanga.  
To build up our competency through PLD providers Te Aho o Te Reo  
Strengthen connections with Mana Whenua.

**Baseline data:** 50% of staff in 2021 did not feel they have or can teach about our local area’s NZ history + 45% of Year 4-8 and 70% of Year 9-13 in 2021 do not know stories about their local area

### Key Improvement Strategies:

*What do we have to learn, what will we do, who is responsible*

When:	What:	Who	Indicators of Progress: <i>what will we see</i>

**Monitoring:** *How are we going, check each term, where are gaps, what needs to change*

**Resourcing**

## Improvement Plan – Wellbeing

**Strategic Goals:** Create a culture where each individual feel's valued and To ensure that Professional Development opportunities are available to staff

**DM/RP Annual Goal:** To build a community that values each other – from staff to students, students to students, staff to parents etc. and vice versa and  
To ensure that Professional Development opportunities are available to staff and that appraisal systems are robust.

**Annual Target:** As a staff we will work with Lauren Parsons, Spectrum Education, on dealing with stress and anxiety plus building resilience and the ability to respond. She will also work with students, in particular our senior students, on how to manage feelings, dealing with anxiety, and building resilience.  
To focus on good staff relationships.  
To establish a process of pastoral care which is communicated to all staff. Leadership will survey staff for feedback about specific areas of need and possible solutions for managing their workload. Leadership to also survey staff about their areas of strength.

**Baseline data:** 14% Year 4-8 and 44% Year 9-13 in 2021 feel they do not learn how to manage their feeling when they are upset of angry.  
28% of full-time staff in 2021 don't not feel they have a healthy work life balance

### Key Improvement Strategies:

What do we have to learn, what will we do, who is responsible

When:	What:	Who	Indicators of Progress: what will we see

**Monitoring:** How are we going, check each term, where are gaps, what needs to change

**Resourcing**