

Totara College of Accelerated Learning



Charter 2013



MISSION STATEMENT

Totara College provides Biblically-based, Christian education to assist parents in their God-given task to bring up their children in the "training and admonition 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

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

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Community Consultation:

- **Proprietors**
- **Newsletters**
- **Meetings**
- **Families**
- **Church**
- **Staff**
- **BoT**

Recognition of Totara College's Responsibilities toward Maori Students

- To raise achievement of Maori students
- To recognise the need to identify and provide for Maori students

We will provide Te Reo, Taha and Tikanga Maori instruction

We will also:

- Consult with Maori parents annually
- Track achievement
- Implement individual programmes if required

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VISION

Totara College of Accelerated Learning will establish 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
- recognized by the wider community as setting exemplary standards of excellence

OBJECTIVES

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

DESCRIPTION

Totara College of Accelerated Learning was established in 1979 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, but is still an integral part of the churches ministry.

The college is a Year 1-13, integrated Area School, with a roll capped at 75, although the present facilities are able to accommodate a roll of 130 students. The composition of the college represents a wide range of Christian denominations from all socio-economic 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, multi purpose teaching space, an administration block, an adventure playground, 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 of Trustees committed to ensuring excellence in the education it provides and the Christian values it upholds.

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PACE

PACE is an integral part of our ACE school, and indeed is one of the main tools we use in our teaching of the New Zealand Curriculum.

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 maximize the quality and effectiveness of that learning. For secondary students each PACE is also linked to the ACE Certificate that they are working towards. There is a final mastery test for each PACE, and students must gain a minimum mark of 80% to continue with the next PACE.

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

NATIONAL STANDARDS

Staff will report in writing and plain language to students and their parents on the student's progress and achievement in relation to National Standards twice a year:

In the board's annual report on National Standards the staff will report school-level data under three headings:

1. How Students are progressing and achieving against the National Standards
2. Areas for improvement:
3. Planned actions for lifting achievement:

The staff will also report on:

1. The numbers and proportions of students at, above, below or well below the standards, including by Māori, Pasifika and by gender (where this does not breach an individual's privacy); and

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