

# Totara College of Accelerated Learning

*I press toward the mark*





## Principal's Comment

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Kia ora — hello

Nou mai haere mai Te kura O Totara—Welcome to Totara College.

I'm glad you are taking the time to consider our school and the opportunities that Totara College can bring your child. Although we are a small school, we have all the capabilities to give your child a fully rounded education – spiritually, academically, physically and socially.

We are living in a time where parents are becoming increasingly concerned about the education of their children. At Totara College, education is the means by which we equip our children with the skills, knowledge and attitudes they need to live successful lives, both now and in the future. It also means that they can fulfil God's plan and purpose for their lives.

Our goal is to produce students who can take initiative, accept responsibility, be self reliant, contribute to society, produce results, and make a difference; students who can accept a challenge, take a risk, and who have the confidence to deal with any problem or difficulty that they may be faced with.

Totara College provides a service to parents which helps them meet the educational needs of their children. By working with parents the college is able to identify the specific needs and requirements of each student and to prescribe a balanced, comprehensive, educational programme that will maximise the student's learning potential and equip them for success.

I invite you to read this prospectus and catch a vision for the future of your child and to become excited about what Totara College of Accelerated Learning can offer your family.

If you would like to look around, or just chat about what Totara College has to offer your child, please phone and I'll make time available for you.

Don't hesitate to phone 374 6165 or email [principal@totaracollege.school.nz](mailto:principal@totaracollege.school.nz)

Debbie Max  
Principal



# Philosophy



## 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 instruction of the Lord" so that they may, "love and serve the Lord their God with all their heart, soul, mind and strength."

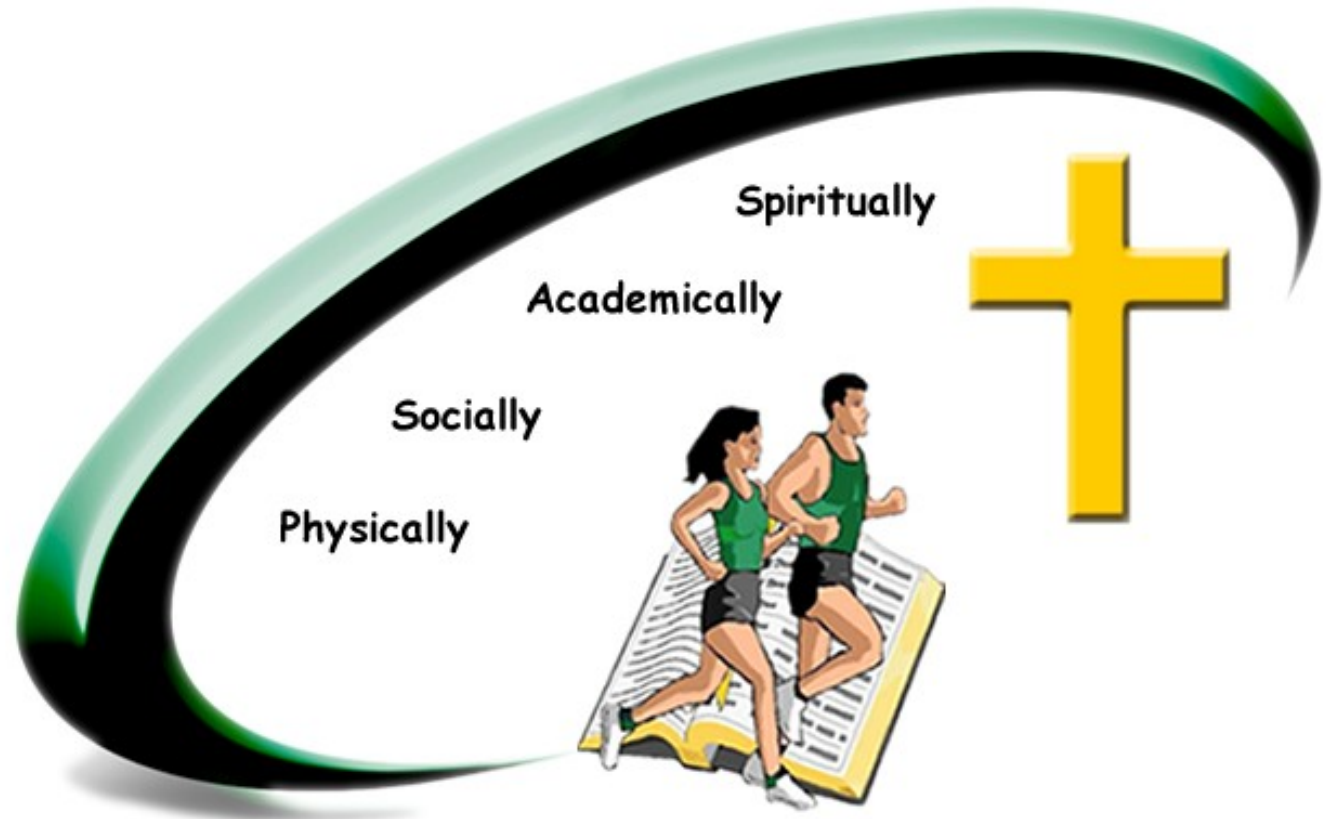
*Deuteronomy 6:5*

*Ephesians 6:4*



Reaching our God-given potential:

**VISION AND MOTTO**



**I press towards the mark...**

*Philippians 3:14*



# Special Character



Parents wishing to enrol their children in the college must have established a "particular or general connection" with the special character of the college.

The Special Character Definition is:

- Totara College of Accelerated Learning is a Christian school established by and for parents choosing a God-centred education for their children.
- The special Character of the School is determined by the faith systems made of the Christian beliefs, values and life-styles of the Dannevirke Christian Fellowship as determined from time to time by the Trustees of the Dannevirke Christian Fellowship Charitable Trust.

Namely:

- (a) God is creator of heaven and earth, of all things visible and invisible, sustaining and ruling over creation, including man.
  - (b) God is the source of all wisdom and knowledge.
  - (c) God the Father, Jesus His Son and the Holy Spirit are relevant to every area of study and endeavour in the college.
- The college reflects this by:
    - (a) Using the Bible as the basis for exploring God's world and as a standard against which to compare and interpret all curriculum materials



- (b) Teaching Christian values and behaviour through the process of acknowledgement of sin, repentance, and acceptance of Jesus' gift of grace.
- (c) Using prayer as a key tool in learning, inviting the Holy Spirit into every learning situation.
- (d) Encouraging each child to give of their best because God creates and equips each person for their unique role in His service, and acknowledging achievement in accordance with the child's effort.
- (e) Inextricably integrating knowledge and understanding with Christian beliefs by providing a balanced and comprehensive range of learning strategies, based upon appropriate Christian curriculum and proven educational programmes.
- (f) Acting as a continuum and extension of the teaching provided in the Christian home.
- (g) Providing an environment where children parents and teachers can experience Godly relationships, showing the character of Christ in love, discipline, respect, honour and trust, and witness an exemplary demonstration of Biblical truths in the lives of others.
- (h) Providing staff who are suitable role models of the qualities it seeks to engender in the students.





# Curriculum

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It is the aim of this college to provide an educational programme of the highest standard which will equip all its students for success, both now and in the future. As an integrated school, Totara College of Accelerated Learning has a responsibility to meet the requirements of the New Zealand Curriculum.

In order to do this the college uses a variety of resources specifically designed to deliver an educational programme of the highest quality.

A vital part of the college programme is the Southern Cross Educational Enterprise curriculum—the ACE programme. This is an internationally recognised curriculum that contributes significantly to meeting the requirements of the New Zealand Curriculum. It has been used in schools throughout New Zealand for many years.

The Southern Cross Educational Enterprise curriculum, in conjunction with other resources and learning strategies, provides a programme that caters for students learning needs and requirements .

## **CURRICULUM CONTENT**

All students enrolled at the College are given a comprehensive Diagnostic Test to determine their true level of ability. The results of this test determine the level at which the student will start their work.

### **PACE**

The ACE Pace programme is consistent with the Biblical worldview and is a Christian, individualized mastery learning, educational programme, developed for students from Preschool to Yr 13. It has a self-instructional educational approach, includes Math, English, Social Studies, Science and Spelling as its core subjects and contains over 40 elective subjects.

The ACE programme provides the opportunity for:

- Students to learn individually.
- The student to seek help when needed, but continue with other academic work while waiting for assistance, thus maximizing learning time.
- A Mastery Learning Approach. If a student is given sufficient opportunity to learn, and the time to actually do the learning, then he or she can achieve a measurable level of success. Initial instruction of small units with specific objectives are followed by short tests at frequent intervals. Should a student fail a test, a new period of studying and subsequent testing is provided.

When a student passes with 90 or 80% correct, (depending on their level), they then move on to the next Pace in the sequential order.

- It is a phonetically based learning programme.
- Most aspects of the procedures in the ACE programme are designed not just to produce good academics, but also to produce Godly character.





# Curriculum



## JUNIOR PRIMARY

The programme at this level caters for students who are at the emergent, early, and fluency stages in their learning. The main objectives are to develop fluent readers and writers with a mastery of basic mathematical concepts.

The programme is a phonic based, integrated, interactive programme with the structure and routines to enable each student to quickly master the skills necessary to become independent readers and writers.

The students are also given the opportunity to develop their oral, listening and visual skills, while building their fine motors skills in printing and writing.

The full programme encompasses a mixture of individual and group work designed to develop independence in learning and to prepare them for the next level in the college programme. It is an exciting programme that uses art and craft, poetry and music, physical activities and developmental work to teach the students how to read and write, and also to develop their interest in language, mathematics, science, social studies and technology.







# Curriculum



## MIDDLE AND SENIOR PRIMARY

The main objective at this level is to enable each student to become independent learners. As each student develops, they are given the opportunity to take an increasing responsibility for their own learning. They are taught to set their own goals and to organise their own time so as to meet their learning responsibilities.

They must learn to work diligently at their own pace and rate but at a level that reflects their true potential. They are also expected to relate their learning experiences in a variety of situations, including, group work and class presentations, and to be able to practically apply their work whenever appropriate.

### **Literacy**

The language programme is designed to complement the ACE programme by providing learning experiences in oral, visual and written language.

### **Mathematics**

By blending both ACE Pace work and a numeracy programme to provide students are provided with learning experiences in numerals, geometry, algebra, statistics and problem solving

strategies ensuring they receive a firm grounding in the four basic Mathematic computations of addition, subtraction, multiplication and division.

### **Unit Studies**

Students enjoy the diversity and interest of unit studies in Science, Social Sciences, PE, Health, Music, Art, Drama, Technology, Cultural Studies and ICT.

### **Technology for Year 7, 8, 9 and 10**

We offer a specialized Technology programme which enables students to gain knowledge of technology and how it affects our world. Students learn skills through a variety of mediums some of which include Information and Computer Technology, Woodwork, Graphic Design, Home Economics and Sewing.





# Curriculum



## SECONDARY LEVEL

It is our aim at this level to prescribe a programme which while providing the variety of subjects necessary also reflects the particular interests, aspirations and individual needs of each student. A vocation survey is administered on a regular basis to assess what are the most likely career prospects for the student.

An appropriate programme is prescribed and is continually reviewed and evaluated with both parents and student to ensure that every possible option has, and is, being considered.

### **The Programme**

We follow the ACE programme to deliver the core subjects of English, Maths, Social Science, Science, and Word Building and electives such as Correspondence courses, STAR courses, Gateway work-experience programmes and our own college based courses such as Projects. Projects are a specific cross-curricular project-based approach which provide students access to the areas of Technology, Science, Health and P.E. and the Arts offering learning through a more practical nature.

## Qualifications

The college is committed to providing every student who has proven themselves to be diligent, conscientious and faithful in completing the quantity and quality of work expected of them, with the opportunity of acquiring a certificate of recognition regardless of their level of academic ability.

Two types of certificates recognise the vocational direction of the student with the “Academic” certificates preparatory for tertiary education and the “Achievement” certificate for students who may not choose to go on to tertiary education.

### A.C.E. Academic Certificates

Students work towards a Yr 11, 12 and 13 Academic Certificate. Recognised by universities and tertiary institutions throughout New Zealand, these highly respected qualifications have enabled students to gain entry to tertiary levels of education.

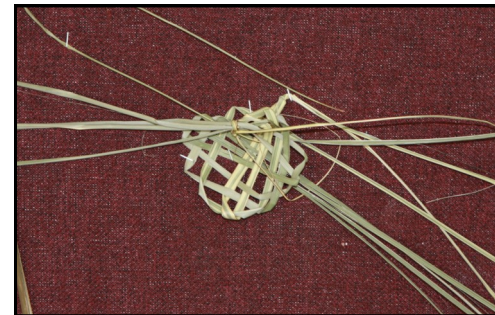
These certificates are awarded once a student has accumulated sufficient ACE credits for the particular certificate they are working towards.

An ACE credit, in each subject, is the equivalent of one year's work successfully completed.

Students can work towards gaining these qualifications at their own pace and are not controlled by end of year deadlines or time frames which often compromise the quality of learning.

### N.Z. National Qualifications

We offer students the ability to gain credits from NCEA through Unit Standards. There is a multi-skilled project based learning programme which will provide a minimum of 20 NCEA Credits through a variety of practical subjects. There is the opportunity to gain a NCEA/Sfrito Outdoor Experience Certificate, again offering a minimum of 20 NCEA credits. Students may have the opportunity to amass credits sufficient to gain the NCEA Year 11 certificate. Other programmes are available in Math and English for students where ACE may not be suitable.





# Curriculum



## OTHER CURRICULA ACTIVITIES

### **ICT**

The college takes full advantage of this increasingly important technology and a number of computers are provided in each Learning Centre. They are an integral part of the college programme and enable each student to develop essential skills. Students are also introduced to keyboard and typing skills where they are required to learn to touch type.

The college also has a networked computer suite with full internet capabilities enabling the school to introduce e-portfolio's and some lessons in a virtual learning environment.

### **Health and Physical Well-being**

The college's Health and Physical Well-being programme is more than just sporting activities; it teaches students the importance of healthy living and looking after themselves physically.

The sport programme covers a wide range of activities including individual and team sports:

- **General Sport**  
The Physical Education programme covers, aquatics, athletics, gymnastics, both winter and summer, indoor and outdoor sports. The college also participates in inter-school competitions both locally and nationally.
- **Fitness**  
All students are required to be involved in the fitness programme.

- **Outdoor Education**  
Throughout the year the students are given the opportunity to be involved in a variety of outdoor education activities. These may include: horse riding, abseiling, camping, sailing, tramping, fishing, canoeing, bush-craft, rafting, hunting, etc.

### **The Arts**

This programme covers the areas of Visual Art, Music, Dance and Drama, and is designed to expose each student to a variety of art media and to have the opportunity to enjoy and develop their artistic abilities.

Music is an integral part of the college programme and each student is given the opportunity to enjoy and experience a diversity of musical sounds and to learn a variety of musical instruments.

### **Biblical Living**

Biblical principles for Christian living are an integral part of the curriculum delivery, with teachers taking every opportunity to develop a Biblical world view in the minds of the students.

The students' own relationship with God and their own spiritual walk is encouraged through the role modelling of the teacher, and carefully planned devotions programme conducted at the beginning of each day. College assemblies are also an opportunity to promote the special character of the college and maintain the spiritual dimension of the college programme.

### **Special Needs**

We run a "fully inclusive" special needs programme that caters for students with high disabilities through to those with more moderate needs. Our PACE system can be very beneficial to these students as they are able to work along side their peers but, at their own level and rate. Students learn to set goals and to manage their time and these attributes provide a strong daily routine that is very effective for our special needs students.

As Christians our staff is committed to teaching the whole person, not just the academics. As a small Christian School we are able to offer a personal and secure environment for these students to learn and socialise in.

### **Remedial Reading**

To ensure all students have a strong foundation in Literacy, reading and comprehension results are carefully analyzed. Programmes are designed and students receive one to one help to address areas of difficulty. When necessary, individualized programmes are designed.

### **Reporting to Parents**

Reporting to parents is in the form of portfolios for primary students and written reports for the secondary students. In line with the National Standards, the students work is reported on in a written form twice a year in a way that is clear, meaningful and easy to understand.

Parent interviews are held, offering an opportunity to consult with the teacher on their child's progress. Parents are welcome to request an interview at any time.



# Rewards and Discipline



The college believes that effective learning will take place when students behave in an appropriate manner. Students will learn effectively and teachers will teach effectively when students' behaviour is managed effectively.

There are two basic principles to the college's Student Management Policy:

## Rewards:

**Students must be effectively motivated and rewarded for achieving educational and behavioural goals.**

## Discipline:

**Students must be deterred from and accept responsibility for unacceptable and inappropriate behaviour.**

The college's Student Management Policy is designed to encourage students to accept the responsibility of personal self discipline and to realise the benefits to themselves and others when they do so.

The college will expect a high standard of behaviour and effort from all pupils and will endeavour to keep students positively



motivated towards the moral and behavioural goals in the college Code of Conduct which is summed up in the Five Golden Rules:

- Respect yourself and others
- Follow instructions first time
- Speak and listen kindly
- Keep hands, feet and objects to yourself
- Work quietly and sensibly

The college will administer discipline procedures wherever appropriate in association with the parents. Parents will be expected to accept responsibility for their children's behaviour and be involved in resolving any discipline issues.

Praise and affirmation, both given and received, create a positive and healthy environment in which students are motivated to excel and to behave in an appropriate manner.

To this end, teachers, and those responsible for students achievement will offer rewards and incentives which include certificates, privileges, merits, rewards and privilege trips

***For the full Student Management Policy, please refer to the Totara College Web site, or you may request a hard copy from the Totara College office. The reading and acceptance of this policy is a requirement for enrolment.***





# Uniform

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The college uniform is an important part of developing pride, loyalty and an identity with the college.

All students are therefore required to wear a college uniform whenever appropriate; on college trips and associated activities, as well as while attending college.

Parents are responsible for keeping the student's uniform clean and in good condition. The students are held responsible for wearing it properly. Parents will be notified if an item of uniform needs replacing and a reasonable time given to purchase the item.

Students are expected to wear their uniform properly at all times.

All students are expected to abide by our dress code and college code of conduct whenever they are wearing college uniform regardless of the circumstances.

College uniforms must be worn to college and home again each day. All items of clothing worn by students at college should be clearly labelled.



***Details of the college uniform are available from the college.***

***For the full Uniform Policy and guidelines, please refer to the Totara College Web site, or you may request a hard copy from the Totara College office.***





# Parents



## FAMILY INVOLVEMENT

We believe that a college becomes far more effective when parents are given the opportunity to participate in their children's education. We also believe that it is the college's primary responsibility to assist and strengthen parents in their responsibilities towards their children.

It is anticipated therefore that the college and parents will work together in the education of their children in a number of ways.

- Prayer.
- Parent meetings and interviews.
- Discipline and correction of their children.
- College trips, projects, functions and events.
- Fund Raising, working bees and rosters.
- Practical assistance in the day to day running of the college.
- Assisting their own children in the case of a child needing extra help and tuition.

## **PARENT COMMUNICATION**

The college uses a number of methods to keep parents informed:

- Family Forum
- College Newsletters
- Parent Interviews
- Homework Slips
- Detention Slips
- Contracts
- Parent Letters

The college recognises and respects the rights of all parents to inquire into the education and progress of their children whenever they deem it necessary.

Any member of staff are available to parents on request. An appointment can be arranged through the college office.

We welcome and encourage all parents to take an active and inquisitive role in the education of their children.





# Organization

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## **Board of Trustees**

Totara College is governed by a duly elected Board of Trustees. The board is made up of the principal and representatives for: the proprietors, parents, staff, and students. The board may also "co-opt" members from time to time for specific reasons. All board members are elected according to standard procedures for all state and integrated schools.

The responsibility of the board is to ensure that the college fulfils its responsibilities to the college charter and board policies, and that the school meets its legal obligations to the Ministry of Education.

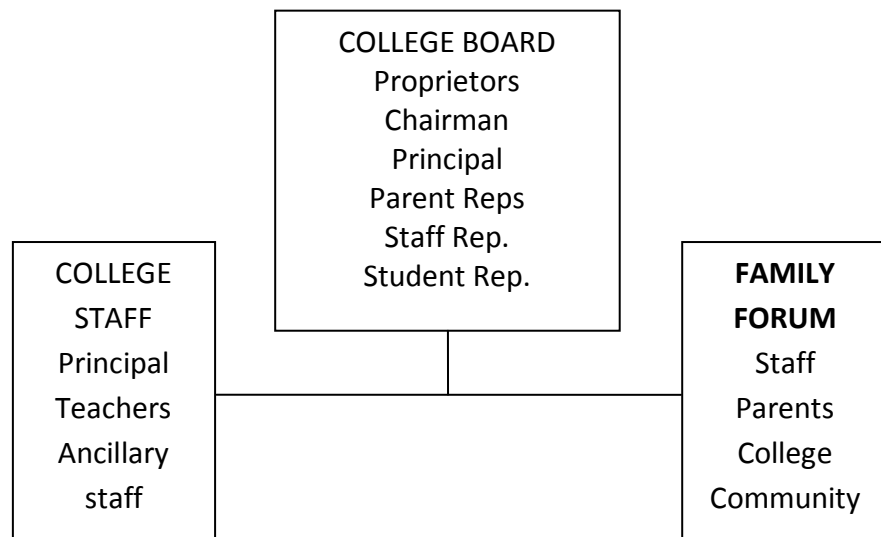
## **The Proprietors**

Totara College of Accelerated Learning is considered a ministry of the Dannevirke Christian Fellowship and as such comes under the churches oversight and spiritual leadership. The Dannevirke Christian Fellowship board is known as the "proprietors" of Totara College of Accelerated Learning.

The proprietors own the buildings and are responsible for the "special character" of the college, and in particular its spiritual aims and objectives.

## **Family Forum**

The board has a responsibility to consult with parents and the college community on all matters to do with policy making. It is also the desire of the board to consult with parents as often as possible on all matters to do with the college. The Family Forum is an opportunity for all parents, and members of the college community, to express their opinions, and suggestions regarding the running of the college. The Family Forum has no governmental authority over the college but gives considerable opportunity to contribute to the life of the college and the decisions made by the college board.





# Fees



## **Attendance Dues                      \$575**

As an integrated school, it is the responsibility of the "Proprietor" to provide all college facilities. The Ministry of Education does not finance capital building developments.

In order to pay for the existing facilities the proprietors make a charge to all parents known as "Attendance Dues". This charge of \$575 is a maximum fee set per student, per annum, and is inclusive of G.S.T. The Proprietors reserve the right to adjust fees if there is need.

The fee is compulsory and has been approved by the Ministry of Education.

## **Stationery                                      \$57.50**

Parents are requested to pay \$57.50per student for stationery requirements. All text books, exercise books, pencils, rubbers, rulers and essential learning materials, will be issued by the college. This is practical way of ensuring that our students have a ready supply of stationery at the best possible prices.

## **Technology**

**\$60**

Totara College provides a full technology programme for Yr 7 to Yr 10 students. The programme is subsidised by the college with parents contributing \$15.00 per term or \$60.00 per year towards the cost of the materials for take home items.

## **College Camps and Trips**

The college covers the cost of educational trips which are essential to, or a compulsory part of, the students' learning programme.

Parents are requested to pay for college camps. They are notified of these at the earliest possible convenience as each student is encouraged to raise their own money to pay for the camp. College trips which are of a recreational nature may also be paid for by parents.

## **Uniform**

All uniform items are paid for by parents. The cost of uniforms varies from child to child. It is important however that all uniform garments are kept in good condition as parents will be requested to replace worn and damaged garments at the discretion of the college.

## **PAYMENT OF ACCOUNTS**

Parents can arrange to pay the Attendance Dues to suit their personal convenience. Cash or cheque payments may be made, though for convenience, automatic bank payments are preferable.

All Attendance Dues payments are to be paid at least one month in advance and are required to be current by the end of each term.

Failure to pay attendance dues may result in a student being withdrawn from the college.

Uniform accounts will be required to be paid before garments are issued.





# Enrolment



## CONDITIONS OF ENROLMENT

### **A. Preference Enrolment Criteria**

A preference of enrolment at Totara College of Accelerated Learning shall be given to those students with parents who have established a “particular or general connection” with the Special Character of the college. At least one parent/caregiver of the student must be a Christian believer, uphold Christian values and beliefs, and be able to present a letter of reference from their minister or priest.

At least one parent/caregiver of the student must respect and support the Special Character Definition of the college, and fully support the Dannevirke Christian Fellowship as having oversight as proprietors. They must be a regular attendee of a local Christian Church (at least once per month).

Applicants must be able to sign a College Covenant and uphold and actively support its intention and integrity.

**N.B.** It is important that those applying for preference of enrolment be able to accept and endorse the Special Character Statement found in this prospectus.

### **B. Non Preference Enrolment Criteria**

A limited number of vacancies exist for students whose parents do not qualify for “preference of enrolment”. This number is limited to 10% of the college roll. Parents/caregivers of the student do not need to be

“members” of a local Christian Church or have Christian convictions or beliefs.

At least one parent/caregiver must accept the Special Character Definition of the college, and encourage their children to respect and comply with it. They must fully support the Dannevirke Christian Fellowship as having oversight as proprietors.

Applicants must sign a College Covenant and uphold and actively support its intention and integrity.

### **PROCEDURES**

1. Parents or caregivers should call the office to arrange an interview with the Principal, Proprietor Representative and Board Representative. If a parent has not read or received the college Prospectus, this will be sent prior to the interview.

2. Parents or caregivers must complete the application forms and bring the following to the interview:

- Application Forms A and B
- Student Profile
- Parent Profile
- College Covenant
- Copies of school reports and any relevant information on the student
- Copy of the student's birth certificate
- Copy of the student's Immunisation Certificate for New Entrants
- Copy of passport or NZ residency documents if born overseas

3. The principal will process and refer applications to the College Board.

4. The parents will be notified as to whether their application has been approved, at the earliest convenience.

### **Enrolment Priority**

Should the college have a waiting list due to a full roll; students will be received according to the following priority criteria:

- Students from families who have a “preferential enrolment” with other students already enrolled.
- Students from families with a “preferential enrolment” living within the Tararua District.
- Students from families with a “preferential enrolment” not living within the Tararua District.
- Students from families who do not have a “preferential enrolment” with other students already enrolled.
- Students from families who do not have a “preferential enrolment”, by date of application.
- Consideration will also be given to maintaining roll balance and to ensuring the continued effectiveness of the college's ministry.





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