

# Totara College of Accelerated Learning

## Charter 2014



### 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 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*

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



### **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

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

## **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 highcalibre 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 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, 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 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, 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.

## **PACE**

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 individualized 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 maximize 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.

## **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, including by Māori, Pasifika and by gender (where this does not breach an individual's privacy)
2. Areas for improvement
3. Planned actions for lifting achievement

# TOTARA COLLEGE STRATEGIC PLAN 2014-2016

|                   | Strategic goals   | 2014 Priorities  | 2015 Priorities   | 2016 Priorities  |
|-------------------|---|--|---|--|
| NAG 1: CURRICULUM | 1. To implement teaching and learning programmes based on the NZC in conjunction with the ACE programme, which will improve student outcomes. | To give priority to student achievement in numeracy and literacy.<br>To review effectiveness of the literacy plan.   | To continue to prioritise students achievement in literacy and numeracy.<br>To review effectiveness of the numeracy plan.<br>To introduce any recommendations from the literacy plan review.  | To prioritise for student achievement in numeracy.<br>To review effectiveness of the literacy plan.<br>To introduce any recommendations from the numeracy plan review. |
|                   | 2. Through a range of assessment practices monitor the progress and achievement of students.  | To use school indicators to identify student needs in class and next steps for teaching.<br>To develop student assessment capabilities using school indicators.<br>To revisit teacher inquiry model in teaching literacy. (p35NZC) | To continue to connect assessment data with teaching practice and resourcing.<br>To review school indicators in numeracy.<br>To increase student assessment capabilities: all students to be actively involved in their assessment. | To continue to connect assessment data with pedagogy.<br>To review school indicators in literacy.  |
|                   | 3. Prioritize for student achievement in literacy and numeracy especially in the Years 1-8  | To identify target students who are achieving below the national standards in literacy and numeracy in Year 1-10 and implement programmes to raise achievement.  | To review identification processes for target students in literacy and numeracy.  | To continue to prioritise target student outcomes.   |

|  | <b>Strategic goals</b>  | <b>2014 Priorities</b>   | <b>2015 Priorities</b>  | <b>2016 Priorities</b>   |
|--|---|--|---|--|
|  | 4. Refocus the teaching and learning on the other six learning areas over a three year period. (The Arts, Health and PE, Languages, Science, Social Sciences and Technologies). | To review teaching and learning in Technology and Languages.<br>To set up an interactive school blog for teacher, parent, and student use.                     | To review teaching and learning in The Arts and Science.<br>To continue with school wide focus on Technology/ICT and Languages.                                 | To review teaching and learning in Health and Physical Education and Social Sciences.<br>To continue with school wide focus on The Arts and Science.     |
|  | 5. Using quality assessment to address the progress and achievement of learners with special education needs. (Special and Gifted)  | To effectively cater for a diverse range of learning needs through inclusion and use of experts.<br>To set up IEP's for students with special education needs. | To continue to develop IEP's that support individual learners.<br>To target gifted students by providing PD for teachers and IEP's.                             | To continue to develop IEP's that support individual learners with an emphasis on gifted students.   |
|  | 6. To consult our Maori community on plans and targets for student achievement.   | To continue consultation with Maori community.<br>To develop a school wide Te Reo plan.  | To begin implementing a school wide Te Reo plan.<br>To provide PD for teachers to enhance Maori achievement.<br>To seek engagement and dialogue with local iwi. | To increase evidence in classrooms of Te Reo Maori.<br>To continue to extend the ability of staff and students to operate comfortably in Maori contexts. |
|  | 7. Provide career education and guidance for all Year 7 – 13 students.  | To review the careers programme for Years 7 and 8 students.<br>To continue to provide appropriate career education and guidance for Year 12 - 13               | To review the careers programme for Years 9 – 13 students.<br>To begin implementing revised Year 7 and 8 programme.   | To begin implementing revised Year 9 – 13 programme.   |

|                           | <b>Strategic goals</b>   | <b>2014 Priorities</b>  | <b>2015 Priorities</b>  | <b>2016 Priorities</b>   |
|---------------------------|--|---|---|--|
| <b>NAG 2: SELF REVIEW</b> | 8. Develop and monitor the school's strategic and annual action plans.   | To review and restructure school's strategic and annual action plans.   | To refine school's strategic and annual action plans.<br>To provide updates to the school community about strategic plan goals.   | BOT to consult with the school community concerning new strategic direction (2017-2019)  |
|                           | 9. Complete review of all BOT/school policies and procedures as per schedule.  | To complete review as per schedule.   | To complete review as per schedule.   | To complete review as per schedule.<br>To review where the school is at with policies and procedures and make a plan to update where needed.     |
|                           | 10. Maintain an on-going programme of self-review of academic achievement.   | To complete review as per assessment document.  | To review where the school is at with self-review and make plans to up-date where needed. (include in appraisal system)   | To implement up-dated self-review plan.  |
|                           | 11. Report to students and their parents on the achievement of the individual student's in relation to the national standards, using plain language. | To use our established reporting system and to review and consult about its effectiveness with the community.   | To refine our school reporting system to incorporate community consultation.  | To use new reporting system.   |
| <b>NAG 3: PERSONNAL</b>   | 12. Promote high levels of staff performance by making effective use of educational resources (including training) to meet student needs.            | To continue to integrate Registered Teachers Criteria into teacher appraisal system.<br>To ensure a professional learning plan is in place that will equip staff to facilitate achievement of ACE academic certificates.(Year 11-13)<br>To provide on-going support for Principal PD. | To continue to use the requirements of RTC and for teachers to begin using a Professional Portfolio.<br>To provide support and mentoring for teachers that will assist them with Te Reo delivery and enhance Maori achievement. | To continue the use of Professional Portfolios.<br>To provide support for teachers that will assist them with writing IEP's for gifted students. |
|                           | 13. The BOT will fulfil its role as a "Good Employer"  | To continue to develop effective systems to monitor the welfare of all staff.   | To continue to build a work environment that recognises different strengths of staff.   | To review how the BOT fulfils its role as a "Good Employer".   |





|                                       | <b>Strategic goals</b>   | <b>2014 Priorities</b>   | <b>2015 Priorities</b>   | <b>2016 Priorities</b>   |
|---------------------------------------|--|--|--|--|
| <b>NAG 4 : FINANCE &amp; PROPERTY</b> | 14. Allocate funds to reflect the school's priorities as stated in the school's strategic and annual action plan.                  | To ensure allocated funds are used as stated in the Annual Plan 2014.<br>To prioritise procedure, for informing the finance committee of budgetary needs for the following year.   | To ensure allocated funds are used as stated in the Annual Plan 2015.<br>To review budgetary needs procedure.  | To ensure allocated funds are used as stated in the Annual Plan 2016.  |
|                                       | 15. Implement an efficient maintenance programme which ensures the school buildings offer a safe and healthy learning environment. | To establish a 10 year maintenance plan. (Year 2014-2023)<br>To liaise with proprietors concerning maintenance programme.  | To review and update 10 year maintenance plan in conjunction with proprietors.   | To review and update 10 year maintenance plan in conjunction with proprietors.   |
| <b>NAG 5: HEALTH &amp; SAFETY</b>     | 16. Maintain a safe and healthy environment to foster student learning.  | To establish emergency procedures and packs for whole school.<br>To investigate the possibility of becoming a Civil Defence Welfare Centre.<br>To renew support staff police vets. | To continue to review processes which are in place, to ensure school environment is safe and healthy.<br>Re-validate staff First Aid certificates.<br>To follow through on Civil Defence Welfare Centre. | To revisit emergency packs.<br>To continue emergency procedure training and modify as necessary.<br>To review Anti-Bullying policy and procedures. |
| <b>NAG 6: LEGISLATION</b>             | 17. Comply with all general legislation associated with the operation of the school.   | To review compliance of general legislation requirements. (Adult Education and Attendance)   | To review compliance of general legislation requirements. (BOT functions)  | To review compliance of general legislation requirements. (Enrolment)  |

|                            | <b>Strategic goals</b>  | <b>2014 Priorities</b>  | <b>2015 Priorities</b>  | <b>2016 Priorities</b>   |
|----------------------------|---|---|---|--|
|                            | <b>Students at Totara College will experience personal growth through commitment to strengthening their relationship with Christ through prayer, Biblical knowledge, and applying the teachings of Christ in their lives.</b> |   |   |  |
| <b>Christian Character</b> | 18. The policies, procedures and practices in the school will reflect Christian values.   | To review and amend where appropriate the Complaints procedures and policy.   | To revisit the school Behaviour Management policy.<br>To amend where appropriate the school Anti-Bullying policy.   | To amend where appropriate the school Behaviour Management policy. |
|                            | 19. The behavioural management system will be applied consistently with respect and love.   | To continue the use of the Restorative Chat method.<br>Consult with school community re anti-bullying procedures.   | To make sure the Behavioural management system uses scriptural values in a way that students understand that all parties are treated with respect and love. | To revisit and retrain in the Restorative Justice approach.        |
|                            | 20. To further develop the Christian culture of our school.   | To continue to invite a past pupil to share in assembly.<br>To begin a 'Wall of Fame' of past students.<br>To promote Christian service within the community. | To build on the 'Wall of Fame'.<br>To revisit the Christian Character Trait and their relationship to the key competencies.                                 | To promote Christian service within the wider community.           |
|                            | 21. To create a classroom culture that reflects Christian values.   | To promote the Christian value presented in each PACE.  | To promote devotional times in each classroom.  | To promote the use of personal journals in Year 7-13.              |

## TOTARA COLLEGE 2014 ANNUAL PLAN

|                   | Strategic Goal  | 2014 Goal   | Actions  | Led by             | When              | Resources/<br>Budget               | Actual Outcome |
|-------------------|---|---|--|--------------------|-------------------|------------------------------------|----------------|
| NAG 1: CURRICULUM | <b>Goal 1.</b> To implement teaching and learning programmes based on the NZC in conjunction with the ACE programme, which will improve student outcomes. | To give priority to student achievement in numeracy and literacy. Student levels will increase in relation to National Standards. | Through a range of teaching and learning experiences students will be monitored for next step learning in numeracy and literacy. | MK(lit)<br>RP(num) | 2x term           | \$1000 Numeracy<br>\$1250 Literacy |                |
|                   |   | To review effectiveness of the literacy plan.   | Use June and November data collection to review effectiveness of literacy plan and make required changes.                        | MK                 | Term 4            | N/A                                |                |
|                   | <b>Goal 2.</b> Through a range of assessment practices monitor the progress and achievement of students.  | To use school indicators to identify student needs in class and next steps for teaching.  | Teachers use school indicators to write specific learning intentions to meet the needs of students.                              | MK                 | Term 2/<br>Term 4 | N/A                                |                |
|                   |   | To develop student assessment capabilities using school indicators.   | Students use school indicators to assess own and others work and to develop ownership for next step learning.                    | MK                 | On-going          | \$50 Assessment                    |                |
|                   |   | To revisit teacher inquiry model in teaching literacy. (p35NZC)   | Teachers to reflect on student learning using teacher as inquiry model as part of appraisal.                                     | DM/<br>MK          | Term 3            | N/A                                |                |

|                   | Strategic Goal  | 2014 Goal  | Actions  | Led by             | When             | Resources/<br>Budget            | Actual Outcome |
|-------------------|---|--|--|--------------------|------------------|---------------------------------|----------------|
| NAG 1: CURRICULUM | <b>Goal 3.</b> Prioritize for student achievement in literacy and numeracy especially in the Years 1-8  | To identify target students who are achieving below the national standards in literacy and numeracy in Years 1-10 and implement programmes to raise achievement. | To put in place programmes which meet the learning needs of students who are achieving below national standards. | Team               | On-going         | \$200 SN                        |                |
|                   | <b>Goal 4.</b> Refocus the teaching and learning of the other six learning areas over a three year period. (The Arts, Health and PE, Languages, Science, Social Sciences and Technologies). | To review teaching and learning in Technology and Languages.   | Review school Technology and Language curriculum documents and make required changes.                            | MK tech<br>SW lang | Term 3<br>Term 3 | ½ day release for lead teacher  |                |
|                   |   | To set up an interactive school blog for teacher, parent, and student use.   | To investigate best provider and source training for staff.  | SA                 | Term 1           | ½ day release                   |                |
|                   |   |  | Teachers to set up class page, involving class happenings and interactive activities.                            | Class teacher      | Term 2           | \$300 ICT<br>\$2200 Fundraising |                |
|                   |   |  | Teachers to create 2 posts per term for student responses.   | All teachers       | Term 2,3,4       | N/A                             |                |

|                   | Strategic Goal  | 2014 Goal  | Actions  | Led by | When          | Resources/<br>Budget | Actual Outcome |
|-------------------|---|--|--|--------|---------------|----------------------|----------------|
| NAG 1: CURRICULUM | <b>Goal 5.</b> Using quality assessment to address the progress and achievement of learners with special education needs.<br>(Special and Gifted) | To effectively cater for a diverse range of learning needs through inclusion and use of experts.   | Ensure appropriate expertise and resources are sourced and used to meet these learning needs.                              | MK     | On-going      | \$200 SN             |                |
|                   |   |  | To develop a greater awareness of inclusion and use of experts amongst teachers.   | DM     | Staff Meeting | N/A                  |                |
|                   | <b>Goal 6.</b> To consult our Maori community on plans and targets for student achievement.   | To continue consultation with Maori community.<br><br>To develop a school wide Te Reo plan.  | BOT member to consult with each family regarding any concerns or ideas.  | IP     | Term 1        | N/A                  |                |
|                   |   |  | To investigate best resources and write up long term plan.   | MK/RP  | Term 4        | \$400 language       |                |
|                   | <b>Goal 7.</b> Provide career education and guidance for all Year 7 – 13 students.  | To review careers programme for Years 7 and 8 students.<br><br>To continue to provide appropriate career education and guidance for Year 12 - 13 | To explore school resources and make informed decisions on careers programme for Years 7 and 8.                            | MK/SW  | Term 4        | \$50 Careers         |                |
|                   |   |  | All students in Year 12-13 will receive career guidance towards transition to the workplace of further education/training. | SW/SA  | On-going      | \$450 Careers        |                |

|                    | Strategic goal   | 2014 Goal   | Action   | Led By                   | When                 | Resources/<br>Budget                   | Actual Outcome |
|--------------------|--|---|--|--------------------------|----------------------|--|----------------|
| NAG 2: SELF REVIEW | <b>Goal 8.</b> Develop and monitor the school's strategic and annual action plans.   | To review and restructure school's strategic and annual action plans.                                     | To look at exemplars and consult NAGs to align school plan with ministry expectations.<br><br>To have 2015 Strategic and Annual Plans drafted.   | MK<br>RP<br><br>DM       | Term 1<br><br>Oct    | 2 Release days                         |                |
|                    | <b>Goal 9.</b> Complete review of all BOT/school policies and procedures as per schedule.  | To complete review as per schedule.   | BOT to ratify all policies and procedures as per schedule.   | BOT chair                | On-going             | N/A                                    |                |
|                    | <b>Goal 10.</b> Maintain an on-going programme of self-review of academic achievement.   | To complete review as per assessment document.  | Use OTJ's, formative and summative data to update programmes for target students, and for any teacher PD.  | DM                       | Term 2<br>Term 4     | N/A                                    |                |
|                    | <b>Goal 11.</b> Report to students and their parents on the achievement of the individual student's in relation to the national standards, using plain language. | To use our established reporting system and to review and consult about effectiveness with the community. | Using our established reporting systems, seek community consultation about effectiveness through questionnaires and meetings.<br><br>Write a plan and update our reporting system appropriately. | DM<br><br>SA/MK<br>JM/RP | Term 3<br><br>Term 4 | \$50 Assessment<br><br>\$50 Assessment |                |

|                         | Strategic goal  | 2014 Goal  | Action   | Led By   | When                   | Resources/<br>Budget | Actual Outcome |
|-------------------------|---|--|--|----------|------------------------|----------------------|----------------|
| <b>NAG 3: PERSONNEL</b> | <b>Goal 12.</b> Promote high levels of staff performance by making effective use of educational resources (including training) to meet student needs. | To continue to integrate Registered Teachers Criteria into teacher appraisal system.   | All teaching staff will be appraised using RTC criterion 9.<br>2014-2015 RTC will place emphasis on Teacher as Inquiry. (Criterion 12) | DM<br>MK | Term 1<br><br>Term 2-4 | N/A<br><br>N/A       |                |
|                         |   | To ensure a professional learning plan is in place that will equip staff to facilitate achievement of ACE academic certificates.(Year 11-13) | Secondary staff and Principal to attend appropriate ACE meetings.<br>Secondary School staff to attend ICCE moderation and training.    | DM       | Term 1                 | \$2,000 PD Staff     |                |
|                         |   | To provide on-going support for Principal PD.  | Principal to attend conferences. (ACE, NZACS, and one other)   | DM       | Term 1,2,3             | \$1500 PD Principal  |                |
|                         | <b>Goal 13.</b> The BOT will fulfil its role as a “Good Employer”   | To continue to develop effective systems which monitor the welfare of all staff.   | Church Pastor and Pastoral Care Worker will have formal and informal meetings with staff, and follow up as appropriate.                | MF/DL    | Term 1-4               | N/A                  |                |

|  | Strategic goal   | 2014 Goal   | Action   | Led By | When      | Resources/<br>Budget | Actual Outcome |
|--|--|---|--|--------|-----------|----------------------|----------------|
| <b>NAG 4 : FINCANCE &amp; PROPERTY</b> | <b>Goal 14.</b> Allocate funds to reflect the school's priorities as stated in the school's strategic and annual action plan.                  | To ensure allocated funds are used as stated in the Annual Plan 2014.                               | Two times a year staff and office administrator will align curriculum budgets. | CC     | Term 2, 3 | N/A                  |                |
|  |  | To prioritise procedure, for informing the finance committee of budgetary needs for following year. | Procedure will be documented in Principals annual calendar.                    | DM     | Term 1    | N/A                  |                |
|  | <b>Goal 15.</b> Implement an efficient maintenance programme which ensures the school buildings offer a safe and healthy learning environment. | To establish a 10 year maintenance plan. (Year 2014-2023)   | 10 year maintenance plan will be drafted for 2014-2023.                        | CC/PO  | Term 1    | N/A                  |                |
|  |  | To liaise with proprietors concerning maintenance programme.  | Meet with proprietors to establish responsibilities for 10 year plan.          | CC/RO  | Term 2    | N/A                  |                |



|                                   | Strategic goal   | 2014 Goal  | Action  | Led By | When     | Resources/<br>Budget     | Actual Outcome |
|-----------------------------------|--|--|---|--------|----------|--------------------------|----------------|
| <b>NAG 5: HEALTH &amp; SAFETY</b> | <b>Goal 16.</b> Maintain a safe and healthy environment to foster student learning.              | To establish emergency procedures and packs for whole school.                              | Emergency packs will be made for each classroom. Training will be given in emergency procedures.    | PO     | Term 1   | \$50 1 <sup>st</sup> Aid |                |
|                                   |  |  |   | CC/PO  | Term 1   | N/A                      |                |
|                                   |  | To investigate the possibility of becoming a Civil Defence Welfare Centre.                 | Civil Defence Radio will be installed, training given, and manned regularly.                        | PO     | On-going | N/A                      |                |
|                                   |  |  | BOT will consult with community regarding possible centre and sponsorship.                          | PO/MC  | Term 2   | \$50 Stationary          |                |
|                                   |  | To renew support staff police vets.  | Apply to NZ Police Department for support staff vets.   | CC     | Term 3   | \$100 PD                 |                |
| <b>NAG 6: LEGISLATION</b>         | <b>Goal 17.</b> Comply with all general legislation associated with the operation of the school. | To review compliance of general legislation requirements. (Adult Education and Attendance) | Consult with adult students about success of current policy and procedures, and modify as required. | DM     | Term 2   | N/A                      |                |
|                                   |  |  | Implement electronic register and establish systems within the school.                              | CC     | Term 1   | \$100 MUSAC              |                |

|                     | Strategic goal  | 2014 Goal   | Action   | Led By       | When     | Resources/<br>Budget | Actual Outcome |
|---------------------|---|---|--|--------------|----------|----------------------|----------------|
| CHRISTIAN CHARACTER | <b>Goal 18.</b> The policies, procedures and practices in the school will reflect Christian values.   | To review and amend where appropriate the Complaints procedures and policies. | Complaints procedures and policy will be reviewed during staff meeting for amendment. (Term 2 or 3)    | DM           | Term 4   | N/A                  |                |
|                     | <b>Goal 19.</b> The behavioural management system will be applied consistently with respect and love. | To continue the use of the Restorative Chat method.                           | RTLB will attend family forum and give presentation to parents.  | DM           | Term 1   | N/A                  |                |
|                     |   | Consult with school community re anti-bullying procedures.                    | Survey will be sent to all school families and data analysed at staff meeting.                         | DM           | Term 3   | N/A                  |                |
|                     | <b>Goal 20.</b> To further develop the Christian culture of our school.                               | To continue to invite a past pupil to share in assembly.                      | Arrange for a least one past pupil to speak at assembly.   | DM           | Term 3   | N/A                  |                |
|                     |   | To begin a 'Wall of Fame' of past students.                                   | Collect photos and information about past pupils and create display.                                   | MC           | Term 3   | \$100<br>BOT general |                |
|                     |   | To promote Christian service within the community.                            | Rehearse and present school production to a variety of audiences.                                      | RP           | Term 4   | \$1000<br>Production |                |
|                     | <b>Goal 21.</b> To create a classroom culture that reflects Christian values.                         | To promote the Christian value presented in each PACE.                        | Teachers will emphasise the importance of the scripture and character trait at the start of each PACE. | All teachers | On-going | \$700 Bible          |                |

## 2014 Student Achievement Targets: Reading

**Strategic Goal 2.** Through a range of assessment practices monitor the progress and achievement of students.

**Strategic Goal 5.** Using quality assessment to address the progress of learners with special education needs.

### Target for Reading:

The 4 students identified as *below* and *well below* will be accelerated to show a shift in National Standards by November 2014.

### Analysis of school wide data in February 2014 identified

- 12.5% (4/32) of Year 1-10 students are achieving *well below* (2/32) or *below* (2/32) National Standards
- 47% (15/32) of Year 1-10 students are achieving *at* National Standards
- 40.5% (13/32) of Year 1-10 students are achieving *above* National Standards
- 30% (3/10) of Year 1-10 Maori are achieving *well below* (1/10) or *below* (2/10) National Standards
- 70% (7/10) of Year 1-10 students are achieving *at* (6/10) and *above* (1/10) National Standards.

### Baseline Data

Feb 2014

Key: M Maori P Pasifika A Altogether

|         | Well Below |   |   | Below |   |   | At |   |   | Above |   |   |
|---------|------------|---|---|-------|---|---|----|---|---|-------|---|---|
|         | M          | P | A | M     | P | A | M  | P | A | M     | P | A |
| Yr1-3   |            |   |   |       |   |   |    |   |   |       |   |   |
| Yr4-6   |            |   |   |       |   |   |    |   |   |       |   |   |
| Yr7-8   |            |   |   |       |   |   |    |   |   |       |   |   |
| Yr 9-10 |            |   |   |       |   |   |    |   |   |       |   |   |

| ACTIONS TO ACHIEVE TARGET   | LED BY       | BUDGET   | MONITORING      | ACTUAL OUTCOME |
|---|--------------|----------|-----------------|----------------|
| 2x <i>well below</i> students will be targeted for expert reading assistance (hopefully RTLit, and within school) | MK           | \$200 SN | 2x Term         |                |
| 1x <i>below</i> to receive reader assistance to access curriculum and RTL B to be consulted                       | MA           |          | 1x Term         |                |
| 1x <i>below</i> to receive 'one to one' reading assistance with tutor teacher                                     | MA           |          | 1x Term         |                |
| All students to be assessed formally 2 x/year (RR and STAR) to find specific LI's.                                | MK           |          | June & November |                |
| Informal running records every 3 weeks to inform next step learning. (except 12+ reading age)                     | All teachers |          | On-going        |                |

### Reading at Nov 2014

Results Key: M Maori P Pasifika A Asia I Includes all

|         | Well Below |   |   |   | Below |   |   |   | At |   |   |   | Above |   |   |   |
|---------|------------|---|---|---|-------|---|---|---|----|---|---|---|-------|---|---|---|
|         | M          | P | A | I | M     | P | A | I | M  | P | A | I | M     | P | A | I |
| Yr1-3   |            |   |   |   |       |   |   |   |    |   |   |   |       |   |   |   |
| Yr4-6   |            |   |   |   |       |   |   |   |    |   |   |   |       |   |   |   |
| Yr7-8   |            |   |   |   |       |   |   |   |    |   |   |   |       |   |   |   |
| Yr 9-10 |            |   |   |   |       |   |   |   |    |   |   |   |       |   |   |   |

Key: M Male F Female

|         | Well Below |   | Below |   | At |   | Above |   |
|---------|------------|---|-------|---|----|---|-------|---|
|         | M          | F | M     | F | M  | F | M     | F |
| Y1-3    |            |   |       |   |    |   |       |   |
| Yr4-6   |            |   |       |   |    |   |       |   |
| Yr7-8   |            |   |       |   |    |   |       |   |
| Yr 9-10 |            |   |       |   |    |   |       |   |

## 2014 Student Achievement Targets: Writing

**Strategic Goal 2.** Through a range of assessment practices monitor the progress and achievement of students.

**Strategic Goal 5.** Using quality assessment to address the progress of learners with special education needs.

### Target for Writing:

The 4 students identified as *below* and *well below* will be accelerated to show a shift in National Standards by November

### Analysis of school wide data in February 2014 identified

- 12.5% (4/32) of Year 1-10 students are achieving *well below* (1/32) or *below* (3/32) National Standards
- 65.5% (21/32) of Year 1-10 students are achieving *at* National Standards
- 22% (7/32) of Year 1-10 students are achieving *above* National Standards
- 20% (2/10) of Year 1-10 Maori are achieving *well below* (0/10) or *below* (2/10) National Standards
- 80% (8/10) of Year 1-10 students are achieving *at* (7/10) and *above* (1/10) National Standards.

### Baseline Data

**Feb 2014**

**Key: M** Maori **P** Pasifika **A** Altogether

|         | Well Below |   |   | Below |   |   | At |   |   | Above |   |   |
|---------|------------|---|---|-------|---|---|----|---|---|-------|---|---|
|         | M          | P | A | M     | P | A | M  | P | A | M     | P | A |
| Yr1-3   |            |   |   |       |   |   |    |   |   |       |   |   |
| Yr4-6   |            |   |   |       |   |   |    |   |   |       |   |   |
| Yr7-8   |            |   |   |       |   |   |    |   |   |       |   |   |
| Yr 9-10 |            |   |   |       |   |   |    |   |   |       |   |   |

| ACTIONS TO ACHIEVE TARGET  | LED BY | BUDGET | MONITORING      | ACTUAL OUTCOME |
|--|--------|--------|-----------------|----------------|
| Reading Tutor to take Year 4-6 and Year 7-8 for spelling and dictionary skills | MA     |        | June & November |                |
| Combine and ability group students from Year 4-8: 1x weekly.                   | MK     |        | June & November |                |
| All students to be assessed formally 2x/year to find specific LI's.            | MK     |        | June & November |                |

### Writing at Nov 2014

**Results Key: M** Maori **P** Pasifika **A** Asia **I** Includes all

|         | Well Below |   |   |   | Below |   |   |   | At |   |   |   | Above |   |   |   |
|---------|------------|---|---|---|-------|---|---|---|----|---|---|---|-------|---|---|---|
|         | M          | P | A | I | M     | P | A | I | M  | P | A | I | M     | P | A | I |
| Yr1-3   |            |   |   |   |       |   |   |   |    |   |   |   |       |   |   |   |
| Yr4-6   |            |   |   |   |       |   |   |   |    |   |   |   |       |   |   |   |
| Yr7-8   |            |   |   |   |       |   |   |   |    |   |   |   |       |   |   |   |
| Yr 9-10 |            |   |   |   |       |   |   |   |    |   |   |   |       |   |   |   |

**Key: M** Male **F** Female

|         | Well Below |   | Below |   | At |   | Above |   |
|---------|------------|---|-------|---|----|---|-------|---|
|         | M          | F | M     | F | M  | F | M     | F |
| Y1-3    |            |   |       |   |    |   |       |   |
| Yr4-6   |            |   |       |   |    |   |       |   |
| Yr7-8   |            |   |       |   |    |   |       |   |
| Yr 9-10 |            |   |       |   |    |   |       |   |

## 2014 Student Achievement Targets: Mathematics

**Strategic Goal 2.** Through a range of assessment practices monitor the progress and achievement of students.

**Strategic Goal 5.** Using quality assessment to address the progress of learners with special education needs.

### Target for Mathematics:

The 8 students identified as *below* and *well below* will be accelerated to show a shift in National Standards by November 2014.

### Analysis of school wide data in February 2014 identified

- 25% (8/32) of Year 1-10 students are achieving *well below* (2/32) or *below* (6/32) National Standards
- 53% (17/32) of Year 1-10 students are achieving *at* National Standards
- 22% (7/32) of Year 1-10 students are achieving *above* National Standards
- 40% (4/10) of Year 1-10 Maori are achieving *well below* (1/10) or *below* (3/10) National Standards
- 60% (6/10) of Year 1-10 students are achieving *at* (4/10) and *above* (2/10) National Standards.

### Baseline Data

**Feb 2014**

**Key:** M Maori P Pasifika A Altogether

|         | Well Below |   |   | Below |   |   | At |   |   | Above |   |   |
|---------|------------|---|---|-------|---|---|----|---|---|-------|---|---|
|         | M          | P | A | M     | P | A | M  | P | A | M     | P | A |
| Yr1-3   |            |   |   |       |   |   |    |   |   |       |   |   |
| Yr4-6   |            |   |   |       |   |   |    |   |   |       |   |   |
| Yr7-8   |            |   |   |       |   |   |    |   |   |       |   |   |
| Yr 9-10 |            |   |   |       |   |   |    |   |   |       |   |   |

| ACTIONS TO ACHIEVE TARGET  | LED BY | BUDGET | MONITORING      | ACTUAL OUTCOME |
|--|--------|--------|-----------------|----------------|
| Combine, and ability group students from Year 4-8: 1x weekly, for mathematics strands. | JM     |        | June & November |                |
| Continue numeracy lessons in addition to PACE Math with emphasis on strategies         | RP     |        | 1x Term         |                |
| Year 7-8 target students will receive additional daily tuition (10 min)                | MK     |        | On-going        |                |
| All students to be assessed formally each term to find specific LI's                   | RP     |        | June & November |                |

### Mathematics at Nov 2014

**Results Key:** M Maori P Pasifika A Asia I Includes all

|         | Well Below |   |   |   | Below |   |   |   | At |   |   |   | Above |   |   |   |
|---------|------------|---|---|---|-------|---|---|---|----|---|---|---|-------|---|---|---|
|         | M          | P | A | I | M     | P | A | I | M  | P | A | I | M     | P | A | I |
| Yr1-3   |            |   |   |   |       |   |   |   |    |   |   |   |       |   |   |   |
| Yr4-6   |            |   |   |   |       |   |   |   |    |   |   |   |       |   |   |   |
| Yr7-8   |            |   |   |   |       |   |   |   |    |   |   |   |       |   |   |   |
| Yr 9-10 |            |   |   |   |       |   |   |   |    |   |   |   |       |   |   |   |

**Key:** M Male F Female

|         | Well Below |   | Below |   | At |   | Above |   |
|---------|------------|---|-------|---|----|---|-------|---|
|         | M          | F | M     | F | M  | F | M     | F |
| Y1-3    |            |   |       |   |    |   |       |   |
| Yr4-6   |            |   |       |   |    |   |       |   |
| Yr 7-8  |            |   |       |   |    |   |       |   |
| Yr 9-10 |            |   |       |   |    |   |       |   |