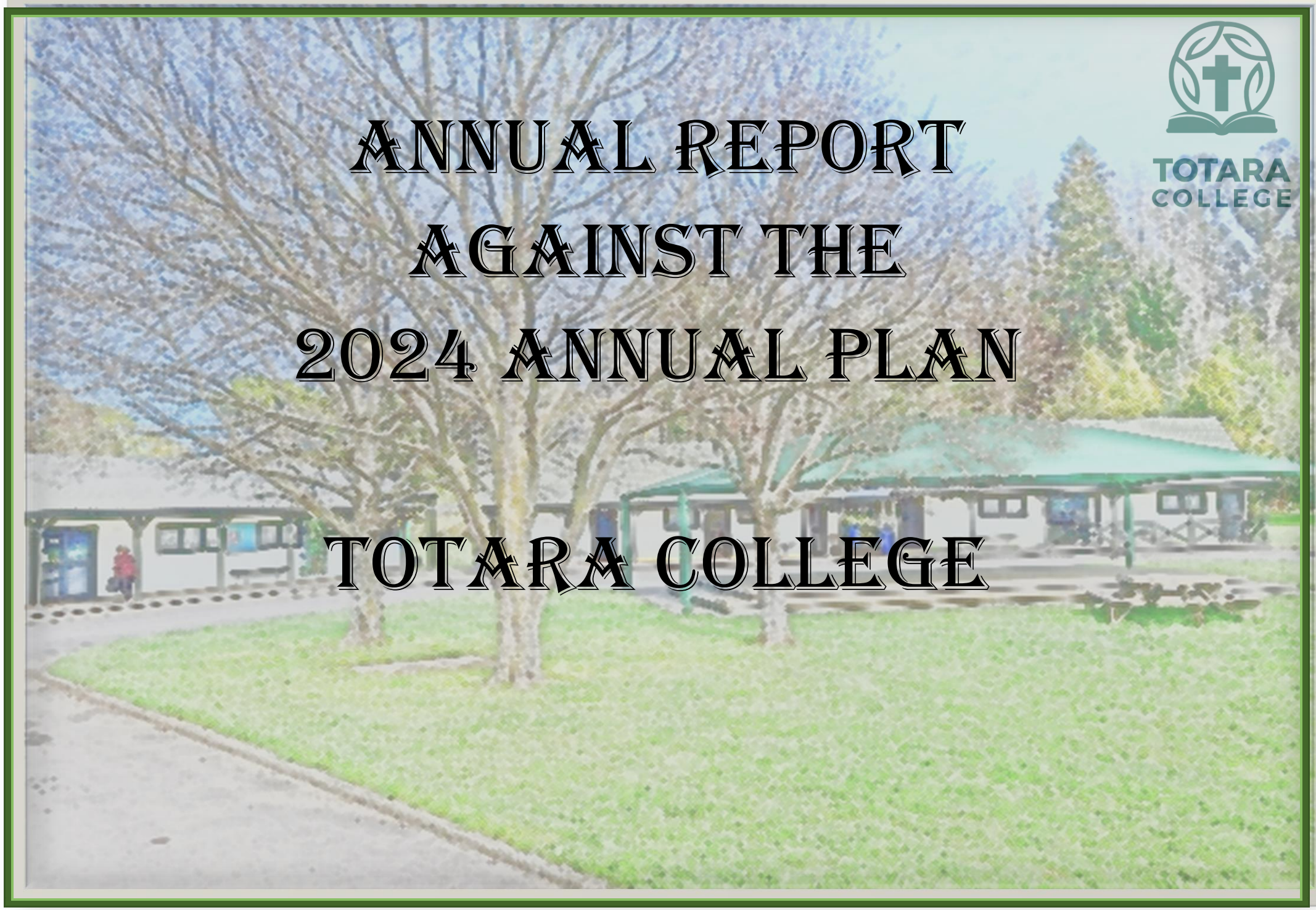


ANNUAL REPORT AGAINST THE 2024 ANNUAL PLAN

TOTARA COLLEGE

Annual goals	Report
Strategic Objective: Learning and curriculum	
Curriculum focus: • Broaden the curriculum and integrate fun, engaging learning opportunities for all students. • Improve outcomes for all students - including Māori, and children with special needs. • Improve quality of reporting to students, parents, and Board. • Ensure our values are integrated into everything we do - both teaching and learning.	Secondary curriculum Secondary specialists were appointed which has allowed a larger range of subjects to be offered. This is new for the school and there have been a few 'bedding in' issues as students came to grips with the possibilities and what it meant for them. It is hoped that one of the outcomes will be that students will be more focussed in school and also more directed, and less likely to languish, once they leave school. Parents reflected that their children appreciated the new breadth of choice and are enjoying school more as a result. A survey of opinions in term 2 revealed overwhelming satisfaction with the new secondary system of teaching., A huge majority of senior students and parents reported they are appreciating the range and increased flexibility in their option choices significantly more than previously. They also reported they are enjoying school more than previously. Secondary subjects have been organised with a view to preparing for what 2025 will bring, particularly with regard to: • NCEA assessments • Student ability to proceed to the next level • Student demand and requirements (eg for tertiary study or work prospects) • Student background knowledge and skills We want students feel that education at Totara College in the senior years has really 'worked for them' and, when looking back, they see value in their time here and feel it has set them up well for their next

• Reflect NZ cultural diversity by giving effect to Te Tiriti O Waitangi through organising kapa haka with mana whenua • Integrate special character into learning.	steps. We also would like them to be able to look back on a positive Christian schooling experience regardless of whether or not they choose to seek the Lord for themselves. Learning continues to be reshaped to ensure it is working for all students. Significant teacher aide time is invested to individualise learning to meet individual needs for all ethnicities and learning abilities. The Gateway program has successfully applied for more funding for placements in work experience and that will be a focus for our Careers and Gateway departments. The ORs programs continue to be updated and outside specialists brought in to assist with this. ## Reporting The reporting template has been modified somewhat to account for the increase in numbers of subjects in the secondary school. It is intended to consider a full template upgrade through our student management system in 2025. ## Learning systems Significant resourcing of recent second-hand laptops occurred giving the school greater resources in this area. The fleet has been upgraded with a further 21 Generation 8, I5 processor 1.9 GHZ, HP Elitebook laptops with 16MB RAM and a number of tablets in new entrants class. The next step will be to target specialist digital technology teaching since this is seen as a priority area for learning. The library continues to be a place where students go to access new readers. A few extra titles have been added this year after the large capital injection last year.

Values

Our values are used as the basis for our character development programs. Certificates are regularly given out at assemblies to celebrate examples of the values in evidence. Assemblies use the term value as the basis for teaching as do class teachers in devotions.

Maori culture

The school participated in the regional kapa haka festival in term 3. Students were be involved in practices throughout the term.

Curriculum Foci

Each term had a specific focus for context based learning, coupled with a value and a bible verse.

Towards the end of term 2 LC2 class had some specific Science lessons in the school laboratory. Senior students are sometimes involved to facilitate this as part of their tuakana/teina style service to the school.

Term 3 had a number of external events which added to our holistic learning framework. Ruth Peters took her senior drama class plus a few others to the ACE convention in Auckland. Where the students performed particularly well

Term 2 ended our curriculum focus on Time with our first Foundations Assembly where special guests who have been key in the history of our school were invited to speak to the whole school. Myself, Rex and Paul Omundsen and Ruth Peters all contributed and a special guest spot from Warrick Greaves also surprised. Ruth Peters gave an outstanding background to the early history of the school and her talk and preparation was hugely appreciated.

Actively share with other teachers throughout the Kāhui Ako.

The big day out in term 1 was the best example of this. The KA has gone through a number of consultations recently, pending review, and we are hoping to have it align more directly with classroom practice in 2025.
Zoom communities have been set up, but there are a range of different opinions on the usefulness of these.
The KA has also organised some professional development days which can be accessed. The most recent one was on Neurodiversity and how to help neurodiverse students in the classroom.

The Kahui ako achievement challenges have been:

- Well-being
- Effective Pedagogy
- Localised Curriculum

The KA has commissioned well-being surveys to track this.

Effective pedagogy has not been so well focussed on, although there were specific sessions on this in the big day out and also with the periodic zoom communities. Localised curriculum does not seem to have had much emphasis although it may be that this as been defined as Christian special character curriculum, and, if this is the case, there have been some notable sessions from experienced Christian leaders for the whole KA.

Build links between primary and secondary school – enhance a family culture. Tuakana/teina relationships encouraged actively.

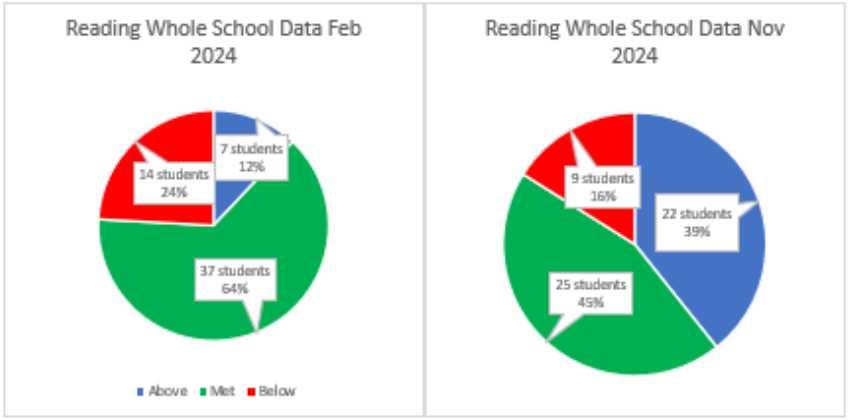
Examples of where we have sought to do this include:

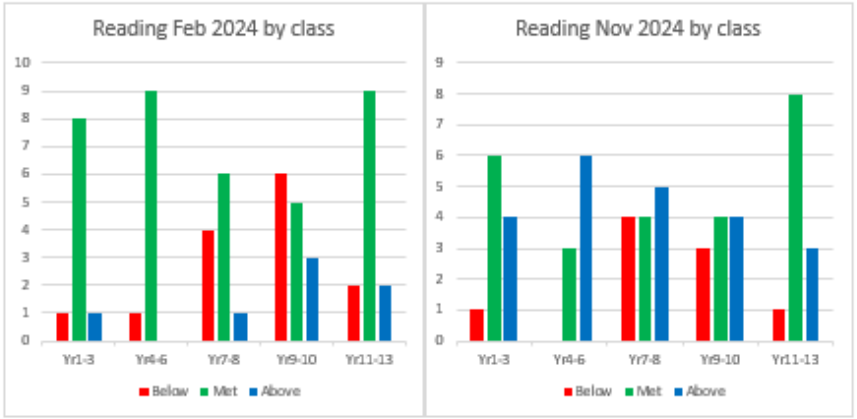
- enhancing house competition including having at school events for competition at least once every term and increasing the level of requirements from the house leaders (they meet regularly with staff in charge of House events.
- senior student leadership working with the younger classes
- Senior student monitors working with tutoring younger classes especially as part of their ACE program.
- Prefect responsibilities in the junior school e'g organising the recent junior disco
- Prefects speaking at full school assemblies.

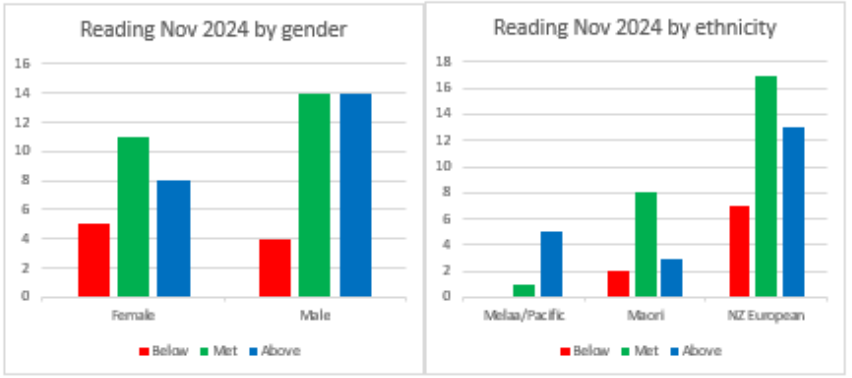
Data
*Based on overall teacher judgements of where students are at. The OTJs were formulated from an internally moderated judgment based on a variety of in-class assessments and baseline data assessments such as e-asTTle and PATs.

TOTARA COLLEGE

Reading Nov 2024

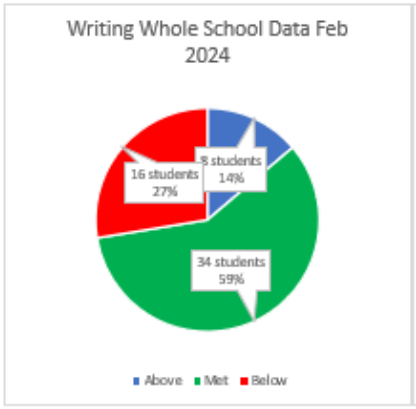


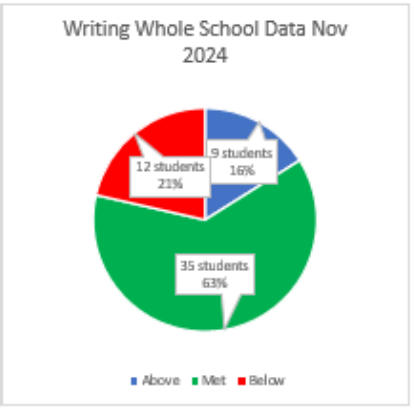


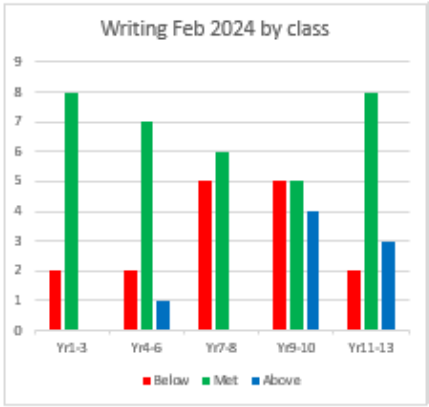


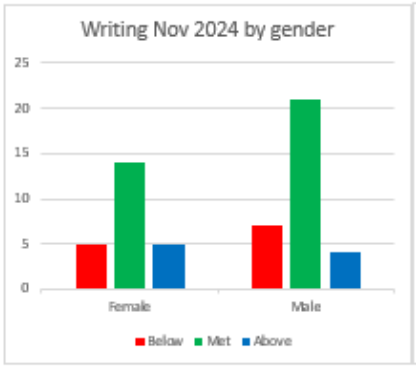
TOTARA COLLEGE

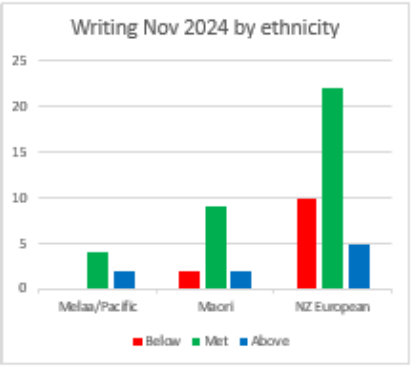
Writing Nov 2024





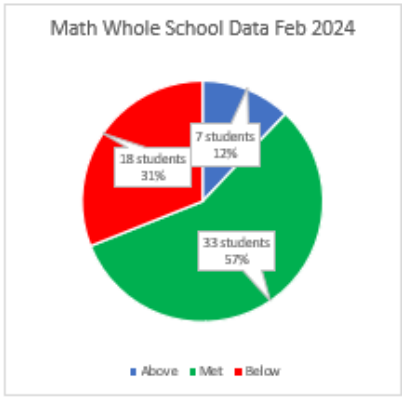


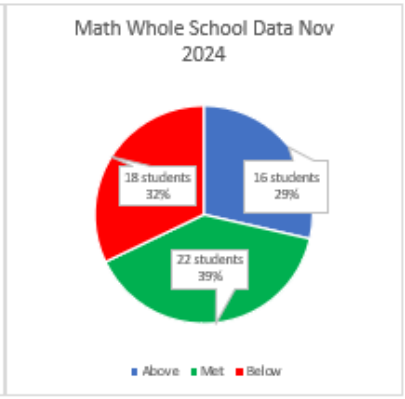


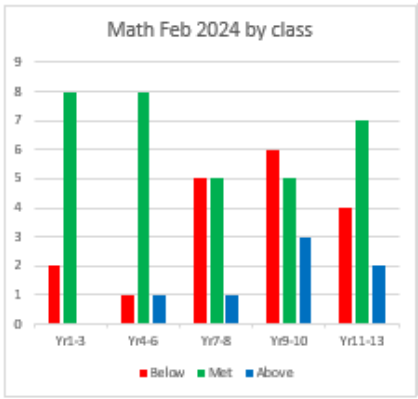


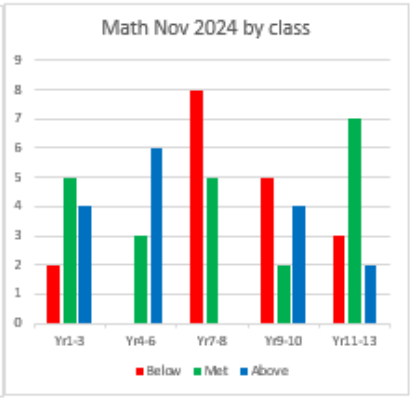
TOTARA COLLEGE

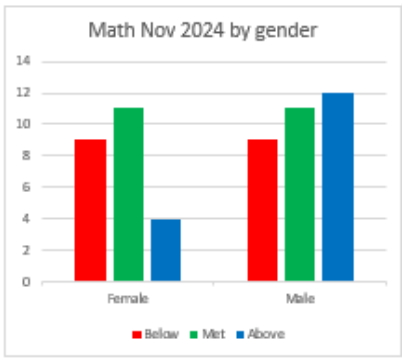
Math Nov 2024

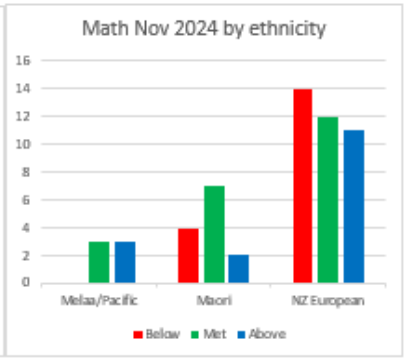












Wellbeing and special character

- Ensure Totara is a safe and healthy learning environment.
- Create a culture where each individual feels valued.
- Provide Christian Service opportunities.
- Review Community Engagement.
- Consider current identity/branding documentation for utility going forward.

The school values have disseminated around the school. Certificates are given out to students every assembly for fulfilling some of the expectations inherent in the values and they are referred to regularly throughout the day. The purpose is to define and encourage good character.

The special character is underpinned with a devotions time first thing every morning and curriculum focus on biblical topics throughout the day.
This year, through our new Assistant Principal, Mr McIntyre, we have organised courses on the gospel Wednesday lunchtimes and these have been very effective. In term 3-4 we have extended the focus of these to include The Youth Alpha course as a means of supplying a voluntary discipleship course.

We have also included some life skill teaching in secondary devotions times such as how to keep yourself safe online.

Identity

The Board adopted a new logo after extensive community consultation. This is now being branded throughout the school as funds allow.

• Increase the number of sporting options available. • Focus on EOTC events as a means of adding variety to learning. Ensure health and safety procedures are appropriate.	The number of sports has been increased. This year we are, or will be, involved with: • Senior boys basketball as per last year • Senior girls basketball – although this is having teething issues currently • Junior students hockey • Chess • Boys volleyball • Girls volleyball We have two external coaches who are significantly involved in the senior volleyball and basketball teams. The school van is used to transport students to competition games which are generally in Palmerston North. The Kahui ako sports competition was not engaged with after significant discussion since it did not meet our needs. We decided to send a contingent of students to the ACE convention instead. These were largely the senior drama class. In term 2 senior boys and girls basketball teams competed in their respective grade competition in Palmerston North, one night per week. The boys won their competition and were awarded medals. The boys' BB uniform has been in use for the second half of the season and this was largely donated by the Lions organisation. Funding for the petrol costs of transport was provided by Caltex.

	Volleyball has grown with the addition of a senior coach and there are plans for a local competition. A conjoint team from DHS and TC will hopefully compete in the Palmerston North competition.

Property and policies

Ensure the property and buildings are fit for purpose in terms of • facilitating a diverse and engaging curriculum being safe	• Totara trees have been planted at the front of the school in a triangle with a view to creating a shade area for students and focusing on our identity. • Student offices in LC2 have been sanded and painted. • New z chairs have been purchased for students to use in LC3 • A new Art bench has been put in LC6 • Significant new technology apparatus has been purchased eg drill press, tools etc.

Stage a complete review of all Board policies to take the school forward in terms of compliance, educational direction and vision.	• Students have built a garden behind the tennis courts and a wet kitchen play area for the ORS students a part of their passion projects • A large, locked wardrobe has been built in the resource room to safeguard our supplies of uniform. There have been issues of people helping themselves and this should alleviate this. • Concrete marking has been actioned. Students are really enjoying the new look and playing on the new designs. They all have a significant learning focus. • Internal painting of the secondary area has on-going throughout the year. • Updated room signage has been placed around the school • The website has been replaced with a modern and updated version which is provided free through our Skool Loop contract. • Internal painting of the secondary area has begun – this project will be on-going throughout the year. • Focus on keeping the classrooms dynamic with new wall displays and new equipment, particularly in LC1, Science lab and Woodwork room. • Significant amounts of equipment have been purchased for technology, the latest was a wood thicknesser.

DRY
POWDER