

ERO External Evaluation

Cullinane College, Whanganui

The purpose of ERO's external evaluations is to give parents, whānau and the wider school community assurance about the quality of education children and young people receive. ERO reports on the equity and excellence of learning outcomes for all students and for specific groups including Māori students, Pacific students and students with additional learning needs. This includes a focus on accelerating learning for students. ERO also reports on the quality and effectiveness of the school's processes and practices for continuing and sustaining improvement. The report gives evaluation findings that answer four key questions about the school's performance.

School Context

Cullinane College is a state integrated, Catholic co-educational secondary school in Whanganui. It has 319 students from Years 9 to 13 and 49% identify as Māori, with 5% of Pacific heritage.

The college hosts exchange and international students and supports the technology curriculum of neighbouring Catholic schools. Arahunga Special Needs School and Outreach Centre operates a satellite facility on the school grounds.

Education is based on the school's mission, 'For Love of God, Life and Learning', through the traditions of the Catholic Church. Students are encouraged to lead lives based on Catholic values. The SOUL values of service, optimise, unity and love are promoted to enhance the school culture.

The school's annual plan has a goal with a focus on improving achievement through supporting those students with learning needs in literacy and numeracy.

Leaders and teachers regularly report to the board, schoolwide information about outcomes for students in the following areas:

- achievement of national qualifications
- achievement in literacy and numeracy and other learning areas through department reports
- attendance.

The school is undergoing significant change. A new principal started in Term 2, 2018 and senior leaders are in the process of being appointed. The board operates with combined parents' and proprietor's representatives. The school is in phase two of a three stage process of demolition, refurbishment and strengthening of buildings.

Evaluation Findings

1 Equity and excellence – achievement of valued outcomes for students

1.1 How well is the school achieving equitable and excellent outcomes for all its students?

The school has made progress towards equity in outcomes for learners at senior levels. Attainment in National Certificates of Educational Achievement (NCEA) have steadily improved over time.

Nearly all students, including Māori gained NCEA Level 2 in 2017 and most students achieved Level 1. A majority achieve Level 3.

Less than half of Māori students achieved Level 3 in 2017, a variation after two years of positive reporting. The school is aware of the noticeable disparity for Māori and boys at NCEA Level 3 and in attainment of University Entrance.

All students of Pacific heritage achieved at the three levels of NCEA and gained University Entrance.

Years 9 and 10 information gathered at the time of transition into the school, identified many students as achieving below expectations in literacy and mathematics. School-reported data shows most students make expected progress, however this is not the case for all.

Students requiring additional learning support are well identified and appropriate interventions are put in place to support them.

1.2 How well is the school accelerating learning for those Māori and other students who need this?

Although many students identified as at risk achieve well in Years 9 and 10, leaders do not report on acceleration of progress. The school does not yet have a clear picture of the rate of progress of target students and others at risk of not achieving.

2 School conditions for equity and excellence – processes and practices

2.1 What school processes and practices are effective in enabling achievement of equity and excellence, and acceleration of learning?

The board and leaders positively engage in strategic partnerships with iwi and hapū and continue to engage with whānau to develop a culturally responsive curriculum. Staff have good access to a range of professional learning and development to support responsive teaching and improvement. Systems are in place for gathering, sharing and reflecting on information to support students' learning.

A well-considered transition programme supports students' entry at Year 9. The school uses an appropriate range of data, together with information from contributing schools, to identify students at risk of not achieving. This baseline data supports teachers to plan and deliver responsive programmes.

Students enjoy positive and affirming relationships with teachers. Good levels of engagement are evident in well-resourced classrooms. New facilities continue to increase the range of learning opportunities for all. Students are encouraged to grow in leadership and contribute to decisions about their learning. They enjoy a broad curriculum with many opportunities to lead, participate and celebrate success in a range of academic, sporting and cultural activities.

The holistic wellbeing of each student is a strong focus. The Catholic charism, restorative approach, and an emphasis on valuing culture, language and identity contribute to student and family engagement in the school. Leaders and teachers are reflective and have a good understanding about students and their community.

2.2 What further developments are needed in school processes and practices for achievement of equity and excellence, and acceleration of learning?

Strengthening internal evaluation to be evidence-based and systematic, should better identify what has worked and made the biggest difference in student progress and determine changes needed to ensure all learners are experiencing success.

It is timely for school leaders to develop a shared understanding of what is expected and accelerated progress in Years 9 and 10. This should enable teachers and leaders to improve the use of data to track, monitor and report the rates of progress of those students at risk of not achieving.

The school has yet to put in place a structured appraisal system based on clear processes and expectations that meet the requirements of the Education Council. Strengthening how well teachers inquire into the effectiveness of practice should further support their capacity to respond to the needs of individual students.

3 Board assurance on legal requirements

Before the review, the board and principal of the school completed the *ERO board assurance statement and self-audit checklists*. In these documents they attested that they had taken all reasonable steps to meet their legislative obligations related to the following:

- board administration
- curriculum
- management of health, safety and welfare
- personnel management
- finance
- asset management.

During the review, ERO checked the following items because they have a potentially high impact on student safety and wellbeing:

- emotional safety of students (including prevention of bullying and sexual harassment)
- physical safety of students
- teacher registration and certification
- processes for appointing staff
- stand down, suspension, expulsion and exclusion of students
- attendance
- school policies in relation to meeting the requirements of the Vulnerable Children Act 2014.

Appraisal audit

The appraisal process does not meet requirements. Trustees and leaders need to ensure that a robust appraisal system is developed and fully implemented for all staff.

Action required

- the board of trustees must implement a performance management system for all staff.
[s 77C State Sector Act 1988; NZ Gazette and relevant Collective Employment Agreement]

Provision for international students

ERO's investigations confirm that the school's self-review process for international students is appropriate. Orientation for students is well considered. Well-established processes track and monitor the provision of pastoral care, accommodation and achievement for these students.

4 Going forward

Key strengths of the school

For sustained improvement and future learner success, the school can draw on existing strengths in:

- systems and processes that support student wellbeing and foster inclusiveness
- learning partnerships to promote a culturally responsive curriculum
- a focus on promoting equitable outcomes for students.

Next steps

For sustained improvement and future learner success, priorities for further development are in:

- having clear targets and shared definitions of acceleration to promote and monitor progress for at risk learners
- implementing a structured and robust appraisal process and teacher inquiry to promote consistency and improvement
- furthering systematic processes and shared understandings of internal evaluation to measure impact of actions, improve practice in relation to intended outcomes and guide decision-making.

ERO's next external evaluation process and timing

ERO is likely to carry out the next external evaluation in three years.



Alan Wynyard
Director Review & Improvement Services Central
Te Tai Pokapū - Central Region

11 October 2018

About the school

Location	Whanganui								
Ministry of Education profile number	190								
School type	Co-educational Secondary (Years 9 - 13)								
School roll	319								
Gender composition	Male 53%, Female 47%								
Ethnic composition	<table> <tr> <td>Māori</td> <td>49%</td> </tr> <tr> <td>Pākehā</td> <td>42%</td> </tr> <tr> <td>Pacific</td> <td>5%</td> </tr> <tr> <td>Other ethnic groups</td> <td>4%</td> </tr> </table>	Māori	49%	Pākehā	42%	Pacific	5%	Other ethnic groups	4%
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Students with Ongoing Resourcing Funding (ORS)	No								
Provision of Māori medium education	No								
Review team on site	August 2018								
Date of this report	11 October 2018								
Most recent ERO report(s)	<table> <tr> <td>Education Review</td> <td>August 2015</td> </tr> <tr> <td>Education Review</td> <td>October 2012</td> </tr> <tr> <td>Education Review</td> <td>September 2009</td> </tr> </table>	Education Review	August 2015	Education Review	October 2012	Education Review	September 2009		
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