

# CULLINANE COLLEGE

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2018

#### School Directory

**Ministry Number:** 190

**Principal:** Justin Harper

**School Address:** 15 Peat Street, Whanganui

**School Postal Address:** P O Box 5017, Wanganui, 4542

**School Phone:** 06 349 0105

**School Email:** ksherman@cullinane.school.nz

#### Members of the Board of Trustees

Name	Position	How Position Gained	Term Expires/ Expired
Justin Harper	Principal	ex Officio	
Sandy Cuff	Parent Rep	Elected	Jun 2019
Teresa Wakefield	Parent Rep	Elected	Jun 2019
Liane Henderson	Parent Rep	Elected	Jun 2019
Ashley Penn	Parent Rep	Elected	Jun 2019
Vanessa Te Ua	Parent Rep	Elected	Jun 2019
Marco Perry	Staff Rep	Appointed	Jun 2019
Raewyn Udy	Chairperson	Appointed	Jun 2019
Michael O'Sullivan	Proprietors Rep	Appointed	Jun 2019
Kataraina Millin	Proprietors Rep	Appointed	Jun 2019
Sr Marie Skidmore	Proprietors Rep	Appointed	Jun 2019
Cameron Daignault	Student Rep	Appointed	Jun 2019

**Accountant / Service Provider:** Education Services Ltd

# CULLINANE COLLEGE

Annual Report - For the year ended 31 December 2018

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# Cullinane College

## Statement of Responsibility

For the year ended 31 December 2018

The Board of Trustees accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2018 fairly reflects the financial position and operations of the school.

The School's 2018 financial statements are authorised for issue by the Board.

Sandy Dunlop Cuffe  
Full Name of Board Chairperson

[Signature]  
Signature of Board Chairperson

30 May 2019  
Date:

John Anthony Lawrence Harper  
Full Name of Principal

[Signature]  
Signature of Principal

30 May 2019  
Date:

**Cullinane College****Statement of Comprehensive Revenue and Expense**

For the year ended 31 December 2018

		2018	2018	2017
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
<b>Revenue</b>				
Government Grants	2	3,429,167	3,457,170	3,478,446
Locally Raised Funds	3	140,180	15,900	120,081
Use of Land and Buildings Integrated		688,424	-	688,424
Interest Earned		8,665	9,000	9,495
International Students	4	86,867	49,000	38,474
		<u>4,353,303</u>	<u>3,531,070</u>	<u>4,334,920</u>
<b>Expenses</b>				
Locally Raised Funds	3	71,508	-	84,608
International Students	4	14,747	16,800	14,516
Learning Resources	5	2,847,585	2,890,472	2,908,142
Administration	6	236,372	235,350	207,810
Finance Costs		3,121	-	3,485
Property	7	967,829	274,800	964,577
Depreciation	8	113,723	89,000	100,282
		<u>4,254,885</u>	<u>3,506,422</u>	<u>4,283,420</u>
<b>Net Surplus / (Deficit)</b>		<u>98,418</u>	<u>24,648</u>	<u>51,500</u>
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u><u>98,418</u></u>	<u><u>24,648</u></u>	<u><u>51,500</u></u>

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes.

**Cullinane College****Statement of Changes in Net Assets/Equity**

For the year ended 31 December 2018

	Actual 2018 \$	Budget (Unaudited) 2018 \$	Actual 2017 \$
<b>Balance at 1 January</b>	<b>919,056</b>	<b>919,055</b>	<b>867,556</b>
Total comprehensive revenue and expense for the year Capital Contributions from the Ministry of Education	98,418	24,648	51,500
<b>Equity at 31 December</b>	<b>1,017,474</b>	<b>943,703</b>	<b>919,056</b>
Retained Earnings	1,000,153	943,703	901,735
Reserves	17,321	-	17,321
<b>Equity at 31 December</b>	<b>1,017,474</b>	<b>943,703</b>	<b>919,056</b>

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes.

# Cullinane College

## Statement of Financial Position

As at 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	9	623,730	462,685	514,751
Accounts Receivable	10	221,022	226,277	226,279
GST Receivable		6,199	3,551	3,551
Prepayments		7,693	8,016	8,016
Investments	11	255,593	247,615	247,615
		<u>1,114,237</u>	<u>948,144</u>	<u>1,000,212</u>
<b>Current Liabilities</b>				
Accounts Payable	13	238,775	229,943	229,944
Revenue Received in Advance	14	103,657	56,288	56,288
Provision for Cyclical Maintenance	15	70,126	-	90,186
Finance Lease Liability - Current Portion	16	12,414	10,401	10,401
Funds held in Trust	17	103,170	61,698	82,398
		<u>528,142</u>	<u>358,330</u>	<u>469,217</u>
<b>Working Capital Surplus/(Deficit)</b>		586,095	589,814	530,995
<b>Non-current Assets</b>				
Property, Plant and Equipment	12	489,063	478,610	426,430
		<u>489,063</u>	<u>478,610</u>	<u>426,430</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	15	25,771	90,186	-
Finance Lease Liability	16	9,279	13,835	17,335
International Students in Advance		22,634	20,700	21,034
		<u>57,684</u>	<u>124,721</u>	<u>38,369</u>
<b>Net Assets</b>		<u>1,017,474</u>	<u>943,703</u>	<u>919,056</u>
<b>Equity</b>		<u>1,017,474</u>	<u>943,703</u>	<u>919,056</u>

The above Statement of Financial Position should be read in conjunction with the accompanying notes.

**Cullinane College**  
**Statement of Cash Flows**  
For the year ended 31 December 2018

		2018	2018	2017
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
<b>Cash flows from Operating Activities</b>				
Government Grants		1,024,907	1,051,248	1,043,007
Locally Raised Funds		196,636	30,900	115,809
International Students		128,261	49,000	23,836
Goods and Services Tax (net)		(2,648)	-	39,280
Payments to Employees		(422,326)	(505,500)	(439,520)
Payments to Suppliers		(651,195)	(542,034)	(623,431)
Cyclical Maintenance Payments in the year		(4,830)	-	-
Interest Paid		(3,215)	-	(3,485)
Interest Received		9,684	9,000	12,038
Net cash from / (to) the Operating Activities		275,274	92,614	167,534
<b>Cash flows from Investing Activities</b>				
Purchase of PPE (and Intangibles)		(175,186)	(141,180)	(121,757)
Purchase of Investments		(7,978)	-	(10,094)
Net cash from / (to) the Investing Activities		(183,164)	(141,180)	(131,851)
<b>Cash flows from Financing Activities</b>				
Finance Lease Payments		(3,903)	(3,500)	(10,401)
Funds Administered on Behalf of Third Parties		20,772	-	30,378
Net cash from Financing Activities		16,869	(3,500)	19,977
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>108,979</b>	<b>(52,066)</b>	<b>55,660</b>
Cash and cash equivalents at the beginning of the year	9	514,751	514,751	459,091
<b>Cash and cash equivalents at the end of the year</b>	<b>9</b>	<b>623,730</b>	<b>462,685</b>	<b>514,751</b>

The statement of cash flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense have been excluded.

The above Cash Flow Statement should be read in conjunction with the accompanying notes.

# **Cullinane College**

## **Notes to the Financial Statements**

### **For the year ended 31 December 2018**

#### **1. Statement of Accounting Policies**

##### **a) Reporting Entity**

Cullinane College (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education Act 1989. The Board of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

##### **b) Basis of Preparation**

###### ***Reporting Period***

The financial reports have been prepared for the period 1 January 2018 to 31 December 2018 and in accordance with the requirements of the Public Finance Act 1989.

###### ***Basis of Preparation***

The financial statements have been prepared on a going concern basis, and the accounting policies have been consistently applied throughout the period.

###### ***Financial Reporting Standards Applied***

The Education Act 1989 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as "having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders".

###### ***PBE Accounting Standards Reduced Disclosure Regime***

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expenditure threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

###### ***Measurement Base***

The financial statements are prepared on the historical cost basis unless otherwise noted in a specific accounting policy.

###### ***Presentation Currency***

These financial statements are presented in New Zealand dollars, rounded to the nearest dollar.

###### ***Specific Accounting Policies***

The accounting policies used in the preparation of these financial statements are set out below.

###### ***Critical Accounting Estimates And Assumptions***

The preparation of financial statements requires management to make judgements, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, revenue and expenses. Actual results may differ from these estimates.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and in any future periods affected.



#### *Useful lives of property, plant and equipment*

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.

#### ***Critical Judgements in applying accounting policies***

Management has exercised the following critical judgements in applying accounting policies:

#### *Classification of leases*

The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 16.

#### *Recognition of grants*

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carryforward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

### **c) Revenue Recognition**

#### ***Government Grants***

The school receives funding from the Ministry of Education. The following are the main types of funding that the School receives;

Operational grants are recorded as revenue when the School has the rights to the funding, which is in the year that the funding is received.

Teachers salaries grants are recorded as revenue when the School has the rights to the funding in the salary period they relate to. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

#### ***Other Grants***

Other grants are recorded as revenue when the School has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to revenue as the conditions are fulfilled.

Grants for the use of land and buildings are also not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Proprietor. Use of land and building grants are recorded as income in the period the school uses the land and building.

#### ***Donations, Gifts and Bequests***

Donations, gifts and bequests are recorded as revenue when their receipt is formally acknowledged by the School.

#### ***Interest Revenue***

Interest Revenue earned on cash and cash equivalents and investments is recorded as revenue in the period it is earned.

### **d) Use of Land and Buildings Expense**

The property from which the School operates is owned by the Proprietor. The expense is based on an assumed market rental yield on the land and buildings as used for rating purposes. This is a non-cash expense that is offset by a non-cash grant from the Proprietor.

**e) Operating Lease Payments**

Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

**f) Finance Lease Payments**

Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The finance charge is allocated to each period during the lease term on an effective interest basis.

**g) Cash and Cash Equivalents**

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

**h) Accounts Receivable**

Accounts Receivable represents items that the School has issued invoices for or accrued for, but has not received payment for at year end. Receivables are initially recorded at fair value and subsequently recorded at the amount the School realistically expects to receive. A receivable is considered uncollectable where there is objective evidence the School will not be able to collect all amounts due. The amount that is uncollectable (the provision for uncollectibility) is the difference between the amount due and the present value of the amounts expected to be collected.

**i) Inventories**

Inventories are consumable items held for sale and comprise of stationery and school uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

**j) Investments**

Bank term deposits for periods exceeding 90 days are classified as investments and are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. After initial recognition bank term deposits are measured at amortised cost using the effective interest method less impairment.

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards. Share investments are recognised initially by the School at fair value plus transaction costs. At balance date the School has assessed whether there is any evidence that an investment is impaired. Any impairment, gains or losses are recognised in the Statement of Comprehensive Revenue and Expense.

After initial recognition any investments categorised as available for sale are measured at their fair value without any deduction for transaction costs the school may incur on sale or other disposal.

The School has met the requirements of Schedule 6 para 28 of the Education Act 1989 in relation to the acquisition of investment securities.

**k) Property, Plant and Equipment**

Land and buildings owned by the Proprietor are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

Property, plant and equipment are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making sure it is in the appropriate condition for its intended use.

Property, plant and equipment acquired with individual values under \$500 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

Gains and losses on disposals (*i.e.* sold or given away) are determined by comparing the proceeds received with the carrying amounts (*i.e.* the book value). The gain or loss arising from the disposal of an item of property, plant and equipment is recognised in the Statement of Comprehensive Revenue and Expense.

#### **Leased Assets**

Leases where the School assumes substantially all the risks and rewards of ownership are classified as finance leases. The assets acquired by way of finance lease are measured at an amount equal to the lower of their fair value and the present value of the minimum lease payments at inception of the lease, less accumulated depreciation and impairment losses. Leased assets and corresponding liability are recognised in the Statement of Financial Position and leased assets are depreciated over the period the School is expected to benefit from their use or over the term of the lease.

#### **Depreciation**

Property, plant and equipment except for library resources are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Furniture and Equipment	5-20 years
Information and Communication	5 years
Library Resources	12.5% DV

Leased assets are depreciated over the life of the lease.

#### **l) Intangible Assets**

##### **Software costs**

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance or licensing of software are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software licences with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software that the school receives from the Ministry of Education is normally acquired through a non-exchange transaction and is not of a material amount. Its fair value can be assessed at time of acquisition if no other methods lead to a fair value determination. Computer software purchased directly from suppliers at market rates are considered exchange transactions and the fair value is the amount paid for the software.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

#### **m) Impairment of property, plant, and equipment and intangible assets**

The school does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

##### **Non cash generating assets**

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in the surplus or deficit.

The reversal of an impairment loss is recognised in the surplus or deficit.

#### **n) Accounts Payable**

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

#### **o) Employee Entitlements**

##### *Short-term employee entitlements*

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay.

These include salaries and wages accrued up to balance date, annual leave earned to but not yet taken at balance date.

##### *Long-term employee entitlements*

Employee benefits that are due to be settled beyond 12 months after the end of the period in which the employee renders the related service, such as long service leave and retirement gratuities, have been calculated on an actuarial basis. The calculations are based on:

- likely future entitlements accruing to staff, based on years of service, years to entitlement, the likelihood that staff will reach the point of entitlement, and contractual entitlement information; and
- the present value of the estimated future cash flows.

#### **p) Revenue Received in Advance**

Revenue received in advance relates to fees received from students and grants received where there are unfulfilled obligations for the School to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned.

The School holds sufficient funds to enable the refund of unearned fees in relation to international students, should the School be unable to provide the services to which they relate.

#### **q) Funds Held in Trust**

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

#### **r) Shared Funds**

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of school control. These amounts are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

#### **s) Provision for Cyclical Maintenance**

The property from which the school operates is owned by the Proprietor. The Board is responsible for maintaining the land, building and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provisions for cyclical maintenance represents the obligations the Board has to the Proprietor and is based on the Board's ten year property plan (10YPP).

#### **t) Financial Assets and Liabilities**

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are categorised as "loans and receivables" for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

**u) Borrowings**

Borrowings are recognised at the amount borrowed. Borrowings are classified as current liabilities unless the School has an unconditional right to defer settlement of the liability for at least 12 months after the balance date.

**v) Goods and Services Tax (GST)**

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

**w) Budget Figures**

The budget figures are extracted from the School budget that was approved by the Board at the start of the year.

**x) Services received in-kind**

From time to time the School receives services in-kind, including the time of volunteers. The School has elected not to recognise services received in kind in the Statement of Comprehensive Revenue and Expense.

## 2. Government Grants

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational grants	836,954	869,672	886,077
Teachers' salaries grants	2,354,427	2,405,922	2,405,922
Resource teachers learning and behaviour grants	-	6,590	14,405
Secondary tertiary alignment resource grants	46,858	47,658	-
Other MoE Grants	190,041	123,478	172,042
Other government grants	887	3,850	-
	<u>3,429,167</u>	<u>3,457,170</u>	<u>3,478,446</u>

## 3. Locally Raised Funds

Local funds raised within the School's community are made up of:

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
<b>Revenue</b>			
Donations	10,385	-	9,049
Activities	119,917	15,900	7,870
Trading	(14)	-	1,207
Fundraising	3,207	-	-
Other Revenue	6,685	-	101,955
	<u>140,180</u>	<u>15,900</u>	<u>120,081</u>
<b>Expenses</b>			
Activities	67,391	-	84,342
Trading	-	-	266
Fundraising costs	4,117	-	-
	<u>71,508</u>	<u>-</u>	<u>84,608</u>
<i>Surplus for the year Locally raised funds</i>	<u>68,672</u>	<u>15,900</u>	<u>35,473</u>

## 4. International Student Revenue and Expenses

	2018	2018	2017
	Actual	Budget	Actual
	Number	(Unaudited)	Number
	6	4	4
International Student Roll			
	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
<b>Revenue</b>			
International student fees	86,867	49,000	38,474
<b>Expenses</b>			
Advertising	141	9,800	-
Commissions	9,453	-	1,198
Recruitment	3,176	7,000	9,537
International student levy	1,224	-	1,002
Other Expenses	753	-	2,779
	<u>14,747</u>	<u>16,800</u>	<u>14,516</u>
<i>Surplus for the year International Students'</i>	<u>72,120</u>	<u>32,200</u>	<u>23,958</u>

## 5. Learning Resources

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	157,902	188,650	93,422
Library resources	1,231	1,000	1,321
Employee benefits - salaries	2,616,863	2,615,922	2,714,800
Staff development	13,179	22,100	29,539
Computers & It	35,901	40,500	33,992
Extra Curricular Activities	22,509	22,300	35,068
	<u>2,847,585</u>	<u>2,890,472</u>	<u>2,908,142</u>

## 6. Administration

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	7,128	7,200	6,051
Board of Trustees Fees	6,413	6,250	6,250
Board of Trustees Expenses	191	3,000	4,549
Communication	19,870	22,500	15,271
Consumables	16,779	14,000	8,639
Operating Lease	6,733	3,500	-
Other	37,324	29,200	33,523
Employee Benefits - Salaries	134,250	140,200	124,649
Insurance	7,684	9,500	8,878
	<u>236,372</u>	<u>235,350</u>	<u>207,810</u>

## 7. Property

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	9,801	9,800	9,572
Cyclical Maintenance Expense	10,541	15,000	16,021
Grounds	13,399	9,500	8,716
Heat, Light and Water	46,543	54,500	50,157
Rates	8,541	8,500	7,911
Repairs and Maintenance	35,228	30,500	44,206
Use of Land and Buildings	688,424	-	688,424
Security	18,174	9,500	10,131
Employee Benefits - Salaries	71,624	66,500	71,441
Transport	6,636	8,000	-
Consultancy And Contract Services	58,918	63,000	57,998
	<u>967,829</u>	<u>274,800</u>	<u>964,577</u>

The use of land and buildings figure represents 8% of the school's total property value. This is used as a 'proxy' for the market rental of the property. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

## 8. Depreciation

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Furniture and Equipment	75,955	57,559	64,856
Information and Communication Technology	25,918	21,185	23,870
Leased Assets	10,791	9,231	10,401
Library Resources	1,059	1,025	1,155
	<u>113,723</u>	<u>89,000</u>	<u>100,282</u>

## 9. Cash and Cash Equivalents

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	300	-	300
BNZ - 00 Account	50,094	47,384	49,150
BNZ (NZ) Ltd - Canteen	21,106	598	598
BNZ - Oncall	79,810	109,649	109,649
BNZ - Oncall International	472,420	305,054	355,054
Cash equivalents for Cash Flow Statement	623,730	462,685	514,751

The carrying value of short-term deposits with maturity dates of 90 days or less approximates their fair value.

## 10. Accounts Receivable

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	9,317	58,581	58,583
Receivables from the Ministry of Education	48,866	4,884	4,884
Interest Receivable	-	1,019	1,019
Teacher Salaries Grant Receivable	162,839	161,793	161,793
	221,022	226,277	226,279
Receivables from Exchange Transactions	9,317	59,600	59,602
Receivables from Non-Exchange Transactions	211,705	166,677	166,677
	221,022	226,277	226,279

## 11. Investments

The School's investment activities are classified as follows:

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	255,593	247,615	247,615



## 12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
<b>2018</b>						
Furniture and Equipment	336,804	120,420	-	-	(75,955)	381,269
Information and Communication Tech	53,805	53,970	-	-	(25,918)	81,857
Leased Assets	27,736	1,170	-	-	(10,791)	18,115
Library Resources	8,085	796	-	-	(1,059)	7,822
<b>Balance at 31 December 2018</b>	<b>426,430</b>	<b>176,356</b>	<b>-</b>	<b>-</b>	<b>(113,723)</b>	<b>489,063</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
<b>2018</b>			
Furniture and Equipment	1,508,239	(1,126,970)	381,269
Information and Communication	812,067	(730,210)	81,857
Leased Assets	251,563	(233,448)	18,115
Library Resources	38,133	(30,311)	7,822
<b>Balance at 31 December 2018</b>	<b>2,610,002</b>	<b>(2,120,939)</b>	<b>489,063</b>

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
<b>2017</b>						
Furniture and Equipment	310,490	91,171	-	-	(64,856)	336,804
Information and Communication Tech	52,395	25,279	-	-	(23,870)	53,805
Leased Assets	38,136	-	-	-	(10,401)	27,736
Library Resources	8,581	657	-	-	(1,155)	8,085
<b>Balance at 31 December 2017</b>	<b>409,602</b>	<b>117,107</b>	<b>-</b>	<b>-</b>	<b>(100,282)</b>	<b>426,430</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
<b>2017</b>			
Furniture and Equipment	1,385,599	(1,048,795)	336,804
Information and Communication	758,256	(704,451)	53,805
Leased Assets	271,697	(243,961)	27,736
Library Resources	37,337	(29,252)	8,085
<b>Balance at 31 December 2017</b>	<b>2,452,889</b>	<b>(2,026,459)</b>	<b>426,430</b>

### 13. Accounts Payable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operating creditors	39,641	42,632	35,889
Accruals	7,128	20	6,764
Banking staffing overuse	-	2,539	2,539
Employee Entitlements - salaries	162,839	161,793	161,793
Employee Entitlements - leave accrual	29,167	22,959	22,959
	<u>238,775</u>	<u>229,943</u>	<u>229,944</u>
Payables for Exchange Transactions	238,775	227,404	227,405
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	2,539	2,539
	<u>238,775</u>	<u>229,943</u>	<u>229,944</u>

The carrying value of payables approximates their fair value.

### 14. Revenue Received in Advance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
International Students in Advance	102,857	56,288	56,288
Income In Advance - Non Current	800	-	-
	<u>103,657</u>	<u>56,288</u>	<u>56,288</u>
Current	103,657	56,288	56,288
Term	22,634	20,700	21,034
	<u>126,291</u>	<u>76,988</u>	<u>77,322</u>

### 15. Provision for Cyclical Maintenance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Provision at the Start of the Year	90,186	75,186	74,165
Increase to the Provision During the Year	10,541	15,000	16,021
Use of the Provision During the Year	(4,830)	-	-
Provision at the End of the Year	<u>95,897</u>	<u>90,186</u>	<u>90,186</u>
Cyclical Maintenance - Current	70,126	-	90,186
Cyclical Maintenance - Term	25,771	90,186	-
	<u>95,897</u>	<u>90,186</u>	<u>90,186</u>

## 16. Finance Lease Liability

The School has entered into a number of finance lease agreements for computers and other ICT equipment. Minimum lease payments payable:

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
No Later than One Year	12,414	10,401	10,401
Later than One Year and no Later than Five Years	9,279	13,835	17,335
	<u>21,693</u>	<u>24,236</u>	<u>27,736</u>

## 17. Funds held in Trust

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	103,170	61,698	82,398
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	<u>103,170</u>	<u>61,698</u>	<u>82,398</u>

These funds are held where the school is agent for representative amounts and therefore these are not included in the Statement of Comprehensive Revenue and Expense.

## 18. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the school. The school enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the school would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the school would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

The Proprietor of the School (Diocese of Palmerston North) is a related party of the Board because the proprietor appoints representatives to the Board, giving the proprietor significant influence over the Board. Any services or contributions between the Board and Proprietor that are material transactions that have occurred has been disclosed appropriately.

The Proprietor provides land and buildings free of charge for use by the Board as noted in Note 1(c). The estimated value of this use during 2018 is included in the Statement of Comprehensive Revenue and Expense as "Use of land and buildings".

Board member, Ashley Penn provided International Student Homestay and was paid \$9,861 during the year.

## 19. Remuneration

### *Key management personnel compensation*

Key management personnel of the School include all trustees of the Board, Principal, Deputy Principals and Heads of Departments.

	2018 Actual \$	2017 Actual \$
<i>Board Members</i>		
Remuneration	6,413	6,250
Full-time equivalent members	0.29	0.19
<i>Leadership Team</i>		
Remuneration	476,201	1,025,972
Full-time equivalent members	4.71	11.00
Total key management personnel remuneration	482,614	1,032,222
Total full-time equivalent personnel	5.00	11.19

The full time equivalent for Board members has been determined based on attendance at Board meetings, Committee meetings and for other obligations of the Board, such as stand downs and suspensions, plus the estimated time for Board members to prepare for meetings.

### *Principal*

The total value of remuneration paid or payable to the Principal was in the following bands:

	2018 Actual \$000	2017 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Principal A		
Salary and Other Payments	100 - 110	-
Benefits and Other Emoluments	2 - 3	-
Termination Benefits	-	-
Principal B		
Salary and Other Payments	20 - 30	130 - 140
Benefits and Other Emoluments	0 - 1	4 - 5
Termination Benefits	-	-

### *Other Employees*

The number of other employees with remuneration greater than \$100,000 was in the following bands:

Remuneration \$000	2018 FTE Number	2017 FTE Number
100 - 110	-	-
	0.00	0.00

The disclosure for 'Other Employees' does not include remuneration of the Principal.

## 20. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be trustees, committee member, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	2018 Actual	2017 Actual
Total	-	-
Number of People	-	-

## 21. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2018 (Contingent liabilities and assets at 31 December 2017: nil).

### Holidays Act Compliance – schools payroll

The Ministry of Education performs payroll processing and payments on behalf of school boards of trustees, through payroll service provider Education Payroll Limited.

The Ministry has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance, however the potential impact on any specific school or individual and any associated historical liability will not be known until further detailed analysis has been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2018, a contingent liability for the school may exist.

## 22. Commitments

### (a) Capital Commitments

There are no capital commitments as at 31 December 2018 (Capital commitments at 31 December 2017: nil).

### (b) Operating Commitments

As at 31 December 2018 the Board has entered into the following contracts:

(a) operating lease of laptops;

	2018 Actual \$	2017 Actual \$
No later than One Year	1,487	1,632
Later than One Year and No Later than Five Years	890	1,337
Later than Five Years	-	-
	<u>2,377</u>	<u>2,969</u>

## 23. Managing Capital

The School's capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and accumulated surpluses and deficits. The School does not actively manage capital but attempts to ensure that income exceeds spending in most years. Although deficits can arise as planned in particular years, they are offset by planned surpluses in previous years or ensuing years.

## 24. Financial Instruments

The carrying amount of financial assets and liabilities in each of the financial instrument categories are as follows:

### Loans and receivables

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash and Cash Equivalents	623,730	462,685	514,751
Receivables	221,022	226,277	226,279
Investments - Term Deposits	255,593	247,615	247,615
Total Loans and Receivables	<u>1,100,345</u>	<u>936,577</u>	<u>988,645</u>

### Financial liabilities measured at amortised cost

Payables	238,775	229,943	229,944
Finance Leases	21,693	24,236	27,736
Total Financial Liabilities Measured at Amortised Cost	<u>260,468</u>	<u>254,179</u>	<u>257,680</u>

## 25. Events After Balance Date

There were no significant events after the balance date that impact these financial statements.

## 26. Comparatives

There have been a number of prior period comparatives which have been reclassified to make disclosure consistent with the current year.

**INDEPENDENT AUDITOR'S REPORT**  
**TO THE READERS OF CULLINANE COLLEGE'S FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 DECEMBER 2018**

The Auditor-General is the auditor of Cullinane College (the School). The Auditor-General has appointed me, David Fraser, using the staff and resources of Silks Audit Chartered Accountants Ltd, to carry out the audit of the financial statements of the School on his behalf.

**Opinion**

We have audited the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 2018, the statement of comprehensive revenue and expenses, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2018; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime

Our audit was completed on 30 May 2019. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board of Trustees and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

**Basis for our opinion**

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report.

We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

**Responsibilities of the Board of Trustees for the financial statements**

The Board of Trustees is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board of Trustees is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board of Trustees is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board of Trustees' responsibilities arise from the Education Act 1989.

### **Responsibilities of the auditor for the audit of the financial statements**

Our objectives are to obtain reasonable assurance about whether the financial statements, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures, and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements.

For the budget information reported in the financial statements, our procedures were limited to checking that the information agreed to the School's approved budget.

We did not evaluate the security and controls over the electronic publication of the financial statements.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board of Trustees.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.



We communicate with the Board of Trustees regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

#### **Other information**

The Board of Trustees is responsible for the other information. The other information comprises the Board of Trustees schedule included under the School Directory page and the Analysis of Variance, Kiwisport statement included as an appendix, but does not include the financial statements, and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

#### **Independence**

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 (Revised): *Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with or interests in the School.



**David Fraser**  
**Silks Audit Chartered Accountants Ltd**  
**On behalf of the Auditor-General**  
**Whanganui, New Zealand**



## Variance Report 2018

CHARTER & STRATEGIC PLAN APPROVED BY THE BOARD OF TRUSTEE'S 2018

Sandra Cuff

Signature

**Chairperson, Board of Trustees**

Date: /02/2018

### TYPE OF SCHOOL

Cullinane College was established by the Roman Catholic Bishop of the Diocese of Palmerston North, Peter Cullinane as a Catholic co-educational College in 2003. Cullinane College replaced Sacred Heart and St. Augustine's College, however it draws together the traditions and charisms of the two founding schools.



**Cullinane College  
Charter 2018-  
2020**

### COLLEGE PHILOSOPHY/SPECIAL CHARACTER

**'For Love of God, Life and Learning'**

Cullinane College is a Catholic community that strives to deliver quality education based on the Gospel values of Jesus Christ according to the tradition of the Catholic Church. Cullinane College has a vision of education that is based on the belief that Cullinane College is a community





# Cullinane College Charter 2018-2020

## Guidance and Pastoral Care

The school is committed to providing a positive, nurturing and productive environment for all students. The pastoral needs of students will be met through the provision of an extensive network of guidance and support based within our Catholic special character. This support allows students to develop Christian attitudes and values in a safe physical, emotional and spiritual environment.

## A Catholic Co-educational School

Cullinane College believes that a Catholic, co-education school provides the appropriate environment in which to achieve the best possible education for all its students.

## A Multi-Cultural School

Cullinane College is a multi-cultural school which values the contribution made by all students, staff, and community members from all ethnic and cultural backgrounds. The school recognises the unique position of the Tangata Whenua and the obligations we share under the Treaty of Waitangi. Maori students and whanau have their cultural identity valued and recognised within the school. The opportunity to learn Te Reo Maori, and share Maori culture through programmes of Tikanga and Maori Performing Art are strongly profiled and supported and our special character ceremonies and Religious Education curriculum have strong components with a bi-cultural flavour.

The school has formally recognised the challenge of meeting the needs of Maori learners, and supporting Maori to enjoy success as Maori, through continuing with the elements of the programme developed as part of the MOE programme He Kakano which ceased in 2013 and developing further strategies to support Māori students through the Te Kakahu programme which the College joined in 2014 and which finished in 2016.

## REFLECTING CULTURAL DIVERSITY

Cullinane College aims to fulfill the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage and to work with Maori communities to plan, set targets and achieve better learning outcomes for Maori students. To recognise the cultural diversity of Cullinane College, the school will affirm and celebrate difference and will affirm the role of the Tangata Whenua in the society of Aotearoa New Zealand.

The school will:

- have resources and programmes that support Maori student learning in Te Reo Maori and all curriculum areas through targeted delivery of Te Reo Maori, Maori Performing Arts & other curriculum enhancements.
- develop Maori protocols as a focal point for school processes and celebrations
- encourage staff, students and parents to participate in Hui and powhiri, as an integral part of school life

- Develop strategies to strengthen school, whanau, hapu, iwi and community relationships focused on learner achievement of Maori students in our College
- ensure Maori and other students have the opportunity to be taught Maori language and culture within the curriculum
- develop strategies to raise levels of Maori achievement, particularly in line with the strategies championed within He Kakano and Te Kakahu.
- encourage subject areas to reflect Maori perspectives within their courses and incorporate a place based curriculum in their teaching programmes.
- endeavour to ensure that staffing within the school reflects the cultural make-up of the students
- support the development of staff understanding and use of Te Reo Maori and Tikanga Maori
- consult with Iwi regarding Maori achievement and use Iwi resources to promote a relevant and motivating learning programme for students while supporting our students in meeting the local Iwi's graduate description.
- promote the College's Christian values as a strategy to engage Maori students in learning
- provide PLD focused on accelerating learning and achievement of Maori students
- develop and implement a programme of teacher strategies to improve achievement
- offer opportunities for its staff and Board members to be instructed in Maori values and culture
- promote Maori achievement in school publications and presentations
- provide Cullinane College with positive Maori role models to raise levels of success
- support Kapa Haka and Maori Performing Arts in the school
- support special events that focus on Maori aspects of school culture
- provide appropriate support for Maori students and their families.

## NATIONAL EDUCATION PRIORITIES:

The National Education Priorities provide a set of criteria to which schools should give attention for the purposes of future planning. Cullinane College will give attention to:

### Success for All

All students will be given the opportunity to succeed and develop the knowledge and understandings, skills, attitudes and values of the National Curriculum as expressed in relevant curriculum statements.

Cullinane College will:

- Adopt a holist approach to success (spiritual, academic, sporting, cultural, social, personal and leadership development)
- Provide a range of opportunities for students to succeed across a range of activities
- Celebrate a wide range of student achievements
- Proactively seek opportunities for students to access success outside of the formal classroom setting
- Structure the curriculum and the timetable to provide students with access to learning, success and the formal recognition of achievement
- Ensure school philosophy, policy and practice supports achievement and success for all students.

### **A Safe Learning Environment**

Schools will provide a safe physical and emotional environment for all students.

Cullinane College will:

- Provide high quality Pastoral Care processes and structures through vertical form groups, vertical Deans and House systems support, guidance and mentoring programmes.
- Develop a school wide approach to pastoral care through implementation of the Positive Behaviour for Learning Programme.
- Focus on developing positive and productive relationships between students and staff.
- Utilise outside agencies, where appropriate, to provide expert support and practical strategies and build strong partnerships.
- Build on and further embed the current use of restorative practice processes that provide affirming and culturally safe solutions
- Respond appropriately and further develop strategies to reduce bullying
- Promote an open door policy that provides access to effective communication for all stakeholders
- Develop individual achievement plans (IAP) and Student Whanau Educational Empowering Tool (SWEET) and support students in their aspirations
- Develop strategies to encourage student voice and student participation, including junior students

### **Improving Literacy and Numeracy**

Schools will place priority on improving student achievement in literacy and numeracy, especially for those whose further education or training may be at risk through under-achievement in this area.

Cullinane College will:

- Engage in data gathering and analysis to determine the strengths and weaknesses of individual students and cohorts of students in literacy and numeracy
- Ensure teachers are trained and supported in using literacy techniques in their classroom lessons
- Maintain a focus on school wide academic success by providing a range of targeted programmes to address a range of learner needs
- Provide programmes to support students where English is a second language, Maori students who are struggling with their literacy as well as those other students who need significant literacy support
- Provide a Learning Support Centre for junior students with enhanced literacy opportunities
- Provide staff PD with a focus on teaching literacy including academic writing

### **Develop the use of Student Achievement Information**

Schools will gather sufficiently comprehensive assessment evidence to evaluate the progress and achievement of students and to inform future practice

Cullinane College will:

- Maintain quality processes to gather, record and analyse achievement data both school wide and in subject areas
- Provide training in the use of achievement data to better inform practice

- Further develop processes of providing effective feedback and feed-forward to students through the implementation of a relationship based pedagogy in the classroom
- Refine processes of reporting achievement to the Board of Trustee's
- Engage in consultative processes across all stakeholders; professionals, parents, students and community to set annual achievement targets and to report on progress
- Support subject leaders to develop evaluation processes that lead to evidence based decision making

### **Improving Outcomes for Students at Risk**

Schools will improve outcomes for students who are not achieving, are at risk of not achieving or have special needs.

Cullinane College will

- Provide curriculum content and structure to engage "at risk" students in their learning; Learning Centre, short term intensive remediation with the SENCO, literacy and numeracy support
- Strengthen and widen existing monitoring and mentoring systems and support structures through the pastoral network and inclusion of outside programmes including partnerships with local Iwi and whanau
- Use of catch-up and summer school programmes to support at risk learners achieve positive NCEA outcomes with early identification of year 10 students at risk of not achieving
- Continue to seek innovative programmes aimed at engaging students in their learning
- Maintain a focus on building relationships and maintaining positive interactions with students.

### **Improving Maori Achievement**

Schools will work with their Maori communities to plan, set targets for and achieve better outcomes for Maori students

Cullinane College will:

- Continue following the He Kakano and Te Kakahu model, set appropriate goals, engage with Iwi and whanau and create an environment where Maori can continue to achieve as Maori at Cullinane College.
- Develop a stronger partnership with Iwi with regards to supporting the educational success of Maori through a greater understanding of Whanganui Iwi Education plans and aspirations.
- Use the Te Kakahu programme to further develop learning and teaching strategies such as place based curriculum programmes and relationship based pedagogies that support the further success of Māori students
- Promulgate school values and philosophies that reflect College values and a Maori perspective
- Maintain existing curriculum enrichments that target Maori participation - Kapa Haka, Maori Performing Arts, Te Waharoa, marae visits and programmes, inclusion in Religious Studies programmes and the maintenance of existing Te Reo Maori programmes
- Continue to ensure school ceremonies reflect and celebrate Maori protocols and practices
- Engage in Maori student retreats in order to develop their confidence in applying for senior student leadership positions as well as maintaining the current academic momentum.
- Take a proactive role in modelling Maori learning success through employment policies
- Provide student leadership opportunities for Maori and consult with Maori students
- Consult our Maori stakeholders, both formally and informally.

**Providing Career Guidance**

Schools will provide career guidance with special emphasis on guidance for at risk students who are unprepared for further study or the workplace.

Cullinane College will:

- Continue to offer quality career advice to all students
- Be proactive in providing advice to all students so that they are supported in identifying future pathways and the learning required. Goal setting, course counselling and mentoring strategies will be provided
- Maintain effective programmes for students planning to enter the workforce at the end of their time at school, to explore options
- Ensure that subject choices inform students with regard to vocational pathways and future career options
- Provide all students with access to regular Career Expos and provide opportunities for students to access a wide range of specialist careers advice
- Continue to offer off site career and further learning exposure through Expo, visits to Universities, Polytechnics and other providers, and involvement with specialist career services
- Provide opportunities for students to undertake work based programmes through the Gateway, Trade Academy and STAR initiatives

**Reporting**

Schools will report to all students and their families on the achievement of individual students and to the school's community on the achievement of students as a whole.

Cullinane College will:

- Generate quality reports on internal operations for the Board of Trustees in a range of key indicator areas
- Report annually to the community
- Report to the BOT's on school wide achievement and subject department performance in accordance with the set Reporting Schedule
- Attempt to develop reports that inform local Iwi of the educational success of their whanau and inform Iwi educational plans
- Meet all compliance requirements to outside agencies in a timely and accurate manner
- Report on student achievement regularly, in formal written format to all parents and caregivers
- Develop internal achievement monitoring processes for reporting on curriculum related key competencies.
- Involve parents, students and staff in a three way tripartite conversation focusing on each student's progress towards their academic goals. Programmes such as Family Day, catch-up programmes and academic mentoring by senior staff will continue to be further developed and refined while incorporating new initiatives such as WEAP Days at the start of the Year.
- Look to develop whanau groups in the college where teaching staff have a close monitoring and mentoring role of students with closer connections and communication with parents and caregivers





# CULLINANE COLLEGE

"For Love of God, Life and Learning"  
Mo te Aroha kite Atua, Kia Oranga, Ki Akona!

## Strategic Plan 2018– 2020

**Mission:** To strive to deliver quality education based on the gospel values of Jesus Christ according to the tradition of the Catholic Church



### Enabling the Child to Shine

- Promote more opportunities for students to express their unique talents through a range of curriculum and extra-curricular opportunities.
- Encourage students to develop their skills for life by providing a broad range of student leadership opportunities that promotes their growth and empathy for, & service to, others.
- Encourage community through positive transition processes.
- Providing opportunities for students to travel & participate in cultural exchange.
- Review the curriculum and develop a model that reduces assessment burnout & promotes deeper learning
- Deliberately and strategically use our SOUL values to acknowledge students and promote the values we aspire to as a College

### Inclusion and Diversity

- Provide further specialised teaching and learning programmes to ensure personal excellence for all students. Extend identified gifted and talented students by using multi-level scheduling and e-learning strategies.
- Develop and provide, high quality support programmes for Māori and Pasifika students that engage them in their learning and promote academic writing.
- Continue to respect the place and history in this College of Te reo me ona Tikanga through emphasis on a place based curriculum.
- Further develop strategies that promote partnership & the active participation of students/whanau/parents, staff and Iwi.

The Cullinane College Learner is:

- Aware of, and attends to, their spiritual growth
- A participator who contributes positively and responsibly to community and society
- Challenged to achieve to their academic potential
- A connected and global citizen who is concerned with the common good
- A critical, creative and reflective thinker

The Cullinane College Values are underpinned by the gospel values of Faith and Hope and include:

- Service: to promote the interests of others
- Optimise: onus on fulfilling their God given talents
- Unity: empathy and respect for others
- Love: Model Jesus in caring for others

### Teaching & Learning

- Further develop effective learning partnerships between teachers & students through implementation of restorative practices and PB4L.
- Further develop strategies to support students in focusing on the quality of their achievement results.
- Use the Whanganui Secondary Schools Collaborative PD to further enhance the use of a relationship based pedagogy, development of place based curriculum and strengthen academic writing within a model that emphasises an active partnership with students, whanau & Iwi in their learning.
- Develop a robust tracking model in the junior school focusing on literacy progression that is responsive to student need & promotes success
- Develop a comprehensive model of mission, vision & educational philosophy to drive curriculum decisions

### Special Character

- Strengthen the links between the Whanganui Catholic Parish and the Josephite and Marist Networks in order to create a stronger sense of Catholic Community.
- Encourage the active and full participation of our students and staff in special character activities both within and outside of the College.
- Enhance the prayer life of the students and staff of the College and promote our College values
- Provide an experience where students can have a genuine encounter with Jesus
- Encourage student involvement in activities and projects that support those who are disadvantaged.
- Participate in the evangelising mission of the Church

### Quality Governance and Management

#### Governance

- Focus on self-review data in order to ensure the health of the College and the needs of the students are met.
- Review the current international student strategy
- Identify and resource strategies that enable a wide subject choice and promote academic success for all students in the College.
- Develop and implement a vision that focuses on the wellbeing of students and staff.

#### ICT

- Support the development of a school wide ICT vision, strategy and targets to support the College's curriculum strategy

#### Physical Environment

- Support the development of modern learning spaces by providing the resources to promote high quality teaching and learning experiences for students and staff





# CULLINANE COLLEGE

"For Love of God, Life and Learning"

## Strategic Plan 2018 – 2020

Mission: To strive to deliver quality education  
Based on the gospel values of Jesus Christ according  
To the tradition of the Catholic Church.



Year	Enabling the Child to Shine	Inclusion & Diversity	Teaching & Learning	Special Character	Quality Governance
2018	<ul style="list-style-type: none"> <li>Review the curriculum and develop a model that reduces assessment burnout &amp; promotes deeper learning</li> <li>Deliberately and strategically use our SOUL values to acknowledge students and promote the values we aspire to as a College</li> <li>Encourage students to develop their skills for life by providing a broad range of student leadership opportunities that promotes their growth and empathy for, &amp; service to, others.</li> <li>Providing opportunities for students to travel &amp; participate in cultural exchange.</li> </ul>	<ul style="list-style-type: none"> <li>Further develop strategies that promote partnership &amp; the active participation of students' whanau/parents, staff and Iwi.</li> <li>Continue to respect the place and history in this College of Te reo me ona Tikanga through emphasis on a place based curriculum.</li> <li>Develop and provide, high quality support programmes for Māori and Pasifika students that engage them in their learning and promote academic writing.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a comprehensive model of mission, vision &amp; educational philosophy to drive curriculum decisions</li> <li>Use the Whanganui Secondary Schools Collaborative PD to further enhance the use of a relationship based pedagogy, development of place based curriculum and strengthen academic writing across the school.</li> <li>Further develop effective learning partnerships between teachers &amp; students through implementation of restorative practices and PB4L.</li> </ul>	<ul style="list-style-type: none"> <li>Provide an experience where students can have a genuine encounter with Jesus.</li> <li>Strengthen the links between the Whanganui Catholic Parish and the Josephite and Marist Networks in order to create a stronger sense of Catholic Community.</li> <li>Participate in the evangelising mission of the Church</li> </ul>	<ul style="list-style-type: none"> <li>Support the development of a school wide ICT vision, strategy and targets to support the College's curriculum strategy</li> <li>Focus on self-review data in order to ensure the health of the College and the needs of the students are met.</li> <li>Support the development of modern learning spaces by providing the resources to promote high quality teaching and learning experiences for students and staff.</li> </ul>
2019	<ul style="list-style-type: none"> <li>Encourage community through positive transition processes.</li> <li>Providing opportunities for students to travel &amp; participate in cultural exchange.</li> <li>Promote more opportunities for students to express their unique talents through a range of curriculum and extra-curricular opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Develop and provide, high quality support programmes for Māori and Pasifika students that engage them in their learning and promote academic writing.</li> <li>Extend identified gifted and talented students by using multi-level scheduling and e-learning strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a robust tracking model in the junior school focusing on literacy progression that is responsive to student need &amp; promotes success</li> <li>Develop and embed our own unique pedagogy in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage the active and full participation of our students and staff in the special character activities both within and outside of the College.</li> <li>Enhance the prayer life of the students and staff of the College and promote our College values</li> </ul>	<ul style="list-style-type: none"> <li>Develop and implement a vision that focuses on the wellbeing of students and staff.</li> <li>Review the current international student strategy</li> </ul>
2020	<ul style="list-style-type: none"> <li>Promote more opportunities for students to express their unique talents through a range of curriculum and extra-curricular opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Provide further specialised teaching and learning programmes to ensure personal excellence for all students.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a robust tracking model in the junior school focusing on literacy progression that is responsive to student need &amp; promotes success</li> </ul>	<ul style="list-style-type: none"> <li>Provide an experience where students can have a genuine encounter with Jesus.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and resource strategies that enable a wide subject choice and promote academic success for all students in the College.</li> </ul>



# CULLINANE COLLEGE ANNUAL PLAN 2018

## OUR GOALS

### Special Character

**SC1 PROMOTING COMMUNITY:** We will promote and develop stronger relationships in our Catholic community and Catholic networks  
**SC2 EMBRACING OUR SOUL VALUES:** We will provide an environment that encourages our students and staff to have a genuine encounter with Christ

### Teaching and Learning

**TL1 SUPPORTING LEADERSHIP FOR LEARNING:** We will develop a staff professional development plan that links to our professional foci in order to assist our staff in their learning leadership role.  
**TL2 PROMOTING STUDENT ACHIEVEMENT:** We will implement further strategies to improve student achievement and support the success of students who have literacy and numeracy deficits.

### Enabling the Child to Shine

**ECS1 BUILDING A COMMUNITY OF EXCELLENCE:** We will provide students with opportunities to be 'the best possible version of the person God created them to be'  
**ECS2 GROWING WELL ROUNDED STUDENTS:** We will encourage students to express their gifts and talents and to foster their creativity, self-confidence and resilience.

### Inclusion and Diversity

**ID1 DEVELOPING PARTNERSHIP:** We will further develop high quality partnership programmes to engage our whanau/parents and Iwi in supporting the achievement goals of our kura.  
**ID2 MEETING DIVERSE NEEDS:** We will provide effective curriculum and learning support to allow our Maori and Pasifika students to achieve academic and extracurricular success.

### Quality Governance and Management

**QGM1 DEVELOPING A MODERN LEARNING ENVIRONMENT:** We will ensure that new learning spaces are supported with resources that enable our students to fully engage in curriculum programmes that are driven by our curriculum philosophies.  
**QGM2 PROMOTING QUALITY GOVERNANCE:** We will focus on self-review processes and evaluative data to ensure the College is meeting the needs of all students and their learning.

## OUR MEASURES

- Enrolment numbers from Catholic primary schools

- Timeout data
- No's student stand-downs, suspensions, exclusions.
- E-assTtle data (r factor)
- %age of students gaining Lit/Numeracy requirements
- NCEA Results including Maori and Pacifica
- Student voice feedback
- IAP process.

- School roll
- Yr9 Intake
- Retention rates
- Student Involvement in leadership activities

- Student retention rates
- Roll data by ethnicity
- Attendance rates
- Student engagement survey
- Appraisal process
- Writethatessay value added

- Public Equity
- Financial budget
- Seismic strengthening of classrooms completed
- Classrooms meet modern learning standards

## TARGETS

- Enrol 40% of students from contributing Catholic primary schools

- 95% literacy NCEA L1
- 95% numeracy NCEA L1
- 95% NCEA L1
- 95% NCEA L2
- 90% NCEA L3
- 60% UE L3
- Ex/Merit Endors. 25-30%
- 35aRs @ 25<sup>th</sup> percentile
- 35 aRs @ 50<sup>th</sup> percentile
- < 2 suspensions

- Y9 roll of 70-75
- College roll of 320+
- >40 students involved in leadership programmes
- Retention rate >70%

- 85% attendance rate
- Apparent. Retention. rate of 70% or >
- Maori unjustified absence < 4%
- Maori interim unjustified attendance <4%
- Positive engagement data

- Public Equity >\$1,000,000
- Surplus of \$25,000
- Seismic strengthening completed on time
- Construction programme has limited impact on learning outcomes



**CULLINANE COLLEGE  
WHANGANUI**

### Our Vision

For God, for Life, for Learning

### Our Mission

To strive to deliver quality education based on the gospel values of Jesus Christ according to the tradition of the Catholic Church

### Our Strategic Themes

Developing Learning and Teaching Partnerships.  
**Promoting Catholic education in our community.**  
 Attending to developing the whole child and allowing them to Shine  
**Fostering an awareness of, and responding to, diversity.**  
 Promoting Student Success through Quality Governance and Management of Resources.

### Our Values

Are underpinned by the Gospel values of Faith & Hope

Service

Optimise

Unity

Love



## CULLINANE COLLEGE ANNUAL PLAN 2018

**SPECIAL CHARACTER GOAL 1:** We will promote and develop stronger relationships in our Catholic community and Catholic networks in order to carry out our responsibility as a Catholic school to be the Church in action.

Objective	Expected Outcome	Achieved Outcome	
<ul style="list-style-type: none"> <li>To support our active involvement in the Josephite network&amp; charism through stronger links with the South East Chapter of AJASS.</li> <li>To connect our students more strongly with our local Catholic parish of Whanganui.</li> <li>Promote our College in the local Catholic primary schools as a school of choice for Catholic parents.</li> <li>Provide our staff with a vibrant and ongoing programme of special character PD that supports them in their teaching role.</li> <li>Encourage all staff to engage in special character professional development.</li> </ul>	<ul style="list-style-type: none"> <li>The College gains <b>40%</b> of its enrolments in 2019 from the local Catholic primary schools</li> <li>All teaching staff undertake <b>6-10</b> hours of special character PD in 2018</li> <li>A staff retreat is scheduled in <b>term 4</b> 2018 that focuses on special character and its influence on the culture of the College.</li> <li>Year 13 leaders undertake the lay ministry responsibilities of <b>one parish Sunday mass per term.</b></li> <li><b>10-15 students</b> are involved in a Whanganui Parish Youth Group.</li> </ul>	<ul style="list-style-type: none"> <li>The college had an intake of 36% from Catholic feeder schools.</li> <li>Not all staff did the character pld. RE staff yes.</li> <li>No retreat run term four.</li> <li>Year 13 leaders partially met (not all).</li> <li>Yes youthgroup up and running and vibrant.</li> </ul>	
Actions	Responsible	When	Analysis/Reflection
<ul style="list-style-type: none"> <li>Develop a special character professional development plan that meets RE certification targets (about 10 hours per staff member)</li> <li>Appoint a Part Time Youth Worker in the parish</li> <li>Provide support for the Youth Worker</li> <li>Facilitate a staff retreat day in term four on a local marae</li> <li>Principal (or SLT) to attend (or SKYPE) one meeting per term with the South East Chapter of AJASS</li> <li>Internal audit of preference students and tagged teachers is completed in term one</li> <li>Develop an internal 3 year self-review system for special character</li> <li>Liaise with Catholic Primary schools and schedule students to interact with primary students through activities such as service, sport and support of literacy</li> </ul>	<ul style="list-style-type: none"> <li>HD, JH</li> <li>PN Diocese, Parish Priest &amp; JH</li> <li>JH, HD, LP</li> <li>JH, HD, SLT</li> <li>JH</li> <li>JH</li> <li>HD, LP, SLT</li> <li>LP</li> <li>HD, KM</li> </ul>	<ul style="list-style-type: none"> <li>Term one 2018</li> <li>Feb 2018</li> <li>On-going</li> <li>Oct 2018</li> <li>On-going</li> <li>Feb 2018</li> <li>Term one 2018</li> <li>On-going</li> <li>Feb 2018</li> </ul>	<ul style="list-style-type: none"> <li>Plan was ment.</li> <li>Yes appointment of Kea Renata in 2018.</li> <li>Support for Kea met.</li> <li>No retreat run</li> <li>AJASS had LP attend a conference in Christchurch in term two and DB attend the annual symposium in term three.</li> <li>Internal audit done and some issues identified and rectified.</li> <li>Internal 3 year plan not completed.</li> <li>Yes regular meetings with the Catholic Primary schools.</li> <li>Miha masses only twice in 2018.</li> <li>No tagged teacher group formed.</li> </ul>

<ul style="list-style-type: none"> <li>• Schedule a miha mass once a term in our Friday school mass schedule</li> <li>• Tagged teachers group is established</li> </ul>	<ul style="list-style-type: none"> <li>• JH, HD</li> </ul>	<ul style="list-style-type: none"> <li>• Term one 2018</li> </ul>	
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**SPECIAL CHARACTER GOAL 2:** We will provide an environment that encourages our students and staff to have a genuine encounter with Christ through sacramental participation, a focus on social justice and the development of a school culture embracing our SOUL values.

Objective	Expected Outcome	Achieved Outcome	
<ul style="list-style-type: none"> <li>• To encourage students in the College to take the sacraments and become full members of our Catholic community.</li> <li>• To support communities in need and enable our students to live their faith in context.</li> <li>• To promote student understanding of our SOUL values and their importance in living an active Christian life.</li> <li>• To support our students to be successful in their leadership role.</li> <li>• To develop and align our mission, values, vision and educational philosophy within our Catholic context.</li> </ul>	<ul style="list-style-type: none"> <li>• 8-10 students receive the sacraments</li> <li>• \$5000-\$7000 is raised for our sister school in Ranong plus other identified charities</li> <li>• A school miha mass occurs in <b>terms 1, 2 &amp; 3.</b></li> <li>• A review of the student leadership in 2018 identifies <b>80%+ support</b> from staff and students for its continuation.</li> <li>• Year 13 student leaders meet our College's academic targets</li> <li>• A guiding Catholic model of mission, vision, values, educational philosophy and graduate profile is completed.</li> </ul>	<ul style="list-style-type: none"> <li>• Yes eight students received sacraments.</li> <li>• \$4500 raised through charity ball.</li> <li>• Miha mass twice in 2018</li> <li>• Review of student leadership done and re-introduction of head roles for 2019.</li> <li>• Various success for Year 13's.</li> <li>• No graduate profile done (deferred to 2019)</li> </ul>	
Actions	Responsible	When	Analysis/Reflection
<ul style="list-style-type: none"> <li>• A programme of sacramental preparation is carried out &amp; students receive the sacraments at a full school mass.</li> <li>• A schedule of events are planned to raise funds for our sister school in Ranong and other identified charities (supported by our student leaders).</li> <li>• A miha mass once a term is scheduled with our Friday school mass programme.</li> <li>• A process and procedure for identifying students displaying SOUL values is developed and students acknowledged in College assemblies.</li> </ul>	<ul style="list-style-type: none"> <li>• HD, LP</li> <li>• JH, SLT</li> <li>• HD &amp; KM</li> <li>• SLT</li> <li>• JH, SLT</li> </ul>	<ul style="list-style-type: none"> <li>• Term one then on-going</li> <li>• Term one</li> <li>• Term one, on-going</li> <li>• Feb, on-going</li> <li>• Jan, Feb 2018</li> </ul>	<ul style="list-style-type: none"> <li>• Various success with sacramental programme. Working with Father Marcus ongoing.</li> <li>• Yes charity ball.</li> <li>• Mihi mass mixed success.</li> <li>• SOUL values embedded.</li> <li>• Year 13 roles reviewd.</li> <li>• No change to vision statement – deferred to 2019 after BOT's elections.</li> </ul>



<ul style="list-style-type: none"> <li>• A new student leadership model and system of support is developed and implemented for our Y13 leaders.</li> <li>• A consultation process to develop a vision statement and model of educational philosophy underpinned by our special character is undertaken.</li> <li>• A final guiding model of mission, vision, values, educational philosophy and graduate profile is developed and implemented.</li> </ul>	<ul style="list-style-type: none"> <li>• Board, JH, SLT</li> </ul>	<ul style="list-style-type: none"> <li>• Term one and two 2018</li> </ul>	
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**TEACHING & LEARNING GOAL 1:** We will implement further strategies to improve student achievement and support the success of students who have literacy and numeracy deficits.

Objective	Expected Outcome	Achieved Outcome	
<ul style="list-style-type: none"> <li>• To empower staff to be active leaders of learning working within a cohesive school wide vision and philosophy.</li> <li>• To identify barriers in the curriculum that lead to underachievement and assessment overload.</li> <li>• To further embed a culture of partnership within our model of learning support.</li> <li>• To develop strategies to support students in improving their academic writing skills.</li> <li>• To develop an ICT strategy to support our educational philosophy.</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance rates for junior school &gt;88%</li> <li>• Attendance rates for all students are 85%+</li> <li>• No more than 2 suspensions and 15 stand-downs in 2017</li> <li>• &lt; 10 stand-downs in the junior school</li> <li>• L1 numeracy and literacy rates of 95%</li> <li>• Success rates at NCEA L1, L2 of 95% and NCEA L3 of 90% (July 1<sup>st</sup> rates above 85% L1 &amp; L2)</li> <li>• UE rate of 60%</li> <li>• 85% of all leavers to gain a minimum NCEA L2</li> <li>• New Year 11 teaching programme and curriculum developed for 2019</li> </ul>	<ul style="list-style-type: none"> <li>• Achieved</li> <li>• Achieved</li> <li>• No suspension and stand downs above 2017 leve.</li> <li>• NCEA results not met. Significant work 2019 to address some issues raised with passrates dropping.</li> </ul>	
Actions	Responsible	When	Analysis/Reflection
<ul style="list-style-type: none"> <li>• CDF to review the current Year 9 &amp; Year 10 curriculum</li> <li>• Consult with our community regarding NCEA L1 and look to develop an alternative curriculum approach at Year 11.</li> <li>• Implement a whanau group mentoring model that supports students to achieve their learning goals and supports the development of key skills and aptitudes.</li> </ul>	<ul style="list-style-type: none"> <li>• SLT, CDF</li> <li>• JH, SLT</li> <li>• MB, SLT</li> </ul>	<ul style="list-style-type: none"> <li>• On-going 2018</li> <li>• Term One and Two 2018</li> <li>• Term one 2018</li> </ul>	<ul style="list-style-type: none"> <li>• Yes ERO identified need to transition from grades to curriculum levels (core goal for 2019).</li> <li>• No consultation done – deferred 2019.</li> <li>• Yes appointment of HH as ‘Maori Academic Mentor’</li> <li>• IAP and SWEET continued through 2018. Plan to envelope these into 2020 school diary.</li> </ul>

<ul style="list-style-type: none"> <li>• Rationalise the IAP and SWEET tools into one comprehensive tool that supports the academic mentoring process.</li> <li>• Incorporate our SOUL values within all curriculum planning documents.</li> <li>• Review the academic monitoring and course selection process for Year 13</li> <li>• Identify programmes and processes that are now redundant and can be removed in support over over-worked staff and over-assessed students</li> </ul>	<ul style="list-style-type: none"> <li>• MB</li> <li>• SLT, CDF</li> <li>• SLT</li> <li>• SLT</li> </ul>	<ul style="list-style-type: none"> <li>• Feb 2018</li> <li>• Term one &amp; Two 2018</li> <li>• Term one 2018</li> <li>• On-going 2018</li> </ul>	<ul style="list-style-type: none"> <li>• SOUL Values continue to be implemented in curriculum documents.</li> <li>• Yes SLT mentors for NCEA endorsement groups.</li> <li>• Various success with identification of programmes (ncea results were down and this is linked) 2019 has clear goals in place.</li> </ul>
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**TEACHING & LEARNING GOAL 2:** We will develop a staff professional development plan that links to our professional foci (place-based curriculum, literacy and effective teaching practice) in order to assist our staff in their learning leadership role.

Objective	Expected Outcome	Achieved Outcome
<ul style="list-style-type: none"> <li>• To provide all teaching staff with the professional support to deliver teaching &amp; learning programmes that fit within our educational philosophies &amp; targeted goals &amp; aspirations</li> <li>• To promote professional collaboration &amp; the development of place based units of work in both the junior &amp; senior curriculum.</li> <li>• To further embed PB4L within our teaching, learning and pastoral systems so that our SOUL values are integrated into our curriculum.</li> <li>• Identify and implement a review system in the junior school that incorporates e-asTle,</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All</b> curriculum programmes have <b>SOUL values linked to teaching and learning programmes</b></li> <li>• <b>40-50 hours</b> of professional development focused on our identified professional development areas is delivered to all teaching staff.</li> <li>• The College meets its goals in terms of outcomes from the Whanganui Collaborative PD for 2018</li> <li>• <b>All</b> teaching staff participate in an inquiry as part of the appraisal process.</li> <li>• Achievement goals set for 2018 are met (see <b>Teaching &amp; Learning Goal 1</b>)</li> <li>• Average asTTle gain of <b>35aRs</b> at the 25<sup>th</sup> and 50<sup>th</sup> percentile inn Year 9 and Year 10</li> </ul>	<p>Various successes here. SOUL values are very much the Cullinane way . 2019 working on transferring junior assessment into curriculum strands/levels allows SOUL incorporation. 40-50 hours done though commitment to He Kahukura, Write that Essay and regular staff PLD on Monday staff meetings.</p> <p>Inquiry level poor from staff. This was identified by ERO on their review. 2019 has seen departure from 'Appraisal Connector' online programme (not well used) to a new system... with a new Assistant Principal in charge of appraisal.</p> <p>AsTTle results indicated that two of the four quartiles of students improved their grades other regressed... this information necessitated the change to curriculum strands/levels goal in 2019.</p> <p>85% achieved.</p>



<ul style="list-style-type: none"> <li>• 'writethatessay' &amp; transition testing and which triggers responses to student need.</li> <li>• Ensure a professional inquiry approach underpins the use of Appraisal Connector for all teaching staff.</li> </ul>	<ul style="list-style-type: none"> <li>• 85% of students in the lower band Year 9 class achieve a Year 9 junior Diploma at years end</li> <li>• 85% of students in Year 9 and 10 achieve gains in academic writing as measured by the assessment tool in 'Write that Essay'</li> </ul>		
Actions	Responsible	When	Analysis/Reflection
<ul style="list-style-type: none"> <li>• Develop an action plan to guide our professional development.</li> <li>• Prepare a schedule of Monday afternoon and half day PD training sessions linked to our PD action plan.</li> <li>• Review the e-asTle &amp; 'writethatessay' data from 2017 and identify strategies for 2018 within the first 6 weeks of 2018.</li> <li>• Meet with each of the Y9/Y10 students (and whanau) identified as having significant deficits and put in place a set of strategies to support their learning that identify the key staff supporting this process.</li> <li>• Work with CDF to ensure our SOUL values are an active part of the junior curriculum programmes</li> <li>• Support the identification of an area of professional inquiry and incorporate this within the appraisal process.</li> </ul>	<ul style="list-style-type: none"> <li>• LP, JH</li> <li>• LP, SLT</li> <li>• SLT, TB, MAS</li> <li>• SLT, Deans</li> <li>• MB, KM, CDF</li> <li>• JH, LP, TJ</li> </ul>	<ul style="list-style-type: none"> <li>• Feb 2018</li> <li>• Feb 2018</li> <li>• Feb/March 2018</li> <li>• March 2018</li> <li>• On-going 2018</li> <li>• April &amp; Term Two 2018</li> </ul>	<ul style="list-style-type: none"> <li>• Yes plan created.</li> <li>• Yes achieved.</li> <li>• Yes achieved writethatessay programme discontinued for 2019 (although we continue with the external PLD on literacy they provide).</li> <li>• Yes achieved through family days. Could be further expanded.</li> <li>• Various success here with CDF most departments well placed.</li> <li>• Inquiry continues to be a focus for 2019.</li> </ul>

**ENABLING THE CHILD TO SHINE 1:** We will provide students with opportunities to be 'the best possible version of the person God created them to be'

Objective	Expected Outcome	Achieved Outcome
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<ul style="list-style-type: none"> <li>• Promote a welcoming culture by developing a transition process which is supportive &amp; caring, which involves our student leaders and which copes with multiple entry points.</li> <li>• Ensure that students, parents/whanau have more opportunities for 'voice' in order to be an active part of our improvement cycle.</li> <li>• Provide opportunities for the students to be active leaders and change agents in the College.</li> <li>• Support those students who undertake the Marist Young Neighbours Programme in terms of their re-entry into the College.</li> <li>• Ensure our Year 9 students are nurtured and educated within a caring environment led by our Year 13 students</li> </ul>	<ul style="list-style-type: none"> <li>• Year 9 Journey programme is successfully completed and <b>70-100 whanau</b> attend the powhiri &amp; evening meal</li> <li>• &lt; <b>5</b> students in the College move to another secondary school in Whanganui.</li> <li>• A formal transition process is developed and maintained throughout the year.</li> <li>• <b>60%</b> of students are involved in sports activities</li> <li>• <b>4-6 students</b> receive Sports Blues or Spirit of Cullinane Awards</li> <li>• <b>An achievers list</b> provides a summary of all student success in 2018</li> <li>• Student Council voice leads to <b>\$6000-\$10,000</b> of school improvements</li> <li>• <b>Every MYN student</b> is mentored and supported upon their return to Cullinane College.</li> </ul>	<ul style="list-style-type: none"> <li>• Yes Year 9 Journey programme a success with high rates of whanau engagement.</li> <li>• More than five students moved schools.</li> <li>• Yes process maintained.</li> <li>• No below 60% involved in sports (extra curricular).</li> <li>• Yes 5 awarded 2019.</li> <li>• No achiever list formed.</li> <li>• Student council involved in improving pathways and the house system.</li> <li>• MYN not established programme on return.</li> </ul>	
Actions	Responsible	When	Analysis/Reflection
<ul style="list-style-type: none"> <li>• Design and prepare a transition programme for all students who enter as new members of our community.</li> <li>• Plan the Year 9 journey programme and incorporate the involvement of the Tuakana student leaders in facilitating this programme</li> <li>• Identify a schedule of points in the year where parents/whanau and students can participate in surveys and forums that provide feedback to the leadership team regarding the performance of the College.</li> <li>• Elect a new Student Council and provide the students with the support they need to add value to the College and have a voice in its development</li> <li>• Train a number of staff so that they are capable of ensuring students who complete MYN have the support they need when returning to the College</li> </ul>	<ul style="list-style-type: none"> <li>• KM, LP &amp; Deans</li> <li>• KM, LP and Deans</li> <li>• JH, SLT</li> <li>• LP</li> <li>• JH, Fr Mark, HD</li> </ul>	<ul style="list-style-type: none"> <li>• Jan/Feb 2018, on-going</li> <li>• Jan/Feb 2018</li> <li>• Jan/on-going 2018</li> <li>• Feb/March 2018</li> <li>• Term one 2018 on-going</li> </ul>	<ul style="list-style-type: none"> <li>• Yes programme in place</li> <li>• Yes tuakana well used for mentoring Y9.</li> <li>• Yes reviews undertaken.</li> <li>• New student council formed and active in 2018.</li> <li>• No training arranged.</li> </ul>



**ENABLING THE CHILD TO SHINE 2:** We will encourage students to express their gifts and talents and to foster their creativity, self-confidence and resilience.

Objective	Expected Outcome	Achieved Outcome	
<ul style="list-style-type: none"> <li>• Provide opportunities for students to not only excel but to also try and fail in order to develop key qualities such as commitment, self-confidence and resilience.</li> <li>• Provide opportunities in MPA and the performing arts for students to challenge themselves to develop self-confidence and build their performance skills</li> <li>• Encourage further opportunities for students to test themselves in competition in the performing arts, oratory and public speaking</li> <li>• Use performance art as a vehicle to raise money and promote social justice in our community</li> <li>• Gifted students in sport and performance art are given opportunities to support their development and fully express their talents</li> <li>• To fully support student talent while finding ways to limit interruptions to normal classes</li> </ul>	<ul style="list-style-type: none"> <li>• <b>60%</b> of students in the College are involved in sports activities</li> <li>• <b>40 students</b> participate in the National Pae Rangatahi competition and are successful in placing in the top 15 in the country.</li> <li>• <b>3</b> students are entered into the regional Manu Korero competition</li> <li>• <b>30+ students</b> are involved in each Café Concert</li> <li>• <b>3</b> Café Concerts are scheduled in 2017</li> <li>• O'Shea Shield Team finish in a <b>top 10 placing</b></li> <li>• <b>80</b> non-interruption days are achieved in 2017</li> <li>• <b>4-6 students</b> receive Sports Blues or Spirit of Cullinane Awards</li> </ul>	<ul style="list-style-type: none"> <li>• See above (not met).</li> <li>• Yes 52 students competed in the nationals this year.</li> <li>• Two entered and one student one overall best whaikorero.</li> <li>• Café concert a huge success over two nights in term three.</li> <li>• O'Shea shield team placed 13<sup>th</sup>.</li> <li>• Yes 80 non-interruption days done – although core change for 2019 is to have no early closes which created an identified problem with the MOE in term four.</li> <li>• Yes five awarded 2018</li> </ul>	
Actions	Responsible	When	Analysis/Reflection
<ul style="list-style-type: none"> <li>• Students who are gifted in art, sport and performing arts to be identified and individual development plans identified and implemented</li> <li>• Students encouraged and supported to perform to their potential in the O'Shea Shield</li> <li>• Students identified and supported to perform strongly at Manu Korero &amp; Pae Rangitahi Competitions</li> <li>• Kapa Hake group is initiated in late term one and supported to reach their current very high levels of performance</li> <li>• The café Concert format is further developed in 2018 to incorporate our focus on dance and</li> </ul>	<ul style="list-style-type: none"> <li>• HH, SH, SLT</li> <li>• HD, LP &amp; SH</li> <li>• KM, VR, JH</li> <li>• KM, VR, JH</li> <li>• MP, SH &amp; SLT</li> </ul>	<ul style="list-style-type: none"> <li>• Feb 2018</li> <li>• Term one &amp; two 2018</li> <li>• Term one &amp; two 2018</li> <li>• Term one &amp; two 2018</li> <li>• Term one 2018 on-going</li> </ul>	<ul style="list-style-type: none"> <li>• Various levels of success (ongoing).</li> <li>• Yes achieved</li> <li>• Yes achieved</li> <li>• Yes achieved</li> <li>• Yes achieved.</li> </ul>

<p>drama as a result of the appointment of new staff. The concerts are calendared into the term programmes and use our new facilities</p> <ul style="list-style-type: none"> <li>Two/three non-interruption days per week are scheduled each week and protected where possible</li> </ul>	<ul style="list-style-type: none"> <li>LP, SLT</li> </ul>	<ul style="list-style-type: none"> <li>Feb 2018</li> </ul>	
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**INCLUSION & DIVERSITY GOAL 1:** We will further develop high quality partnership programmes to further engage our whanau/parents and Iwi in supporting the achievement goals of our kura.

Objective	Expected Outcome	Achieved Outcome	
<ul style="list-style-type: none"> <li>The College collaborates with local secondary schools to continue our partnership with Iwi and whanau in improving outcomes for Maori students</li> <li>To further develop units of work involving place based curriculum across curriculum areas</li> <li>To support Maori students to excel in their academic studies and enjoy 'success as Maori' and success as 'Nga Iwi'</li> <li>Increase teacher competence in teaching academic writing</li> <li>To develop whanau friendly strategies that increase engagement and partnership with whanau</li> <li>To further support the active engagement of whanau in the academic, cultural and social development of the College</li> </ul>	<ul style="list-style-type: none"> <li>Intermittent and unjustified absence rates for Maori to be &lt;4%</li> <li>&lt;8 Maori students stood down in 2017</li> <li>Attendance rates for Maori and Pasifika of &gt;85%</li> <li>85% of Maori student leavers finish school with NCEA Level 2</li> <li>90% attendance rate at Family Day</li> <li>70% attendance at SWEET Evening</li> <li>Shift of &gt;35aRs @ 25<sup>th</sup> and 50<sup>th</sup> percentiles or Maori students in Year 9 &amp; Year 10</li> </ul>	<p>Cullinane College continues from strength to strength with it's collaboration and encouragement of our Tangata Whenua students.</p> <ul style="list-style-type: none"> <li>Not achieved this was over</li> <li>Not achieved as we were over.</li> <li>83% of Maori left with L2.</li> <li>84% attendance at Family Day.</li> <li>Data not gather for SWEET Evening.</li> <li>Not achieved.</li> </ul>	
Actions	Responsible	When	Analysis/Reflection
<ul style="list-style-type: none"> <li>The PD Action Plan for Whanganui Secondary Schools Collaboration is completed</li> <li>The PD plan identifies a programme of professional support and development focused</li> </ul>	<ul style="list-style-type: none"> <li>JH, LP</li> <li>JH, SLT</li> </ul>	<ul style="list-style-type: none"> <li>Jan/Feb 2018</li> <li>Jan/Feb 2018</li> </ul>	<ul style="list-style-type: none"> <li>Yes achieved and carried out.</li> <li>Yes achieved.</li> <li>Yes achieved.</li> </ul>



<p>on place based curriculum, academic writing strategies and effective classroom pedagogy.</p> <ul style="list-style-type: none"> <li>• A schedule for SWEET Evening, Family Day and tripartite mentoring meetings is scheduled on the calendar</li> <li>• Maori and Pasifika students in the junior school are monitored by the Head of Junior School and strategies to support acceleration of learning are put in place as required.</li> <li>• Maori &amp; Pasifika students in the senior school are monitored by the Head of Senior School &amp; strategies to support academic achievement &amp; careers aspirations are put in place as required.</li> </ul>	<ul style="list-style-type: none"> <li>• JH, SLT</li> <li>• LP</li> <li>• KM</li> </ul>	<ul style="list-style-type: none"> <li>• Term one 2018</li> <li>• Feb/March, on-going 2018</li> <li>• Feb/March, on-going 2018</li> </ul>	<ul style="list-style-type: none"> <li>• Appointment of 'Maori Academic Mentor' late in 2018 as this was an area not covered with the departure of Kamaka Manual.</li> <li>• As above.</li> </ul>
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**INCLUSION & DIVERSITY GOAL 2:** We will provide effective curriculum and learning support to allow our Maori, Pasifika and gifted students to achieve academic and extracurricular success.

Objective	Expected Outcome	Achieved Outcome
<ul style="list-style-type: none"> <li>• Individual students that are identified as gifted and talented have an individual IAP that identifies strategies to accelerate their learning</li> <li>• Gifted and talented students in both the junior and senior school are provided with opportunities to be accelerated within our timetable structure</li> <li>• HODs have a plan in place that identifies how they will extend students in the junior classes through differentiated strategies.</li> <li>• Students are supported in further developing their gifts and talents through a range of extra-curricular opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>25%</b> of students in Year 9 and Year 10 achieve an excellence endorsement on their junior diploma</li> <li>• <b>2</b> students in <b>Year 13</b> and <b>4</b> students in <b>Year 12</b> gain Academic Blues in 2018</li> <li>• <b>20-30%</b> of students gain endorsements on their NCEA</li> <li>• Maori and Pasifika students achieve at the same levels as NZ/European - Success rates at NCEA L1, L2 of <b>95%</b> and NCEA L3 of <b>90%</b> (July 1<sup>st</sup> rates above 85% L1 &amp; L2)</li> <li>• <b>25%</b> of Maori students gain an endorsement at NCEA Level 1 and Level 2</li> <li>• Students who undertake extension NCEA programmes achieve at the <b>excellence level</b></li> </ul>	<p>Academic challenge is something that Cullinane prides itself with.</p> <ul style="list-style-type: none"> <li>• Yes GATE programme for juniors in operation 2019</li> <li>• Yes 25 achieved.</li> <li>• Yes achieved.</li> <li>• Achieved for NCEA Level 1 but not Level 2 or 3.</li> <li>• Yes at the rate of Pakeha (but down from the goal of 95%) see above.</li> <li>• Yes at L1 not at L2.</li> <li>• No extension programme but a mentoring programme. Many changes in 2019 planned.</li> </ul>

Actions	Responsible	When	Analysis/Reflection
<ul style="list-style-type: none"> <li>HODs to provide a paper to principal regarding how they will extend accelerated students in Year 9 &amp; Year 10 classes</li> <li>Monitor junior Diploma progress reports and respond if targets are not being met</li> <li>Monitor students in terms of progress towards NCEA endorsements, University Entrance and Scholarship Examinations</li> <li>Determine the viability of a separate gifted and talented programme in the junior school and make a recommendation.</li> <li>Investigate the option of joining the Volcanic's E-Cluster in 2019 in order to extend the curriculum offered at the College</li> </ul>	<ul style="list-style-type: none"> <li>JH, KM, CDF</li> <li>LP</li> <li>KM</li> <li>JH, MB</li> <li>JH</li> </ul>	<ul style="list-style-type: none"> <li>Term one 2018</li> <li>On-going 2018</li> <li>On-going 2018</li> <li>Term one 2018</li> </ul>	<ul style="list-style-type: none"> <li>Not achieved.</li> <li>Yes achieved.</li> <li>Yes achieved with mixed success.</li> <li>Yes done and GATE continues 2019.</li> <li>Not joined.</li> </ul>

**QUALITY GOVERNANCE & MANAGEMENT 1:** We will ensure that new learning spaces are supported with resources that enable our students to fully engage in curriculum programmes that are driven by our curriculum philosophies.

Objective	Expected Outcome	Achieved Outcome
<ul style="list-style-type: none"> <li>Develop a modern set of learning spaces that allow students to experience a wide range of learning experiences aligned to our curriculum philosophies are developed.</li> <li>Ensure that the building programme is managed in such a way as to limit negative influences on the teaching and learning programme</li> <li>Promote the voice of students, staff and community in the planning stages of the re-building programme</li> </ul>	<ul style="list-style-type: none"> <li>Two computer spaces, an ablution block and counsellor and health offices are constructed by the end of term 2 2018.</li> <li>Staff, students and whanau are given the opportunity to have a voice in the development of the new facilities as they progress</li> <li><b>Major work</b> that causes noise and dust <b>disturbance is minimised</b> where possible.</li> <li>Learning outcomes in subjects which are affected by the building work (Computing,</li> </ul>	<p>Cullinane College now boasts some of the best facilities for education in the region. Continued work 2019 will see remaining classrooms upgraded.</p> <ul style="list-style-type: none"> <li>Yes completed in term three.</li> <li>Yes</li> <li>Yes</li> <li>Yes</li> <li>Yes</li> <li>Yes</li> </ul>



<ul style="list-style-type: none"> <li>• Ensure that all faculties in the College are provided with quality resources that support staff in delivering relevant, useful and engaging learning experiences in the classroom</li> <li>• New classroom spaces are provided with new furniture and equipment that meets the needs of each of the learning areas</li> <li>• College ensures that relevant legislation is met during the building programme</li> </ul>	<p>Technology ) meet the learning goals of <b>90-95% success across all levels of NCEA</b></p> <ul style="list-style-type: none"> <li>• New classroom equipment is supplied to <b>all completed classrooms</b> in the Stage II building development and deferred items from Stage I and maintenance work on prefabs and the maths rooms scheduled for Stage II are completed</li> <li>• <b>Zero recorded accidents</b> to students and staff during the Stage I Re-building programme</li> </ul>		
Actions	Responsible	When	Analysis/Reflection
<ul style="list-style-type: none"> <li>• Regular meetings with project manager and architect to ensure minimal disruption to classes</li> <li>• Updates to Board and community on building progress in 2018</li> <li>• Develop a contingency plan for storage and allocation of specialist classroom spaces for the two computing rooms.</li> <li>• Timetable all classes into available classroom spaces and ensure they are fit for purpose as much as possible</li> <li>• All requirements of the Health and Safety and Vulnerable Children's Acts are monitored and met</li> <li>• Schedule maintenance work to focus on admin area, principal's office &amp; RE classrooms and ensure all spaces have adequate blackout blinds for lockdown.</li> </ul>	<ul style="list-style-type: none"> <li>• JH</li> <li>• JH</li> <li>• JH, SLT</li> <li>• JH, JD, SLT</li> <li>• JH, EF, MB, CL</li> <li>• JH</li> </ul>	<ul style="list-style-type: none"> <li>• On-going</li> <li>• On-going</li> <li>• Feb 2018</li> <li>• Jan 2018</li> <li>• On-going</li> <li>• Term 2 and 3 2018</li> </ul>	<ul style="list-style-type: none"> <li>• Yes highly successful.</li> <li>• Yes</li> <li>• Yes</li> <li>• Yes</li> <li>• Yes</li> <li>• No this is deferred.</li> </ul>

**QUALITY MANAGEMENT & GOVERNANCE GOAL 2:** We will focus on self-review processes and evaluative data to ensure the College is meeting the needs of all students and their learning.

Objective	Expected Outcome	Achieved Outcome
<ul style="list-style-type: none"> <li>• The Board is provided with high quality data that enables them to be confident in their governance role</li> </ul>	<ul style="list-style-type: none"> <li>• The College reports a surplus of approximately \$15,000 - \$20,000 in 2018</li> <li>• Public Equity exceeds \$1,000,000</li> </ul>	<ul style="list-style-type: none"> <li>• Yes.</li> <li>• No short by \$100k</li> <li>• Yes</li> </ul>

<ul style="list-style-type: none"> <li>• The Board is provided with achievement data which enables accurate judgements to be made about academic progress in the senior and junior school</li> <li>• Ensure that staff and students benefit from increased levels of spending that directly impact on teaching and learning</li> <li>• To strengthen academic monitoring of the junior school in order to respond to numeracy and literacy deficits in a timely and rigorous manner</li> <li>• Ensure organisational spending is targeted to make the most difference to teaching and learning</li> <li>• The College continues to implement modern communication technology to support a future focused school.</li> </ul>	<ul style="list-style-type: none"> <li>• Working Capital exceeds \$450,000</li> <li>• International student funds exceed \$50,000</li> <li>• The Board is able to grant 85% of requests from HODs for capital items</li> <li>• The Board receives a full school self-review <b>once a term</b></li> <li>• Academic goals as outlined under 'Teaching and Learning Goal 1 &amp; 2' and <b>Inclusion &amp; Diversity Goal 1 &amp; 2</b> are met</li> <li>• Financial resources are allocated according to need and the school goals set by the Board</li> <li>• \$13,000 of funds are allocated in 2018 to put in place VOIP technology to develop a modern &amp; reliable communication system</li> <li>• \$15,000 of general maintenance work is carried out in 2018.</li> </ul>	<ul style="list-style-type: none"> <li>• Yes.</li> <li>• Not achieved.</li> <li>• As above.</li> <li>• Yes</li> <li>• Unsure VOIP.</li> <li>• Yes achieved.</li> </ul>	
Actions	Responsible	When	Analysis/Reflection
<ul style="list-style-type: none"> <li>• Principal presents to the board a full self-review of academic progress, attendance and engagement at end of every term</li> <li>• The budget is set in January/February and surplus cash is used to resource capital items</li> <li>• The budget is monitored monthly and resources moved to the areas of greatest need</li> <li>• Academic tracking and monitoring are used to determine where resources are most needed and budget resources are allocated according to need</li> <li>• The writethatessay writing programme in the junior school is resourced again in 2018 and a full review of its effectiveness carried out in 2018. the BOTs receives regular reviews on progress</li> <li>• Principal works with Trust Board to rejuvenate a currently ineffective body of school support</li> <li>• Part of the administration area of the College and Religious Ed. area are redecorated.</li> </ul>	<ul style="list-style-type: none"> <li>• JH</li> <li>• Board, JH, JO</li> <li>• Board, JH</li> <li>• Board &amp; SLT</li> <li>• JH, LP, TB</li> <li>• JH</li> <li>• JH</li> </ul>	<ul style="list-style-type: none"> <li>• On-going</li> <li>• Term one, on-going</li> <li>• On-going</li> <li>• On-going</li> <li>• Nov/Dec 2018</li> <li>• Term one 2018</li> <li>• Term two &amp; three 2018</li> </ul>	<ul style="list-style-type: none"> <li>• Significant work put into this and many changes arisen 2019 around this. See 2019 annual plan.</li> <li>• Yes budget set.</li> <li>• Yes achieved.</li> <li>• Yes significant work spending term four.</li> <li>• WTE reviewed and discontinued 2019.</li> <li>• Ongoing rejuvenation.</li> <li>• Redecoration deferred 2019.</li> </ul>



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## CULLINANE COLLEGE ANNUAL PLAN 2018 – Additional Information

AREA	GOAL	OUTCOMES	REFERENCE DOCUMENTS
MAORI ACHIEVEMENT	<p>To maintain and further develop programmes in Te Reo Maori, Maori Performing Arts, Maori Visual Arts, Tikanga and Cultural Practices.</p> <p>To further develop relational strategies based on the Kotahitanga principles through student and staff involvement in Kapa Haka, waiata, haka and in making observations and celebrations through a Maori medium</p> <p>To maintain enhancement programmes to better engage Maori learners</p> <p>To continue to monitor, analyse and evaluate achievement data against targets set in the annual plan</p>	<p>Maori language learning is valued and has a profile in the school leading to improved student outcomes</p> <p>A positive and productive relationship exists between Maori students and their teachers.</p> <p>The College and our environment continues to value Maori Tikanga and enhance it where appropriate</p> <p>Formal learning outcomes for Maori are maintained at levels above National norms for all students</p>	<p>College Charter Sections::</p> <p>Mission and Aims</p> <p>Term reviews of Annual Plan</p> <p>College Philosophy/Special Character</p> <p>College Policy document procedures:</p> <p>Treaty of Waitangi</p> <p>NCEA Achievement Data</p> <p>Faculty Annual Plans</p> <p>Faculty Reports</p> <p>Professional Development Plans and feedback and self-review</p> <p>Position Papers</p>
PACIFIKA ACHIEVEMENT	<p>To develop relational strategies that support our Pasifika students and display our commitment to recognising their culture</p> <p>To continue to monitor, analyse and evaluate achievement data against targets in the annual plan</p>	<p>Pasifika students are acknowledged for their unique culture and this is incorporated in community celebration and performance</p> <p>Formal learning outcomes for Pasifika students meet the targets set in the annual plan</p>	<p>NCEA Achievement data</p> <p>College Charter and Annual Plans</p> <p>Term reviews of Annual Plan</p> <p>College analysis (so few students for a department report)</p> <p>Position Papers</p>
SELF REVIEW	<p>To carry out scheduled policy review in accordance with the published timeline.</p> <p>The CDF committee to carry out a review of curriculum provision and assessment.</p> <p>To ensure that the self-review process focuses on student needs and achievement outcomes</p>	<p>Policy and procedure statements accurately reflect practice and provide effective guidance for compliance</p> <p>Subject annual reports and school generated achievement reports are accurate and are completed in a timely fashion to inform planning</p> <p>The self-review process supports the strategic goals associated with raising student achievement and engagement</p>	<p>College Policy Document sections:</p> <p>Principal's report to BOT</p> <p>Departmental reports</p> <p>Minutes from BOTs meetings where HODs present a report</p> <p>Student engagement survey data and analysis</p> <p>Termly Review of Annual Plan</p> <p>Annual Staff Health Check survey</p> <p>Minutes of CDF meetings</p> <p>Reviews against departmental annual plans</p>
PROVISION FOR GIFTED & TALENTED	<p>To meet the needs of the gifted and talented students through a creative thinking focused programme and a range of targeted programmes and co-curricular learning opportunities</p>	<p>A review of the current model of gifted and talented education is undertaken</p> <p>The College continues to look for avenues for students to excel</p> <p>Gifted and talented students are offered a wide range of opportunities to perform at the highest level in curriculum and co-curricular activities</p>	<p>Community newsletters</p> <p>Curriculum planning documents, schemes and programmes</p> <p>Report from Gifted and Talented Teacher</p> <p>Academic records and reports</p> <p>Reviews against the annual plan</p>

AREA	GOAL	OUTCOMES	REFERENCE DOCUMENTS
PROPERTY PLANNING	Maintenance: to ensure that a regular programme of maintenance and painting are carried out each year	Maintenance and painting work is carried out in support of the strategic goal	10YPP documents College budget Cyclical Maintenance Plan
FINANCIAL PLANNING	To manage financial resources in a fiscally prudent manner through accurate budgeting and the effective control of expenditure. To prepare and present a balanced set account with a continued emphasis on obtaining an overall surplus plus a cash surplus. To continue investigating further revenue streams in order to work towards a stronger financial situation in 2013	Budget provisions are managed through strengthened processes and effective monitoring College accounts audited and approved  College accounts show healthy and prudent levels as set in our annual goals for: <ul style="list-style-type: none"> <li>Public Equity</li> <li>Working capital</li> </ul>	College Budget Finance and Property Management Policies 10YPP document Audit Report College annual accounts Minutes of Finance Sub Committee Monthly financial reports and bank statements Financial Plan
PROFESSIONAL DEVELOPMENT	To involve all staff in effective PD centred on: <ul style="list-style-type: none"> <li>Relationship pedagogy</li> <li>Place-base curriculum</li> <li>Restorative student management practices &amp; PB4L</li> <li>Literacy including academic writing</li> <li>Learning management systems</li> <li>Personal and professional aspirations</li> </ul>	All staff will take the opportunity to engage in effective, relevant and timely PD that meets developmental needs Staff professional practice shows growth as a result of the PD and on-going training and development	PD planning documents Departmental records Staff meeting minutes Departmental reports Performance management documents Staff feedback forms Appraisal Documentation
PERSONNEL MANAGEMENT	To ensure that all members of the staff are appraised against relevant criteria outlined in the Standards for professional teaching (Education Council of Aoteroa), through a process of goal setting, classroom observation, feedback, student achievement analysis and personal professional reflection	Staff are willingly and actively involved in a process of professional growth that develops capacity and effectiveness	Personnel Policy procedures Appraisal templates for teaching staff and support staff PD course documents and request folders
EQUAL EMPLOYMENT OPPORTUNITIES	To ensure that all appointments are consistent with Equal Employment Opportunities policy. To ensure that employment data is collected and analysed	EEO data is maintained as current	Personnel policies and procedures
HEALTH & SAFETY	To ensure that all policies and procedures outlined in College policy documents are enacted to meet health & Safety regulations	Hazards register is up to date Accident and injury log is current Health clinic provisions are supported The College maintains a safe and healthy physical and emotional environment	Hazard 's Register Accident and Injury register Health & Safety policies and procedures Minutes of Health and Safety Meetings

## CULLINANE COLLEGE BOARD OF TRUSTEES

“For Love of God, Life and Learning”

### Report on 2018 Annual Goals

#### **SPECIAL CHARACTER**

*SPECIAL CHARACTER GOAL 1: We will promote and develop stronger relationships in our Catholic community and Catholic networks in order to carry out our responsibility as a Catholic school to be the Church in action*

*SPECIAL CHARACTER GOAL 2: We will provide an environment that encourages our students and staff to have a genuine encounter with Christ through sacramental participation, a focus on social justice and the development of a school culture embracing our SOUL values*

- 2018 was a terrific year for the Catholic Character of the college.
- We had our annual Sydney trip for the DRS and two Year 13 Tuakan.
- The school masses on Friday have grown in number with students attending outside the class assigned for the week.
- We have the establishment of the Youth Group for Year 7-10's with our school chaplain (youth worker) Tausalia.
- The Year 13 Tuakana group worked well with our students in various aspects (journey programme, Cullinane Day, charity ball, fundraising etc).
- Tuakana processed reviewed 2018 with some changes for the 2019 year.
- Commissioning mass successful in term one. Full school masses each term and all school at St Mary's parish church for the Assumption of Mary.
- Catholic Principal network up and running with term by term meetings.

#### **TEACHING & LEARNING**

*TEACHING & LEARNING GOAL 1: We will implement further strategies to improve student achievement and support the success of students who have literacy and numeracy deficits.*

*TEACHING & LEARNING GOAL 2: We will develop a staff professional development plan that links to our professional foci (place-based curriculum, literacy and effective teaching practice) in order to assist our staff in their learning leadership role.*

- 2018's NCEA results were mixture of good and poor. Year 11 overall resulting pass rate fell to 79%. Year 12 was to 86% (down by 4%) and Year 13 down to 64% (up by 5%) and UE dropping to 25% (down by 16%)
- I am disappointed with this and can pinpoint several key aspects to this (no specific year level dean monitoring, lack of due dates and many staff 'bumping' standards). Several key steps forward available for 2019.
- Endorsements were a pleasing aspect of the academic year. 32% of Year 11's gaining overall endorsement, 23% of year 12's and 20% of Year 13's.
- The college has three externally funded PLD in operation in 2018. The Science Inquiry PLD finished up this year and was a good success. The Write that Essay PLD continues from 2018 into 2019... although we've cut the \$9k p.a. subscriptions from the budget 2019. The college also enjoys being a part of the regional wide 'He Kahukura' PLD.

#### **ENABLING THE CHILD TO SHINE**

*ENABLING THE CHILD TO SHINE 1: We will provide students with opportunities to be 'the best possible version of the person God created them to be'*

*ENABLING THE CHILD TO SHINE 2: We will encourage students to express their gifts and talents and to foster their creativity, self-confidence and resilience.*



- The college continues with programmes where Maori students were able to interact with their culture, tikanga and reo. We farewelled Kamaka Manual to a promotion out of town and appointed a new permanent HOF of Te Reo (Vaan Rauhina) it is great to have an experienced high quality teacher in this position.
- The house deaning process was reviewed as a part of internal review. We have decided to move back to year level deaning. For 2019 an additional full dean was added to the team and all deans were given an additional line of non-contact.

## **INCLUSION & DIVERSITY**

*INCLUSION & DIVERSITY GOAL 1: We will further develop high quality partnership programmes to further engage our whanau/parents and Iwi in supporting the achievement goals of our kura*

*INCLUSION & DIVERSITY GOAL 2: We will provide effective curriculum and learning support to allow our Maori, Pasifika and gifted students to achieve academic and extracurricular success.*

- Two Sweet events were run in 2018 as well as a Whanau support eventing.
- The creation of a new role 'Maori Academic Mentor' was created and Hayden Hepburn was appointed to this position. This is a purpose created role for students looking to ensure they're goals are met.
- Continued focussed needs to be on the monitoring of student engagement in wider school life. Sports, activities, attendance all positive correlate to success in academics.

## **QUALITY MANAGEMENT AND GOVERNANCE**

*QUALITY GOVERNANCE & MANAGEMENT 1: We will ensure that new learning spaces are supported with resources that enable our students to fully engage in curriculum programmes that are driven by our curriculum philosophies.*

*QUALITY MANAGEMENT & GOVERNANCE GOAL 2: We will focus on self-review processes and evaluative data to ensure the College is meeting the needs of all students and their learning.*

- The Stage II was completed in term three with the opening of new ICT, commerce, nurse and counselling spaces.
- International students have increased in number and profile within the college. We have moved away from 'exchange' students and increased the number of internationals to a maximum of 15.
- New classroom furniture has been supplied to the new classrooms in new block and the 'Comm Room Two' was completely refurbished (this converted the roughest room into a very nice learning space).
- Self review 2018 included two full student body surveys (one was NZCER Me & My School and the other was student council survey). Three terms staff were surveyed a swot analysis on the year.

**Kiwisport:** *The 2018 budget for Kiwisport was \$7558. These funds were spent on the purchase of new sports uniforms, sports gear, revamp of the netball hoops and a repainting of the courts (netball, tennis and four square).*