



School Charter Strategic and Annual Plan for Cullinane College

2019 - 2021

Principals' endorsement:	
Board of Trustees' endorsement:	
Submission date to Ministry of Education:	28 th February 2021

Cullinane College 2019 – 2021

Strategic Intentions

Mission Statement	Cullinane College is a Roman Catholic community that strives to deliver quality education for Love of God, Life and Learning.
Vision	For God, for Life, for Learning. To create an environment where students are encouraged to become the best possible version of the person God created them to be.
Values	Are underpinned by the Gospel values of Faith & Hope Service, Optimise, Unity & Love
Māori Dimensions and Cultural Diversity	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.
Special Character	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.

	<p>Cullinane College is a Year 9 to Year 13 secondary Catholic co-educational college that also supports the technology needs of the Year7 and Year8 students from St. Mary's School, St Marcellin School and St. Anne's School.</p>
<p>Ethnic Composition</p>	<p>The ethnic composition of Cullinane College is as follows: Pakeha/NZ European = 44% Maori = 46% Pacific Island = 4% Asian/Other = 6% Cullinane College starts 2021 with one international students (from one countries).</p>

Baseline Data or School Context

Students' Learning

Enrolment Based Data (NZQA 03/2/2021)

	2017	2018	2019	2020
L1 - all	83.3%	79.2%	89.1%	95.1%
L 1 Māori	69.0%	72.2%	97.0%	100.0%
L1 Pasifika	100.0%	100.0%	100.0%	50.0%
L2 All	90.5%	86.0%	95.0%	93.3%
L2 Māori	88.9%	73.1%	93.5%	94.3%
L2 Pasifika	50.0%	100.0%	100.0%	92.9%
L3 All	56.9%	60.0%	89.1%	97.8%
L3 Māori	44.8%	50.0%	87.5%	100.0%
L 3 Pasifika	100.0%	100.0%	100.0%	100.0%

Student Engagement

Cullinane College students have high levels of engagement across multiple curriculum and co-curricular activities.

Overall Attendance Statistics

	Overall %	Number below 75%	Number below 50%
2020	87.2%	41 students	7 Students
2019	85%	39 students	7 students
2018	84%	44 students	2 students
2017	90%	41 students	8 students

School Organisation and Structures

The senior leadership team is headed by the Principal, two Deputy Principals, one Director of Religious Studies. There are 33 teachers on staff. Two part-time school counsellors and an array of support staff.

	<p>The pastoral team includes five Year Level Deans and two 'Within Sector Leads' for our local Community of Learning'.</p> <p>The curriculum team include heads of faculty and Deputy Principal of Curriculum CDF (Head of Faculties) Curriculum Group.</p>
<p>Review of Charter and Consultation</p>	<p>There is a high level of community support for our special character activities and academic and co-curricular endeavours. The local parish, Parish Priests, Sisters of St. Joseph, Society of Mary (Marist network) and the Catholic communities of the Whanganui River facilitate worship, reflection, prayer and celebration. Catholic sports clubs and members of our community coach and support our sports teams and cultural groups.</p> <p>In 2020 the college undertook student surveys on bullying and career direction/hopes. 2021 sees a whanau/parents/community consultation around sexuality education.</p>

2021 Strategic Goals

Overarching statement:

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. We aim to demonstrate best practice teaching and learning programs that incorporate core teaching and learning beliefs to meet children's individual needs and abilities. A Cullinane education will enable students to become confident, connected, actively involved, lifelong learners.

Cullinane College is big enough to fully meet students' needs yet small enough to allow individual attention and care for all students. Our high caliber staff are committed to working hard and motivating students to achieve excellence. Our school is welcoming and inclusive, encouraging effort and high standards. Teaching and learning at Cullinane College are underpinned by our Gospel values of Faith and Hope, Service, Optimise, Unity and Love. We affirm the uniqueness of each individual and encourage students to grow in a personal relationship with God that helps them be confident in their self-worth and cultural identity; to recognise the rights of others and be concerned for the common good. Cullinane students develop self-discipline, responsibility and accountability for their personal actions.

The Catholic Character of the College underpins all that we do at Cullinane College. It shapes the interpersonal relationships between staff, parents and students. The Pastoral Care of Cullinane students reflects the Sisters of St Joseph and Marist traditions and philosophy. Religious Education is compulsory for all students and aims to equip them for life as Catholics in the modern world.

1. Catholic Character Goal - *To incorporate the new sexuality education curriculum into our Year 9&10.*
2. Student achievement Goal - *To use transition data in the formation teaching and learning.*
3. Pastoral Goal - *To maximize the positive behaviour for learning both inside and outside of the classroom*
4. Teaching and Learning – *Placed Based Curriculum (linked through to wider Takitini/Kahui Ako city wide goal of Maori Achievement).*

Goal 1 - To incorporate the new sexuality education curriculum into our Year 9&10.

Annual Goals and Targets	Actions to Achieve	Lead By	Timeframe
1.1 To establish a draft statement on sexuality education for community consultation.	To work with the diocese office and trustees. To put out the draft statement for feedback. Being conscious to include tangata whenua and pasifika voice.	DRS, Head of Health/PE, School Counsellors and Principal.	Terms 1
1.2 To recognize those areas of the health curriculum which will be covered by the HPE department and those covered by the RE department and those covered by external providers.	To use the new documents; To create at defined coverage of which materials will be covered at which stages of secondary life.	DRS, Head of Health/PE.	Terms 1 & 2
1.3 To prepare units of work and schedule of coverage (calendar) for both Year 9 & 10	Based upon 10 hours per annum for each year preparation of units of work around the sexuality side of the health curriculum. for both Year 9 & 10. Any external agency provided materials (such as Mates and Dates) will be on top of this 10 hours.	DRS, Teacher of RE	Term 2 - 4
Indicators of Progress & Success	A programme of learning cover the key aspects of the health (and sexuality) education, in action for our Year 9 & 10.		
Resourcing	Staff professional development time. Including release day. External provided PLD for our teacher (likely sourced from the Diocese Office). Release time for the DRS to visit other schools to adopt/adapt their programmes.		

Goal 2 – Student achievement Goal - To use transition data in the formation teaching and learning.			
Annual Goals and Targets	Actions to Achieve	Lead By:	Timeframe
2.1 To improve the use of diagnostic and formative data in the preparation of learning.	To incorporate the use of holistic information on a cohort level.	Principal Senior Leadership team Heads of Department. Teaching Staff	Terms 1 - 4
2.2 To encompass feeder school information on our Year 8 enrolled students.	To utilize the specialist data (e.g. nat standards) and soft data from the Primary Sector.	Senior Leadership team Year 9 Dean Head of Learning Support.	Term 4 & 1
2.3 To formulate a cohort dossier of information (pipeline) for each year level that will summarise the five years of learning here at Cullinane College.	To systematically track and monitor students as they transition from the primary sector into our junior school and then onto NCEA qualifications.	Deans Head of Learning Support Deputy Principal	Terms 1-3
2.3 Ongoing monitoring and tracking of the students in each cohort.		Teachers Deans Deputy Principal	Terms 1-3
Indicators of Progress & Success	Increased levels of engagement from staff with students (and their whanau) around their entire learning experience here at the school.		
Resourcing	Training for Deans and Heads of Faculty.		

Goal 3 - Pastoral Goal - To maximize the positive behaviour for learning both inside and outside of the classroom.			
Annual Goals and Targets	Actions to Achieve	Lead By:	Timeframe
3.1 Promote the consistent series of expectations of what constitutes the best behaviour for learning.	<p>To provide clear expectations to staff around the importance of having clearly communicated expectations within their various classroom spaces.</p> <p>To have all classrooms displaying the PB4L Matrix plus a co-constructed classroom agreement.</p>	Deputy Principal Deans Teachers	Terms 1 - 4
3.2 To focus core messages to the student body around reinforcing positive behaviours.	<p>Use of forums such as full assemblies and year level assemblies to give clear messaging around expectations.</p> <p>Use of school newsletter and student notices to reinforce the core messages.</p>	Deputy Principal Deans Teachers	Terms 1-3
3.3 To actively monitor lateness to class and those signing in late to the college.	<p>To actively supervise the period one late sign in students (deans on a roster).</p> <p>To engage with those with patterns of lateness (and/or truancy).</p>	Deputy Principal Deans Teachers	Terms 1 - 3

	<p>To open clear lines of communication with home to support all our students to be in the right place, at the right time, doing the right things.</p> <p>To provide holistic hauora for each individual student in their own environment.</p>		
3.4 To continue progression through to PB4L Tier Two Status	<p>To work with MOE staff as we further embed this initiative.</p> <p>To continue our school based PB4L team.</p>	Deputy Principal Deans Teachers	Terms 1 - 4
Indicators of Progress & Success	<p>Students openly engaging within classroom spaces in ways that are reflective of positive learning.</p> <p>To clearly see across all teachings spaces clear messages around positive behaviour for learning.</p> <p>To see progression in the annual PB4L Set (external auditing process)</p>		
Resourcing	Time and resourcing.		

Goal 4 – Teaching and Learning – Placed Based Curriculum.			
Annual Goals and Targets	Actions to Achieve	Lead By:	Timeframe
4.1 To incorporate the Kahui Ako Goal of Placed Based Learning into the college.	To make use of the appointed 'Within Sector Leads' to liaise with the 'Across Sector Leads' as they begin the Takitini kaupapa.	Principal Senior Leadership team Takitini WSL	Terms 1 - 4
4.2 To offer school wide professional development on incorporation of Placed Based Learning into curriculum and planning.	To provide afternoon staff meeting time to specialist support around the notions of upgrading units of work to better reflect our local history, geography and uniqueness.	Principal Senior Leadership team Takitini WSL Teaching Staff	Terms 1 and 2
4.3 To see each curriculum area aim to adapt one unit of Year 9 and one unit of Year 10 to better reflect Place Based Learning.	To have the WSL work alongside Heads of Department and specialist teachers over the year to develop programmes of work. To collaborate with other local schools to access best practices and resources within the Kahui Ako.	Principal Senior Leadership team Takitini WSL Teaching Staff	Terms 1-4
4.4 To embed the College with culturally responsive	To continue to work with He Kahukura in their district wide PLD kaupapa.	Principal Senior Leadership team	Terms 1-4

practice across all curriculum.	To continue with our development and use of the Effective Teacher Profile.	Teaching Staff	
Indicators of Progress & Success	Students recognition of the change in the units to better reflect the overall emphasis on our local area as a source for learning. To see staff challenge themselves to expand their own practices.		
Resourcing	Time and training.		