



School Charter  
Strategic and Annual Plan for  
Cullinane College

2019 - 2022

Principals' endorsement:	
Board of Trustees' endorsement:	
Submission date to Ministry of Education:	28 <sup>th</sup> February 2022

# Cullinane College 2019 – 2022

## Strategic Intentions

<b>Mission Statement</b>	Cullinane College is a Roman Catholic community that strives to deliver quality education for Love of God, Life and Learning.
<b>Vision</b>	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.
<b>Values</b>	Are underpinned by the Gospel values of Faith & Hope Service, Optimise, Unity & Love
<b>Māori Dimensions and Cultural Diversity</b>	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.
<b>Special Character</b>	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><b>Ethnic Composition</b></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	2021
L1 - all	83.3%	79.2%	89.1%	95.1%	<b>97.5%</b>
L 1 Māori	69.0%	72.2%	97.0%	100.0%	<b>97.1%</b>
L1 Pasifika	100.0%	100.0%	100.0%	50.0%	<b>100.0%</b>
L2 All	90.5%	86.0%	95.0%	93.3%	<b>96.4%</b>
L2 Māori	88.9%	73.1%	93.5%	94.3%	<b>90.0%</b>
L2 Pasifika	50.0%	100.0%	100.0%	92.9%	<b>100.0%</b>
L3 All	56.9%	60.0%	89.1%	97.8%	<b>91.3%</b>
L3 Māori	44.8%	50.0%	87.5%	100.0%	<b>84.6%</b>
L 3 Pasifika	100.0%	100.0%	100.0%	100.0%	<b>66.7%</b>

#### 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%
2021	85.3%	38 students	9 students
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

<p><b>School Organisation and Structures</b></p>	<p>The senior leadership team is headed by the Principal, two Deputy Principals, one Director of Religious Studies. There are 35 teachers on staff. Two part-time school counsellors and an array of support staff. 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><b>Review of Charter and Consultation</b></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>

## 2022 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 – *Use formative data to inform teaching and learning.*
3. Pastoral Goal - *To implement and maximize the school standards in and outside of the classroom.*
4. Teaching and Learning – *Develop and implement a school wide literacy programme/strategy. Further develop the place based learning and cultural responsive practice.*

**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.	<p>To work with the diocese office and trustees.</p> <p>To put out the draft statement for feedback. Being conscious to include tangata whenua and pasifika voice.</p>	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.	<p>To use the new documents;</p> <p>To create at defined coverage of which materials will be covered at which stages of secondary life.</p>	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	<p>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 &amp; 10.</p> <p>Any external agency provided materials (such as Mates and Dates) will be on top of this 10 hours.</p>	DRS, Teacher of RE	Term 2 - 4
<b>Indicators of Progress &amp; Success</b>	A programme of learning cover the key aspects of the health (and sexuality) education, in action for our Year 9 & 10.		
<b>Resourcing</b>	<p>Staff professional development time. Including release day.</p> <p>External provided PLD for our teacher (likely sourced from the Diocese Office).</p> <p>Release time for the DRS to visit other schools to adopt/adapt their programmes.</p>		

<b>Goal 2</b> – Student achievement Goal - Use formative data to inform teaching and learning.			
<b>Annual Goals and Targets</b>	<b>Actions to Achieve</b>	<b>Lead By:</b>	<b>Timeframe</b>
2.1 To improve the use of diagnostic and formative data in the preparation of learning.	To incorporate the use of regular inclass formative assessment to identify the learning needs of the classes.	Principal DP Curriculum Heads of Department. Teaching Staff	Terms 1 - 4
2.2 To encompass feeder school information along with the AsTTle data from term one.	To utilize the specialist data (e.g. nat standards) and soft data from the Primary Sector.	DP Curriculum 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.	Head of Learning Support Deputy Principal	Terms 1-3
2.3 Ongoing monitoring and tracking of the students in each cohort.	Use of regular reporting at department levels.	Teachers Deans Deputy Principal	Terms 1-3
2.4 Provide PLD to staff around use of assessment tools.	Use of AsTTle, running records and curriculum aligned assessment.	HOD & DP Curriculum	
<b>Indicators of Progress &amp; Success</b>	Increased levels of engagement from staff with students (and their whanau) around their entire learning experience here at the school.		
<b>Resourcing</b>	Training for Teachers and Heads of Faculty.		



**Goal 3** - Pastoral Goal - To implement and maximize the school standards in and outside of the classroom.

<b>Annual Goals and Targets</b>	<b>Actions to Achieve</b>	<b>Lead By:</b>	<b>Timeframe</b>
3.1 Promote the consistent series of expectations of what constitutes the best behaviour for learning. To deliver core messaging to students about the school standards.	To provide clear expectations to staff around the importance of having clearly communicated expectations within their various classroom spaces. To use the school diaries, posters and notices.  To have all classrooms displaying the PB4L Matrix plus a co-constructed classroom agreement.	Principal Deputy Principal Deans Teachers	Terms 1 - 4
3.2 Core messaging for staff “what you walk past becomes the new standard”.	Work directly with staff around the expectations of their behaviours and standards as not only role models but authority figures.  To message that staff hold the standards expected by our parent community and SLT.	Principal Deputy Principal Deans Teachers	Terms 1-3
3.3 To actively monitor lateness to class and those signing in late to the college.	To actively engage with students and their whanau around the importance of being in the right place, at the right time doing the right things.	Deputy Principal Deans Teachers	Terms 1 - 3
3.4 To embed PB4L Tier Two Status and to bring in the ‘Cullinane Standards’	To work with MOE staff as we further embed this initiative.	Deputy Principal Deans Teachers	Terms 1 - 4

	To continue our school based PB4L team.		
<b>Indicators of Progress &amp; Success</b>	<p>Students openly engaging within classroom spaces in ways that are reflective of positive learning. Students being able to express what the standards are here at the college. What living out our SOUL values looks like in and out of the classroom.</p> <p>To clearly see across all teachings spaces clear messages around positive behaviour for learning.</p>		
<b>Resourcing</b>	Time and resourcing.		

**Goal 4** – Teaching and Learning – Develop and implement a school wide literacy programme/strategy. Further develop the place based learning and cultural responsive practice.

<b>Annual Goals and Targets</b>	<b>Actions to Achieve</b>	<b>Lead By:</b>	<b>Timeframe</b>
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 good literacy strategies.	To provide afternoon staff meeting time to specialist PLD around what quality literacy development looks like over every subject areas.  Develop a clear plan for the delivery of an effective programme of literacy and support.  To have our SENCO working directly with lowest level literacy students in Year 9&10.	DP Curriculum Senco Teaching Staff	Terms 1-4  Term 1 & 2  Terms 1-4
4.3 To see each curriculum area aim to adapt one further 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.	DP Curriculum Takitini WSL Teaching Staff	Terms 1-4
4.4 To embed the College with culturally responsive practice across all curriculum.	To continue to work with He Kahukura in their district wide PLD kaupapa.  To continue with our development and use of the Effective Teacher Profile.	Principal Senior Leadership team Teaching Staff	Terms 1-4

<b>Indicators of Progress &amp; Success</b>	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.		
<b>Resourcing</b>	Time and training.		