



School Charter Strategic and Annual Plan for Cullinane College

2023

Principals' endorsement:	
School Board endorsement:	
Submission date to Ministry of Education:	31 st March 2023

Cullinane College 2023

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 = 42% Maori = 45% Pacific Island = 6% Asian/Other = 4% Cullinane College starts 2023 with 12 international students (from one countries). = 3%</p>

Baseline Data or School Context

Students' Learning

Enrolment Based Data (NZQA 03/2/2021, 2022 to be updated)

	2017	2018	2019	2020	2021	2022
L1 - all	83.3%	79.2%	89.1%	95.1%	97.5%	96.9%
L 1 Māori	69.0%	72.2%	97.0%	100.0%	97.1%	91%
L1 Pasifika	100.0%	100.0%	100.0%	50.0%	100.0%	100%
L2 All	90.5%	86.0%	95.0%	93.3%	96.4%	94.4%
L2 Māori	88.9%	73.1%	93.5%	94.3%	90.0%	93%
L2 Pasifika	50.0%	100.0%	100.0%	92.9%	100.0%	100%
L3 All	56.9%	60.0%	89.1%	97.8%	91.3%	97.5%
L3 Māori	44.8%	50.0%	87.5%	100.0%	84.6%	94%
L 3 Pasifika	100.0%	100.0%	100.0%	100.0%	66.7%	100%

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%
2022	83%	43 students	7 students
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>School Organisation and Structures</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>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 endeavor's. 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>2023 sees a whānau/parents/community/ākonga consultation around a number of areas which impact the Kura. These will cover Sexual education, uniform, Pastoral care, Academic and general tone of the school.</p>

2023 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 rāngatahi'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 create a worshipping community where an invitation to encounter Christ is reflected in all aspects of College life.*
2. *Curriculum & Learning - Experience Academic success and achievement by developing self-directed ākongā who take responsibility for their own learning.*
3. *Pastoral Care Goal - Utilize the SOUL values to raise the school standards in and outside of the classroom.*
4. *Arts, Culture and Sport - Building a holistic student through involvement and commitment beyond the classroom.*

Goal 1 - *To create a worshipping community where an invitation to encounter Christ is reflected in all aspects of College life.*

Annual Goals and Targets	Actions to Achieve	Expected Outcomes	Responsibility
1.1 Continue to develop the Religious Education Curriculum.	<p>To work with the diocese office.</p> <p>Establish a draft statement on Sexuality Education.</p> <p>To identify 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> <p>Prepare the year 11 RE programme, so we are ready to implement the new NCEA standards and RE curriculum in 2024.</p> <p>A leadership action plan is developed</p> <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 & 10.</p> <p>Any external agency provided materials (such as Mates and Dates) will be on top of this 10 hours.</p>	<p>Regular contact and meetings</p> <p>Draft Curriculum for Health covering the key values.</p> <p>New Level 1 NCEA Curriculum built.</p> <p>A programme of learning cover the key aspects of the health (and sexuality) education, in action for our Year 9 & 10.</p>	<p>DRS, Head of Health/PE, School Counsellors and Principal.</p> <p>DRS and HOD PE</p> <p>DRS, Head of Health/PE.</p> <p>DRS, Teachers of RE</p>
1.2 Students are more comfortable in worship settings.	Construct with teaching staff how time in the chapel can be spent as part of a fortnightly intentional encounter with Christ.	RE classes spending reflection time in the Chapel	DRS and RE teachers
1.3 Tuakana are more actively involved in Catholic faith settings	<p>Attending community Mass (participating in ministry)</p> <p>Initiate opportunity for Youth Mass in the parish</p> <p>Construct with teaching staff the purpose of SOUL time and how this time will be used ensuring tikanga and wairua māori is considered</p> <p>SOUL time will be planned for intentionally</p>	There will be feedback from students every ??? weeks that will drive SOUL time.	Deputy Principal, Principal and DRS
1.4 Chaplain working actively within the school and community	<p>Chaplain is appointed</p> <p>Establish prayer groups and youth groups</p> <p>Children's liturgy after mass</p> <p>Working actively in our community</p>	Tuakana and SLT attending the 4 local chapels. 4 Services in total	Principal, DRS and Whanganui Parish
1.5 Prepare for Special Character Evaluation. 8-10 th August	<p>Reread the material from the hui with Candice and Pauline.</p> <p>DRS and Assistant DRS plan for the Evaluation. Set Goals with each of the RE teachers and observe each of the RE teacher.</p>	Goals set. Lesson observations and class walk through. Special Character planning Hui.	Senior Leadership Team

Goal 2 – *Experience Academic success and achievement by developing self-directed ākonga who take responsibility for their own learning.*

Annual Goals and Targets	Actions to Achieve	Expected Outcomes	Responsibility
2.1 To improve the use of diagnostic and formative data in the preparation of learning.	To incorporate the use of regular in class formative assessment to identify the learning needs of the classes. Each department to survey students after units of work.	Record results on kamar. Deans to track student, give regular updates to students and whanau. Feedback from surveys. SCT to develop teaching pedagogy with staff.	Principal DP Curriculum Heads of Department. Teaching Staff and SCT
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.	Early communication with schools, collection of reports and assessment levels.	DP Curriculum Year 9 Dean Head of Learning Support.
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.	Pipelines updated frequently. Data available to ākonga and the community.	Principal and SLT.
2.4 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. Students build an understanding of the local area, links and encourage ownership of learning.	To continue to work with He Kahukura in their district wide PLD kaupapa.	Terms 1 - 4 Principal Senior Leadership team Takitini WSL
2.5 Recognise and encourage student success.	Academic certificates awarded at mass for students achieving Excellence at school.	Students receiving acknowledgment at weekly Assemblies	Principal and Academic DP

Goal 3 - Pastoral Goal - *Utilize the SOUL values to raise the school standards in and outside of the classroom.*

Annual Goals and Targets	Actions to Achieve	Expected Outcomes	Responsibility
3.1 Promote the consistent series of expectations of what constitutes the best behavior 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 have all classrooms displaying the PB4L Matrix plus a co-constructed classroom agreement.	What living out our SOUL values looks like in and out of the classroom. To clearly see across all teachings spaces clear messages around positive behavior for learning.	Principal Deputy Principal Deans Teachers
3.2 Introduction of SOUL groups	Smaller numbers, relationship focus. Communication and build links with each tamariki and the whānau. Share kai and enjoys each other's company	7 SOUL groups per House. 10-15 ākongā in each group.	Principal and SLT
3.3 Core messaging for staff "He waka eke noa" – we are all in this together.	Work directly with staff around the expectations of their behaviors and standards as not only role models but authority figures. To message that staff hold the standards expected by our parent community and SLT.	Whole school approach to the catholic values of the Kura. All staff making the students accountable and consequences.	Principal Deputy Principal Deans Teachers
3.4 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.	Deans checking weekly attendance and following up. Staff updating attendance on Kamar.	Deputy Principal Deans Teachers

Goal 4 – Arts, Culture and Sport - Building a holistic student through involvement and commitment beyond the classroom.

Annual Goals and Targets	Actions to Achieve	Expected Outcomes	Responsibility
4.1 To actively monitor lateness to class and those signing in late to the college.	Increase student participation in co-curricular activities.	Higher number of sports teams	Principal Director of Sport Sports coordinator
4.2 Student embrace the SOUL values in all aspects of the Kura	School Sports charter to be created. Student agreement form for participation in school activities. Student's attendance being tracked and monitored. Student's pastoral entries being monitored. Communication with the community increased and better links developed.	Students improved attendance. Students decrease in poor choices in the classroom.	Director Sport Deans Class teachers
4.3 Development of a Parent Friends Association	Community working together to build relationships. Events hosted to embrace and celebrate student performance. Build unity within the Kura.	Group of 10-15 caregivers. Meeting once per month	Principal Pastoral DP
4.4 Collaboration with local associations to build relationships	Communication and partnerships with local sports clubs. Communication and partnerships with competitions for students attending regional and national Young Enterprise Social Justice groups	Sports teams Kawahaka, Oshea Shield Pasifika, Debating Rockquest, Stage challenge	Music Department Cultural Responsive group English department