

Cullinane College
 2024
 School Charter
 Strategic and Annual Plan

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| Principals' endorsement: | |
| School Board endorsement: | |
| Submission date to Ministry of Education: | 31 st March 2024 |

Ko Wai Tatou?

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| Mission Statement | Cullinane College is a Roman Catholic community that strives to deliver quality education for Love of God, Life and Learning. |
| Vision | <p>He waka eke noa</p> <p>We are all working together side by side to grow authentic citizens instilled with Catholic Values revealed by the teachings of Jesus Christ.</p> |
| Values and Motto | <p>Love of God, Life and Learning. Mo te Aroha ki te Atua, kia orange, kia Akona.</p> <p>Underpinned by our Gospel values SOUL:</p> <p>Service, Optimise, Unity and Love</p> <p>Manaakitanga, whānaungatanga, Kohitahitanga & Whakapono</p> |
| Māori Dimensions and Cultural Diversity | <p>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.</p> <p>The school recognises the unique position of the Mana Whenua and the obligations we share under Te Tiriti o Waitangi. Māori students and whānau have their cultural identity valued and wairuatanga Māori is normalized throughout all aspects of the kura. All ākonga have the opportunity to learn Te Reo Māori, and experience Tikānga and Māori Performing Arts. Te Ao Māori and Catholic special character, are intentionally intertwined within our curriculum, community events and celebrations.</p> |
| Special Character | <p>Cullinane College is a Year 9 to Year 13 secondary Catholic co-educational college. 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 colleges.</p> <p>The College supports the technology needs of the Year7 and Year 8 students from St. Mary’s School, St Marcellin School and St. Anne’s School.</p> |

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| Ethnic Composition | <p>Pakeha/NZ European = 50.9%</p> <p>Māori = 33.2%</p> <p>Pacific Island = 4.9%</p> <p>Asian = 6.8% (includes International Students 7 Brazilians and 8 Japanese)</p> <p>Other = 4.0%</p> |
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Baseline Data or School Context

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|---------------------------|---|--------|--------|--------|--------|-------|-------------|
| Students' Learning | Enrolment Based Data (NZQA 03/2/2021, 2022 to be updated) | | | | | | |
| | | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
| | L1 - all | 79.2% | 89.1% | 95.1% | 97.5% | 96.9% | |
| | L 1 Māori | 72.2% | 97.0% | 100.0% | 97.1% | 91% | |
| | L1 Pasifika | 100.0% | 100.0% | 50.0% | 100.0% | 100% | |
| | L2 All | 86.0% | 95.0% | 93.3% | 96.4% | 94.4% | |
| | L2 Māori | 73.1% | 93.5% | 94.3% | 90.0% | 93% | |
| | L2 Pasifika | 100.0% | 100.0% | 92.9% | 100.0% | 100% | |
| | L3 All | 60.0% | 89.1% | 97.8% | 91.3% | 97.5% | |
| | L3 Māori | 50.0% | 87.5% | 100.0% | 84.6% | 94% | |
| L 3 Pasifika | 100.0% | 100.0% | 100.0% | 66.7% | 100% | | |

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| 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% |
| | 2023 | 84.5% | 57 students | 6 students |
| 2022 | 83% | 43 students | 7 students | |

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|---|--|-------|-------------|------------|
| | 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 |
| School Organisation and Structures | <p>The senior leadership team is the Principal, two Deputy Principals, one Director of Religious Studies. The Curriculum Team includes heads of faculty and Deputy Principal of Curriculum. There are 38 teachers on staff. Two part-time school counselors and a number of support staff. The pastoral team includes 7 Deans; 2 at year 9 and 10, one at all other year levels. Three “Within Sector Leads” for transitions, whānau engagement and Māori Achievement. One Youth Chaplain working with the Director of Religious One Kaiawhina supporting Deans, ākonga, whānau and Catholic special character. One Kaiahuringa oversees attendance and connects with whānau. ORS teacher to support the Learning Support department. Learning Support is led by a SENCO and supported by 10 teacher aides. 21 Support Staff</p> | | | |
| Community Consultation Themes | <p>There are intentional links with our two charisms, working closely with the Society of Mary Network and the Josephite sisters. We are a part of the Marist Schools network (8 other schools throughout New Zealand). We have staff who are Josephite Companions and we regularly meet with the local Josephite Sisters. Our ākonga are involved in both Marist and Josephite leadership programs. Building relationships with our local Catholic churches, having school masses and supporting Catholic communities. Reestablish the Awa run, connecting with our Catholic marae and local history. 2024 there is the intention to create whānau/parents/community/ākonga consultation around a number of areas which impact the Kura. These will cover the sexuality and relationships aspect of the Health curriculum, uniform, pastoral care, academic and general tone of the school.</p> | | | |

The school will ensure that all goals integrate the Catholic Special Character Goals are foremost and are woven in with the NELP's.

The Goals of Catholic Education

Education in faith has been at the heart of the evangelising mission of the Catholic Church since its beginning. The Catholic school, as part of the Church, shares in this mission, helping to advance a dialogue between the Church and the world, for the transformation of society. Thus, the Catholic school is an instrument of this mission, it is the Church in action

The New Zealand Catholic Bishops remind us that the goal of Catholic Schools, through their educational endeavour, is to:

- provide a genuine encounter with Jesus Christ, leading to a committed relationship with Him,
 - create a deep desire to grow in knowledge of Christ, His teachings, and His Church,
 - bring Catholic faith, culture, and life into harmony,
 - communicate Christ's Gospel of love, mercy and justice in both word and deed.

Objectives for Schools and the Statement of National Education and Learning Priorities (NELP)

In common with all schools and kura, and as required by the Education and Training Act 2020, our board's main objectives in governing the school are to ensure that:

- every student at the school is able to attain their highest possible standard in educational achievement
- the school is a physically and emotionally safe place for all students and staff
- the school gives effect to student rights set out in legislation
- the school takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school
- the school is inclusive of, and caters for, students with differing needs the school gives effect to Te Tiriti o Waitangi

These objectives are achieved by following our national curriculum and our school's visions, purpose, values and the NELP, which has been issued by the Ministry of Education.

National Education and Learning Priorities (NELP)

The objectives and priorities in the NELP that apply to all schools and kura are:

OBJECTIVE 1: LEARNERS AT THE CENTRE

Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

Priority 2: Have high aspirations for every learner/ ākongā, and support these by partnership with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

OBJECTIVE 2: BARRIER-FREE ACCESS

Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ ākongā, disabled learners/ ākongā and those with learning support needs

Priority 4: Ensure every learner/ ākongā gains sound foundation skills, including language, literacy and numeracy

OBJECTIVE 3: QUALITY TEACHING AND LEADERSHIP

Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

OBJECTIVE 4: FUTURE OF LEARNING AND WORK

Priority 7: Collaborate with industries and employers to ensure learners/ ākongā have the skills, knowledge and pathways to succeed in work

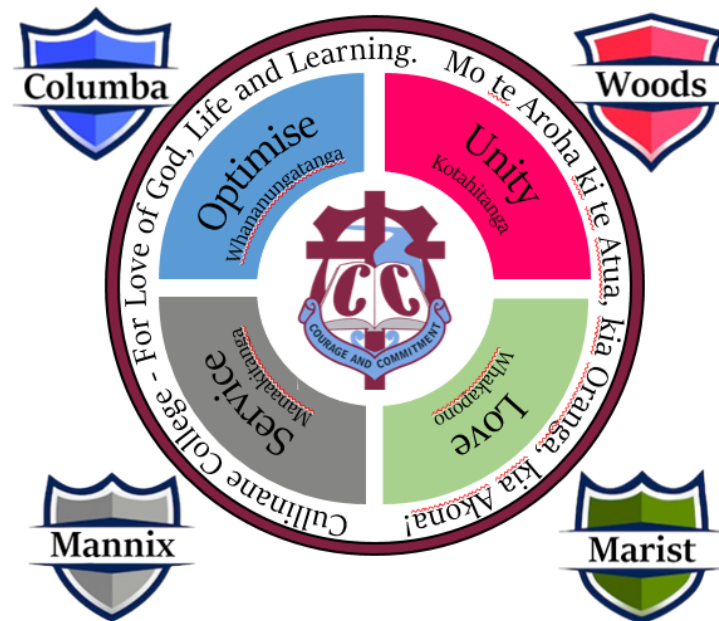
2024 Strategic Goals

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 teaching and learning programs that incorporate best practice core teaching and learning beliefs, to meet the individual needs and abilities of rāngatahi.

A Cullinane education will enable students to be grounded in Gospel values SOUL and become confident, connected, actively involved, lifelong learners.

Cullinane College is big enough to fully meet students’ needs, yet small enough to provide individual attention and care for all ākonga. Our committed staff work hard to motivate students to be the best possible version of themselves that God created them to be. Teaching and learning at Cullinane College strives to deliver a quality, faith based, holistic education to rangatahi so they have “Love of God, life and learning.” This is underpinned by our Gospel values SOUL -Service, Optimise, Unity and Love. Our ākonga belong to Houses which relate to our charism and those who have been part of our story.



We affirm the uniqueness of each individual and encourage students to grow in a personal relationship with God that helps them to 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 special character of the College underpins all that we do. It shapes the interpersonal relationships between staff, parents and students. The Pastoral Care of rangitahi and staff reflects the Sisters of St Joseph and Marist traditions and philosophies. Religious Education is compulsory for all students, but all learning areas aim to integrate the Catholic worldview into the daily practises of eth College and all curriculum areas.

Cullinane College 2024 Goals

- 1. Catholic Special Character - Create a worshiping community where an invitation to encounter Christ is reflected in all aspects of College life.***
- 2. Curriculum & Learning - Develop self directed ākonga who take responsibility for their learning and experience success.***
- 3. Pastoral Care Goal - Utilize the SOUL values to raise the school standards in and outside of the classroom.***
- 4. Arts, Culture and Sport - Provide a variety of opportunities beyond the classroom that develop the Haoura of each rangatahi.***

Cullinane College Annual Plan 2024

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

Annual Goal 1.1 All aspects of the Health Curriculum including relationships and sexuality are taught from a Catholic perspective at all levels. Dimension 2 (Growth in Knowledge)

| Expected Outcomes What do we expect to see? | Actions to Achieve How will we achieve or make progress towards our strategic goals? | Links to Education Requirements (NELPS) | Responsibility | So what? What's happening and what's the impact |
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| A cohesive relationships and sexuality education programme across all year levels is implemented. | Scheduled ongoing meetings between HoD RE/PE and Design a curriculum overview which plots what aspects of the Sexuality and Relationships Curriculum will be taught across RE/Science and PE Curriculum units designed, and implemented for prioritized levels - years 9 and 10 Health Construct a timeline for ongoing implementation. Science to negotiate what will be covered and by who Head of PE to attend HLTF in Stratford | NELP 4 Priority 7 NELP 3 Priority 5 | DRS/ HoD Health/PE, School supported by Catholic Education Advisor . | |
| A statement for the delivery of the health curriculum is developed. | Develop a draft curriculum statement for the Delivery of the Health Curriculum Consult the community Prepare the curriculum statement ready to be implemented in 2025 | NELP 3 Priority 6 | Principal/DRS/Hod Science PE supported by Catholic Education Advisor . | |
| 1.2 Implement the year 11 RE Curriculum <i>Tō Tātou Whakapono</i> | | | | |
| Year 11 new RE curriculum is introduced with models of practice that can, eventually, be applied to other year levels | Use the Nov 2023 ACCORD Day as an opportunity to align the two internals with the Cullinane context. Collaborative planning between Adelie and Sam as they begin the Year 11 unit using the NCRS and Cullinane resources (in the google folder) Regular guidance provided by Helen. Evaluation process set up for end of unit which included gathering student voice | NELP 2 Priority 3 | DRS/Hod Science PE supported by Catholic Education Advisor . | |

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| | Nov 2024 DRS meeting has a focus on evaluating the year 11 programme in schools. | | | |
| 1.3 Develop, implement, and monitor formal systems and structures to support new staff to teaching RE. | | | | |
| Intentionally build a sense of team | Fortnightly dept meetings | NELP 3 Priority 6 | DRS supported by Deputy Principal | |
| Intentional induction of new staff | Familiarity of teachers with resources on google drive including Catholic Character and Charisms Develop an RE Manual Regular walk throughs and follow up support Buddy up new RE teachers | NELP 1 Priority 1 | DRS supported by Deputy Principal | |
| Personal Religious Education formation needs are identified and supported | Attend PNCEO formation opportunities. Track certification and qualifications of Re staff to plan ongoing Re formation | NELP 3 Priority 5 | DRS supported by Deputy Principal | |

Goal 2 - Develop self directed ākonga who take responsibility for their learning and experience success.

| Expected Outcomes What do we want to see? | Actions to Achieve How will we achieve or make progress towards our strategic goals? | Links to Education Requirements (NELPS) | Responsibility | So what? What's happening and what's the impact? |
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| Annual Goal 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 surveys students after units of work. | Record results on kamar. Deans to track students, give regular updates to students and whānau. Feedback from surveys. SCT to develop teaching pedagogy with staff. | NELP 2 Priority 4 | Principal DP Curriculum Heads of Department. Teaching Staff and SCT | |

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| 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 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. Working closely with the Transition WSL and Pastoral Care team. | NELP 4 Priority 7 NELP 2 Priority 3 | DP Curriculum Year 9 Dean Head of Learning Support. | |
| 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. | NELP 4 Priority 7 NELP 1 Priority 2 | Principal and SLT. | |
| 2.4 To incorporate the Kahui Ako Goals into the Kura. | | | | |
| To make use of the appointed 'Within Sector Leads' to liaise with the 'Across Sector Leads' as they begin the Takitini kaupapa. | To continue to work with He Kahukura in their district wide PLD kaupapa. | NELP 2 Priority 3 NELP 3 Priority 5 | Terms 1 - 4 Principal Senior Leadership team Takitini WSL | |
| Takatini WSL transition team working within our community and engagement with whānau (alongside the kaiawhina). | Regular hui's with the 3 Takatini Within School Leads.. Set Goals for each of the WSL. Whanau engagement involved in the PFA. Transition lead - distributing data to the staff. Maori Achievement Lead - Engaged in the L1 STEM. | NELP 2 Priority 3 NELP 1 Priority 1 NELP 1 Priority 2 | 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 Kapai card and cellphone system | NELP 1 Priority 2 NELP 3 Priority 6 | Principal and Academic DP | |

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

| Expected Outcomes What do we want to see? | Actions to Achieve How will we achieve or make progress towards our strategic goals? | Links to Education Requirements (NELPS) | Responsibility | So what? What's happening and what's the impact? |
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| 3.1 Promote a consistent series of expectations of what constitutes the best behavior for learning. To deliver core messaging to students about the school standards. | | | | |
| What living out our SOUL values looks like in and out of the classroom. | Staff to clearly communicate expectations within their classroom spaces while recognising the human dignity of staff and students. To have all classrooms displaying the PB4L Matrix plus a co-constructed classroom agreement. | NELP 1 Priority 1 | All staff and Kaiako | |
| To see across all teaching spaces clear messages around positive behavior for learning. | Classroom teachers take responsibility for and run consequences for ākongā who are not living up to the values. Staff being consistent and professional - lesson preparation, timing and communication. | NELP 2 Priority 3 NELP 3 Priority 5 | Principal Deputy Principal Deans Kaiako | |
| 3.2 Consolidate the tikanga around SOUL classes to ensure the participation of all ākongā. | | | | |
| Greater student engagement with SOUL time as shown through student voice. | SOUL time will be planned for intentionally Construct with teaching staff the purpose of SOUL time and how this time will be used ensuring tikanga and wairua Māori are considered Non-negotiables - prayer, notices, attendance cleanup. Expected - goal setting, kai sharing, peer mentoring, akongā/teacher relationship building | NELP 3 Priority 5 | SLT | |
| 3.3 Core messaging for staff "He waka eke noa" – we are all in this together, working for the common good. | | | | |
| Whole school approach to the catholic values of the Kura. | Work directly with staff around the expectations of their behaviors and standards as not only role models but authority figures. | NELP 3 Priority 6 | Principal Deputy Principal Deans | |

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| All staff make the students accountable and implement consequences. | To hold staff accountable to the standards expected by our parent community and SLT. | | Teachers | |
| 3.4 To actively monitor lateness to class and those signing in late to the college. | | | | |
| Fewer lates as recorded in Kamar, improved student engagement. | To actively engage with students and their whānau around the importance of being in the right place, at the right time doing the right things. | NELP 2 Priority 3 | Deputy Principal Deans Teachers Kaiahuringa | |

Goal 4 – Arts, Culture and Sport - Provide a variety of opportunities beyond the classroom that develop the Haoura of each rangatahi.

| Expected Outcomes What do we want to see? | Actions to Achieve How will we achieve or make progress towards our strategic goals? | Links to Education Requirements (NELPS) | Responsibility | So what? What's happening and what's the impact? |
|--|--|--|---|---|
| 4.1 Increase student participation in co-curricular activities. Nāu te Rourou, Nāku te Rourou. | | | | |
| Higher number of: <ul style="list-style-type: none"> - Sports Teams. - Cultural Groups - Special Character - Performance - Social Justice | Encourage staff participation in co-curricular activities Offer new opportunities for ākongā. Upskill staff, coaches and whānau. Young Enterprise - Social Justice groups - Sports teams Kāpāhaka - Oshea Shield - Pasifika, Debating Rockquest - Stage challenge - Duke of Edinburgh Allowing students to recognise the common good. He Painga Mā te Katoa. | NELP 1 Priority 1 | Principal Director of Sport HOD Māori TIC's co curricular activities | |
| 4.2 Ākongā embrace the SOUL values in all aspects of the Kura. Te mana i te Tangata. | | | | |
| Ākongā improve Attendance. Ākongā decrease pastoral entries | School Sports/co-curricular charter to be created, incorporating coaching/supporter agreements. Continued development of a 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. | NELP 2 Priority 3 | Director of Sport PAstoral Care team Whole school community. | |

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| Creation of a Code of conduct for staff, parents and coaches. Commitment to uphold the Kura's Special Character. | Hui between the SLT and staff to design a Code of Conduct. Hui between the Kura and Community for feedback and feedback. | Nelp 1 Priority 1 | | |
| 4.3 Development of a Parent Friends Association. Whakawhanaungatanga (being in solidarity is recognising others as our brothers and sisters) | | | | |
| Develop a Parent Friends Association. Arrange 2 school events to raise funds for whole school projects. | 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 twice per term. Whānau Engagement WSL to help facilitate. | NELP 1 Priority 2 | Principal WSL Community | |
| 4.4 Collaboration with local associations to build relationships | | | | |
| Collaboration with local associations to build relationships. | Communication and partnerships with local sports clubs and community organisations. Communication and partnerships to enable students to attend regional and national events. Collaborate with Sport Whanganui and the NZSSSC. | NELP 1 Priority 2 NELP 4 Priority 7 | Sports director Music Department Cultural Responsive group English department | |