

## Cullinane College School Charter, Strategic and Annual Plan 2024

Principals' endorsement:	
School Board endorsement:	
Submission date to Ministry of Education:	31 <sup>st</sup> March 2024

## Ko Wai Tatou?

<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>	<p>He waka eke noa.</p> <p>We are all working together side by side to develop young people who have a love for Jesus and His teachings and reflect this by the way they live their lives. grow authentic citizens instilled with Catholic Values revealed by the teachings of Jesus Christ.</p>
<b>Values and Motto</b>	<p>Love of God, Life and Learning. Mo te Aroha ki te Atua, kia oranga, kia Akona.</p> <p>Underpinned by our Gospel values SOUL: Service, Optimise, Unity and Love</p> <p>Manaakitanga. Whānaungatanga. Kotahitanga and Whakapono</p>
<b>Māori Dimensions and Cultural Diversity</b>	<p>Cullinane College is a multicultural 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 interwoven within our curriculum, community events and celebrations.</p>
<b>Special Character</b>	<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>
<b>Ethnic Composition</b>	<p>Pakeha/NZ European = 50.9%</p> <p>Māori = 33.2%</p> <p>Pacific Island = 4.9%</p>

Asian = 6.8% (includes International Students 7 Brazilians and 8 Japanese)  
 Other = 4.0%

**Baseline Data or School Context**

**Students' Learning**

Enrolment Based Data (NZQA 03/2/2021, 2022, 2023)

	2018	2019	2020	2021	2022	2023
L1 - all	79.2%	89.1%	95.1%	97.5%	96.9%	85.5%
L 1 Māori	72.2%	97.0%	100.0%	97.1%	91%	77.8%
L1 Pasifika	100.0%	100.0%	50.0%	100.0%	100%	100%
L2 All	86.0%	95.0%	93.3%	96.4%	94.4%	95.2%
L2 Māori	73.1%	93.5%	94.3%	90.0%	93%	96.7%
L2 Pasifika	100.0%	100.0%	92.9%	100.0%	100%	88.9%
L3 All	60.0%	89.1%	97.8%	91.3%	97.5%	91.5%
L3 Māori	50.0%	87.5%	100.0%	84.6%	94%	86.4%
L 3 Pasifika	100.0%	100.0%	100.0%	66.7%	100%	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%
2023	84.5%	57 students	6 students
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

<p><b>School Organisation and Structures</b></p>	<p>There is a total of xxx. FTE</p> <p>The senior leadership team is the Principal, two Deputy Principals, one Director of Religious Studies.</p> <p>The Curriculum Team includes heads of faculty and Deputy Principal of Curriculum.</p> <p>There are 38 teachers on staff. Two part-time school counselors and a number of support staff.</p> <p>The pastoral team includes seven Deans; two at year 9 and 10, one at all other year levels.</p> <p>Three “Within Sector Leads” for transitions, whānau engagement and Māori Achievement.</p> <p>One Youth Chaplain working with the Director of Religious</p> <p>One Kaiawhina supporting Deans, ākonga, whānau and Catholic special character.</p> <p>One Kaiahuringa overseeing attendance and connects with whānau.</p> <p>One ORS teacher supporting the Learning Support department.</p> <p>Learning Support is led by a SENCO and supported by 10 teacher aides.</p> <p>There are 21 Support Staff</p>
<p><b>Community Consultation Themes</b></p>	<p>We are a part of the Marist Schools network (8 other schools throughout New Zealand).</p> <p>There are intentional links with our two charisms, working closely with the Society of Mary Network and the Josephite sisters.</p> <p>We have staff who are Josephite Companions, and we regularly meet with the local Josephite Sisters.</p> <p>Our ākonga are involved in both Marist and Josephite leadership programs.</p> <p>We maintain relationships with our local Catholic churches, having school masses and supporting Catholic communities.</p> <p>We have re-established the Awa run, connecting with our Catholic marae and local history.</p> <p>In 2024 there is an 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>

## **Cullinane College integrates the Goals of Catholic Education with the Objectives for Schools and the National Education Learning Priorities (NELPS).**

### **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.

Ref: <https://www.nzceo.org.nz/wp-content/uploads/2022/02/January-2022-version-Catholic-Spch-evaluation-document.pdf>

### **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. <https://www.education.govt.nz/school/boards-information/board-objectives/>

## The National Education and Learning Priorities (NELP's)

The objectives and priorities in the NELP's that apply to Cullinane College 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/ ākonga, 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/ ākonga, disabled learners/ ākonga and those with learning support needs.

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

### Objective 3: **Quality 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/ ākonga have the skills, knowledge and pathways to succeed in work.

<https://www.education.govt.nz/our-work/overall-strategies-and-policies/the-statement-of-national-education-and-learning-priorities-nelp-and-the-tertiary-education-strategy-tes/>

# Cullinane College Strategic Goals 2024

## 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.

Cullinane College is big enough to fully meet students' needs, yet small enough to provide individual attention and care for all ākongā. 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.

A Cullinane education will enable students to be grounded in Gospel values SOUL and become confident, connected, actively involved, lifelong learners. Our ākongā belong to Houses which relate to our charism and those who have been part of our story.

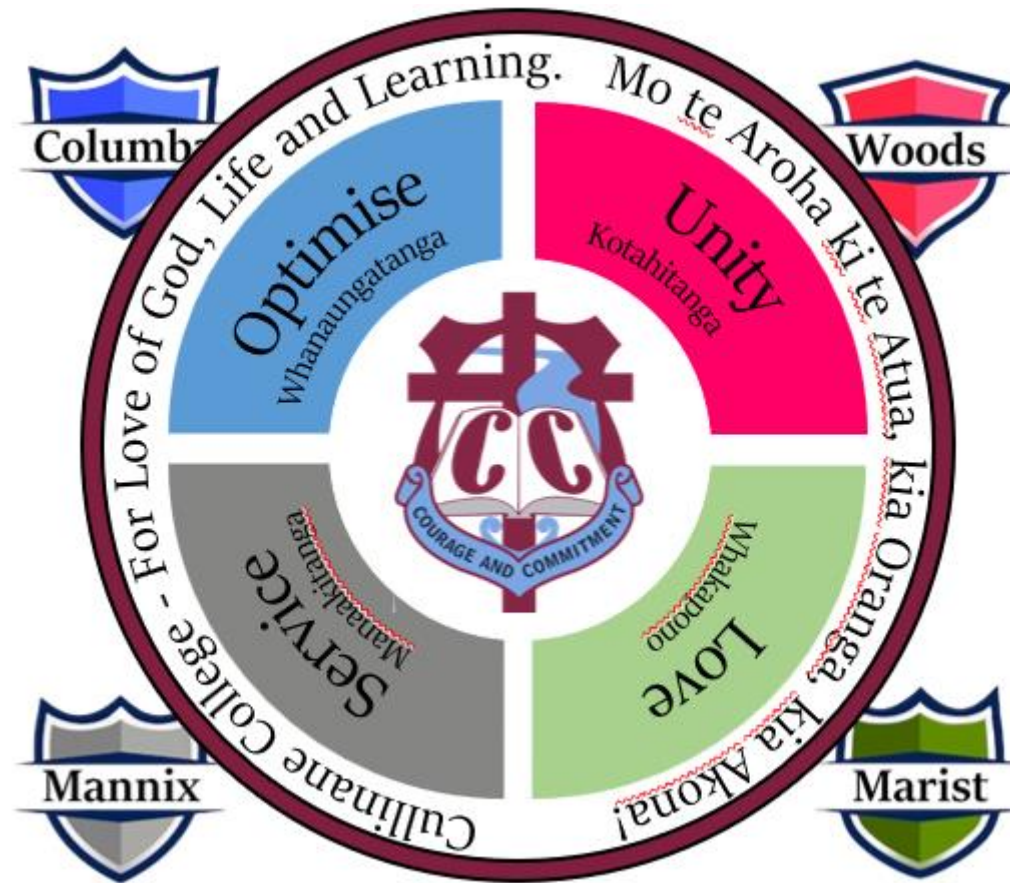
We affirm the uniqueness of each individual and encourage students to grow in a personal relationship with God that helps them to be confident in their self-worth and cultural identity; to recognise the rights of others and be concerned for the common good. Cullinane students develop self-discipline, 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 practices of eth College and all curriculum areas.

## Cullinane College Goals 2024

1. Catholic Special Character - Create a worshipping community where an invitation to encounter Christ is reflected in all aspects of college life.
2. Curriculum & Learning - Develop self-directed ākongā who take responsibility for their learning and experience success.
3. Pastoral Care Goal - Utilize the SOUL values to strengthen the Catholic culture in the College.
4. Arts, Culture and Sport - Provide a variety of opportunities beyond the classroom that develop the Haoura of each rangatahi.
5. To continue development and safeguarding of our special character, learning environments and facilities.

# 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 is taught from a Catholic perspective at all levels. Dimension 2 (Growth in Knowledge)

Outcome: What do we expect to see?	Actions to Achieve: How will we achieve or make progress towards our strategic goals?	Links to (NELPS)	Responsibility
A cohesive relationships and sexuality education programme across all year levels is implemented.	<p>Scheduled ongoing meetings between HoD RE/PE and</p> <ul style="list-style-type: none"> <li>- Design a curriculum overview which plots what aspects of the Sexuality and Relationships Curriculum will be taught across RE/Science and PE.</li> <li>- Curriculum units designed and implemented for prioritized levels - years 9 and 10 Health.</li> <li>- Construct a timeline for ongoing implementation.</li> <li>- Science to negotiate what will be covered and by whom.</li> <li>- Head of PE to attend HLTF in Stratford</li> </ul>	<p>NELP 4 Priority 7</p> <p>NELP 3 Priority 5</p>	DRS/ HoD Health/PE, School supported by Catholic Education Advisor.
A statement for the delivery of the health curriculum is developed.	<ul style="list-style-type: none"> <li>- Develop a draft curriculum statement for the Delivery of the Health Curriculum</li> <li>- Consult the community.</li> <li>- Prepare the post consultation curriculum statement ready to be implemented in 2025.</li> </ul>	NELP 3 Priority 6	Principal/DRS/Ho d Science PE supported by Catholic Education Advisor.

### Annual Goal 1.2 Implement the year 11 RE Curriculum Tō Tātou Whakapono

Outcome: What do we expect to see?	Actions to Achieve: How will we achieve or make progress towards our strategic goals?	Links to (NELPS)	Responsibility
Year 11 new RE curriculum is introduced with models of practice that can, eventually, be applied to other year levels.	<ul style="list-style-type: none"> <li>- Use the Nov 2023 ACCORD Day as an opportunity to align the two internals with the Cullinane context.</li> <li>- Collaborative planning between Adelle and Sam as they begin the Year 11 unit using the NCRS and Cullinane resources (in the google folder)</li> <li>- Regular guidance provided by Helen.</li> </ul>	NELP 2 Priority 3	DRS/RE Team supported by Catholic Education Advisor.

	<ul style="list-style-type: none"> <li>- Evaluation process set up for end of unit which included gathering student voice.</li> <li>- Nov 2024 DRS meeting has a focus on evaluating the year 11 programme in schools.</li> </ul>		
<b>Annual Goal 1.3 Develop, implement, and monitor formal systems and structures to support teachers holding CL 47 positions and new staff to teaching RE.</b>			
<b>Outcome: What do we expect to see?</b>	<b>Actions to Achieve: How will we achieve or make progress towards our strategic goals?</b>	<b>Links to (NELPS)</b>	<b>Responsibility</b>
Intentionally build a sense of team	Fortnightly dept meetings <ul style="list-style-type: none"> <li>- Discussion intentional activities</li> <li>- Research prayer resources</li> <li>- Links with Diocese and DRS</li> </ul>	NELP 3 Priority 6	DRS supported by Deputy Principal
Teachers holding CI 47 positions understand their role in safeguarding and strengthening the Catholic special character of the College.  Visibility and contribution of all those holding CI47 positions is evident and a plan that distributes responsibilities.	<ul style="list-style-type: none"> <li>- Teachers holding Special Character CI 47 positions and those considering retrospectively applying to hold a CI 47 position attend PNCEO CI 47 Special Character zoom x2.</li> <li>- DRS, teacher given responsibility for leading CI 47 teachers and Principal meet to develop a vision for the leadership of this new role and a longitudinal plan developed going forward.</li> </ul>		Teacher holding responsibility for developing the culture of CI 47 teachers. DRS Principal
Intentional induction of new staff	<ul style="list-style-type: none"> <li>- Familiarity of teachers with resources on google drive including Catholic Character and Charisms</li> <li>- Develop an RE Manual</li> <li>- Regular walk throughs and follow up support.</li> <li>- Buddy up new RE teachers</li> </ul>	NELP 1 Priority 1	DRS supported by Deputy Principal
Personal Religious Education formation needs are identified and supported	<ul style="list-style-type: none"> <li>- Attend PNCEO formation opportunities.</li> <li>- Track certification and qualifications of Re staff to plan ongoing Re formation</li> </ul>	NELP 3 Priority 5	DRS supported by Deputy Principal

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

**Annual Goal 2.1 To improve the use of diagnostic and formative data in the preparation of learning.**

<b>Expected Outcomes What do we want to see?</b>	<b>Actions to Achieve How will we achieve or make progress towards our strategic goals?</b>	<b>Links to (NELPS)</b>	<b>Responsibility</b>
Every student at the school is able to attain their highest possible standard in educational achievement.	<p>School Assessment Schedule published.</p> <p>Continuing to gather and analyse evidence to show what is working for learners.</p> <ul style="list-style-type: none"> <li>- Results recorded on Kamar, within 3 weeks of the Assessment Task being completed (moderated)</li> <li>- Post assessment/work unit surveys reviewed and incorporated into learning plans.</li> <li>- Regular updates to students and whānau.</li> </ul>	NELP 2 Priority 4	Principal DP Curriculum Heads of Department. Teaching Staff and SCT

**Annual Goal 2.2 To formulate a cohort dossier of information (pipeline) for each year level that will summarise the five years of learning here at Cullinane College.**

<b>Expected Outcomes What do we want to see?</b>	<b>Actions to Achieve How will we achieve or make progress towards our strategic goals?</b>	<b>Links to (NELPS)</b>	<b>Responsibility</b>
To utilise the specialist data (e.g. National standards) and soft data from the Primary Sector.	<ul style="list-style-type: none"> <li>- Early communication with schools, collection of reports and assessment levels.</li> <li>- Working closely with the Transition WSL and Pastoral Care team.</li> </ul>	<p>NELP 4 Priority 7</p> <p>NELP 2 Priority 3</p>	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.	<ul style="list-style-type: none"> <li>- Pipelines updated frequently. Data available to ākonga and the community.</li> <li>- Assessments to be completed, marked, moderated and uploaded to Kamar according to timelines.</li> </ul>	<p>NELP 4 Priority 7</p> <p>NELP 1 Priority 2</p>	Principal and SLT.

**Annual Goal 2.3 To incorporate the Kahui Ako (Communities of Learning) Goals into the Kura.**

<b>Expected Outcomes What do we want to see?</b>	<b>Actions to Achieve How will we achieve or make progress towards our strategic goals?</b>	<b>Links to (NELPS)</b>	<b>Responsibility</b>
To make use of the appointed 'Within Sector Leads' to liaise with the 'Across Sector Leads' as they begin the Takitini kaupapa.	<ul style="list-style-type: none"> <li>- To continue to work with He Kahukura in their district wide PLD kaupapa.</li> <li>- WSL's to regularly attend Hui's and introduce learnings to the Kura.</li> </ul>	<b>NELP 2 Priority 3</b> <b>NELP 3 Priority 5</b>	Terms 1 - 4 Principal SLT Takitini WSL
Takatini Within School Teacher (WSL) transition team working within our community and engagement with whānau (alongside the kaiawhina).	Regular hui's with the 3 Takatini Within School Leads. <ul style="list-style-type: none"> <li>- Set Goals for each of the WSL.</li> <li>- Whanau engagement involved in the PFA.</li> <li>- Transition lead - distributing data to the staff.</li> <li>- Māori Achievement Lead - Engaged in the L1 STEM.</li> </ul>	<b>NELP 2 Priority 3</b> <b>NELP 1 Priority 1</b> <b>NELP 1 Priority 2</b>	Principal SLT Takitini WSL
<b>Annual Goal 2.4: Recognise and encourage student success.</b>			
<b>Expected Outcomes What do we want to see?</b>	<b>Actions to Achieve How will we achieve or make progress towards our strategic goals?</b>	<b>Links to (NELPS)</b>	<b>Responsibility</b>
Academic certificates awarded at mass for students achieving Excellence at school.	<ul style="list-style-type: none"> <li>- Students receiving acknowledgment at weekly Assemblies.</li> <li>- Kapai card and cellphone system</li> </ul>	<b>NELP 1 Priority 2</b> <b>NELP 3 Priority 6</b>	Principal and Academic DP

### **Goal 3 - Pastoral Goal - Utilize the SOUL values to strengthen the Catholic Culture within the school**

#### **Annual Goal 3.1 Bring Christ back into our SOUL values and consolidate the tikanga around SOUL time.**

<b>Expected Outcomes What do we want to see?</b>	<b>Actions to Achieve How will we achieve or make progress towards our strategic goals?</b>	<b>Links to(NELPS)</b>	<b>Responsibility</b>
Greater student engagement in SOUL time.  SOUL values are seen and heard in the way this community lives.	<ul style="list-style-type: none"> <li>- Construct with teaching staff the purpose and tikanga of SOUL time, ensuring wairua Māori is part of this.</li> <li>- Whole school unpacking each value- one per week e.g. in a Christian context what does Service and manaakitanga mean? We will use the following prompts to deepen students and staff understanding of each Gospel value.</li> <li>- How did Jesus' show service? Who shows service in our community?</li> </ul>	<b>NELP 3 Priority 5</b>	SLT and Matua Vaan All staff and Kaiako

	<ul style="list-style-type: none"> <li>- How can we show service in our classes, homes, school and parish, community. What difference does Service make? By serving how are we getting closer to our vision of developing young people who have a love for Jesus and His teachings and reflect this by the way they live their lives. (direct link to Vision)</li> <li>- Impact on students is evaluated regularly (student voice)</li> <li>- Communicate to the community our focus on our Gospel values SOUL through our newsletter, social media, school magazine.</li> </ul>		
<b>Annual Goal 3.2 Promote a consistent series of expectations for staff and students of what constitutes the best behavior for learning underpinned by the Gospel values SOUL</b>			
<b>Expected Outcomes</b> <b>What do we want to see?</b>	<b>Actions to Achieve</b> <b>How will we achieve or make progress towards our strategic goals?</b>	<b>Links to (NELPS)</b>	<b>Responsibility</b>
<p>Students will know the expected standards of behaviour.</p> <p>School standards in and outside the classroom are raised.</p> <p>All teaching spaces clear messages around positive behavior for learning.</p>	<ul style="list-style-type: none"> <li>- Teachers spend some time unpacking what positive behaviour for learning looks like feels, like and sounds like using the SOUL values as part of the language.</li> <li>- All learning spaces display the PB4L Matrix.</li> <li>- A co-constructed classroom agreement will align to the PB4L matrix.</li> <li>- Staff will follow the schoolwide behaviour procedure when ākonga make poor choices.</li> <li>- Classroom teachers take responsibility for using the school pastoral care system.</li> </ul>	<p>NELP 2 Priority 3</p> <p>NELP 3 Priority 5</p>	<p>Deputy Principal Deans Kaiako Principal</p>
<b>Annual Goal 3.3 Core messaging for staff “He waka eke noa” – we are all in this together, working for the common good.</b>			
<b>Expected Outcomes</b> <b>What do we want to see?</b>	<b>Actions to Achieve</b> <b>How will we achieve or make progress towards our strategic goals?</b>	<b>Links to (NELPS)</b>	<b>Responsibility</b>
<p>The SOUL values are used to strengthen the Catholic culture of the staff.</p> <p>Staff professionalism aligns to the established and known systems and structures</p>	<ul style="list-style-type: none"> <li>- Work directly with staff around the expectations of their behaviours and standards as not only role models but professional people.</li> <li>- Hold staff accountable to the standards of the teaching profession.</li> <li>- Professional Growth cycle conversations reflect alignment to these expectations.</li> </ul>	<p>NELP 3 Priority 6</p>	<p>Principal Deputy Principal Deans Teachers</p>

	- Staff are consistent and professional - following systems, lesson preparation, timing and communication.		
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**Goal 4 – Arts, Culture and Sport - Provide a variety of opportunities beyond the classroom that develop the Haoura of each rangatahi.**

**Annual Goal 4.1 Increase student participation in co-curricular activities. Nāu te Rourou, Nāku te Rourou.**

<b>Expected Outcomes What do we want to see?</b>	<b>Actions to Achieve How will we achieve or make progress towards our strategic goals?</b>	<b>Links to (NELPS)</b>	<b>Responsibility</b>
Higher number of: - Sports Teams. - Cultural Groups - Special Character - Performance - Social Justice and participation	Encourage staff student and parent participation in co-curricular activities Offer new opportunities for ākongā. - By Upskill staff, coaches and whānau. - Uniforms - Links to sports clubs encouraged - Young Enterprise - Social Justice groups - Sports teams - Kapa haka - O’Shea Shield - Pasifika, Debating - Rock Quest - Stage challenge - Duke of Edinburgh- Art - 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

**Annual Goal 4.2 Ākongā embrace the SOUL values in all aspects of the Kura. Te mana i te Tangata.**

<b>Expected Outcomes What do we want to see?</b>	<b>Actions to Achieve How will we achieve or make progress towards our strategic goals?</b>	<b>Links to (NELPS)</b>	<b>Responsibility</b>
Ākongā improve Attendance. Ākongā decrease pastoral entries	- School Sports/co-curricular charter to be created, incorporating coaching/supporter agreements. - Continued development of student agreement forms for participation in school activities. - Student’s attendance being tracked and monitored. - Student’s pastoral entries being monitored.	NELP 2 Priority 3	Director of Sport Pastoral Care team Whole school community.

	<ul style="list-style-type: none"> <li>- Communication with the community increased and better links developed.</li> </ul>		
<p>Creation of a Code of conduct for staff, parents and coaches.</p> <p>Commitment to uphold the Kura`s Special Character.</p>	<ul style="list-style-type: none"> <li>- Hui between the SLT and staff to design a Code of Conduct.</li> <li>- Hui between the Kura and Community for feedback and feedback.</li> </ul>	NELP 1 Priority 1	
<b>Annual Goal 4.3 Development of a Parent Friends Association. Whakawhanaungatanga (being in solidarity is recognising others as our brothers and sisters)</b>			
<b>Expected Outcomes</b> <b>What do we want to see?</b>	<b>Actions to Achieve</b> <b>How will we achieve or make progress towards our strategic goals?</b>	<b>Links to (NELPS)</b>	<b>Responsibility</b>
<p>Develop a Parent Friends Association.</p> <p>Arrange 2 school events to raise funds for whole school projects.</p>	<p>Community working together to build relationships.</p> <ul style="list-style-type: none"> <li>- Events hosted to embrace and celebrate student performance.</li> <li>- Build unity within the Kura.</li> <li>- Group of 10-15 caregivers. Meeting twice per term.</li> <li>- Whānau Engagement WSL to help facilitate.</li> </ul>	NELP 1 Priority 2	Principal WSL Community
<b>Annual Goal 4.4 Collaboration with local associations to build relationships.</b>			
<b>Expected Outcomes</b> <b>What do we want to see?</b>	<b>Actions to Achieve</b> <b>How will we achieve or make progress towards our strategic goals?</b>	<b>Links to (NELPS)</b>	<b>Responsibility</b>
<p>Collaboration with local associations to build relationships.</p>	<p>Communication and partnerships with</p> <ul style="list-style-type: none"> <li>- local sports clubs and community organisations.</li> <li>- to enable students to attend regional and national events.</li> <li>- Collaborate with Sport Whanganui and the NZSSSC.</li> </ul>	NELP 1 Priority 2 NELP 4 Priority 7	Whole staff

**Goal 5 - To continue development and safeguarding of our special character, learning environments and facilities.**

**Annual Goal 5.1 Collaboration with the Catholic Diocese to create a safe school which meets the needs of the community**

<b>Expected Outcomes What do we want to see?</b>	<b>Actions to Achieve How will we achieve or make progress towards our strategic goals?</b>	<b>Links to (NELPS)</b>	<b>Responsibility</b>
Consultation with the Diocese to update and develop the long term maintenance plan	In unity with the Diocese update long term maintenance <ul style="list-style-type: none"> <li>- Regular updates on the new build</li> <li>- Regular meetings with the designers and Diocese</li> <li>- Monthly update to the Board</li> <li>- Ensure the ongoing upkeep and preservation of the newly improved facilities and enabling works.</li> <li>- Enhance safety measures, including the installation of additional security cameras, and security of the classrooms (student visibility).</li> </ul>	NELP 1 Priority 1 NELP 4 Priority 7	Diocese, SLT and the Board of Trustees Community and Kaiako voice

**Annual Goal 5.2 Create engaging learning spaces for ākongā and Kaiako**

<b>Expected Outcomes What do we want to see?</b>	<b>Actions to Achieve How will we achieve or make progress towards our strategic goals?</b>	<b>Links to (NELPS)</b>	<b>Responsibility</b>
Ongoing development of the learning spaces	<ul style="list-style-type: none"> <li>- Ensure every classroom has links to our Special character</li> <li>- Continue to add Maori images and signs throughout the Kura</li> <li>- Working with agencies to incorporate universal design for learning (UDL) in our classrooms to optimise teaching and learning</li> </ul>	NELP 2 Priority 3 NELP 4 Priority 7	SLT and HOD's

**Annual Goal 5.3 To continue the growth of technology**

<b>Expected Outcomes What do we want to see?</b>	<b>Actions to Achieve How will we achieve or make progress towards our strategic goals?</b>	<b>Links to (NELPS)</b>	<b>Responsibility</b>
Kaiako and ākongā have no barriers to modern learning tools	<ul style="list-style-type: none"> <li>- Continue to purchase state of modern equipment to engage students within the classrooms, particularly in Materials Technology and Digital Technology.</li> <li>- Maintain and increase the number of Chrome books and storage devices.</li> <li>- Upskill teachers capabilities of technology and Google.</li> </ul>	NELP 1 Priority 2 NELP 4 Priority 7	