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CHARTER SUMMARY & STRATEGIC PLAN

SUBMISSION FOR ACADEMIC YEAR 2016

CHARTER & STRATEGIC PLAN APPROVED BY THE BOARD OF TRUSTEE’S 2016

Sandra Cuff Signature

**Chairperson, Board of Trustees**

Date :25/02/2016

COLLEGE PHILOSOPHY/SPECIAL CHARACTER

‘For Love of God, Life and Learning’

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. Cullinane College has a vision of education that:is based on the belief that Cullinane College is a community of faith where the Catholic tradition of

* faith in Jesus Christ and belief in his teachings
* commitment to his values expressed in the Scriptures the sacraments and in the life of the Church

affirms the uniqueness of each individual and encourages students to grow in a personal relationship with God that helps them

* to be confident about personal self-worth and cultural identity
* to recognise the rights of others and be concerned for the common good
* to develop self-discipline and be responsible and accountable for personal actions

gives practical recognition to the Treaty of Waitangi by

* enabling understanding and experience of Maoritanga for all students
* respecting Maori customs and encouraging mutual co-operation, respect and friendship

provides a curriculum which

* incorporates all the learning areas into its teaching programme
* encourages educational excellence for all students
* takes a holistic and pastoral approach at all times to the processes of education
* embraces all that is most desirable in a modern, effective school administered through sound management systems

enables students to develop their full potential in an environment which

* nurtures creativity, fosters the arts and encourages academic achievement
* promotes team and individual sporting skills and supports healthy social and cultural relationships

promotes

* peace and harmony, justice, respect and love for each other
* care of the universe
* concern for the disadvantaged
* a strong sense of community and acceptance of cultural difference as basic values of personal and college life.

**MISSION OF THE COLLEGE**

Cullinane College is a Roman Catholic community that strives to deliver quality education for Love of God, Life and Learning.

**AIMS**

Cullinane College aims to provide a Catholic education within the traditions of the Sisters of St. Joseph and the Marist Fathers and the catholic communitythat:

* prepares our young men and women for further education, work and life
* caters for spiritual, academic, physical, cultural, vocational and social development
* is moral, caring and joyful
* seeks to challenge the students to serve others
* develops policies and practices that promote an understanding and respect for all cultures and recognises the unique position of Maori as the tangata whenua
* provides for students with varied academic needs and diverse social, cultural and economic backgrounds and does so in partnership with parents who are committed to a Christian education.

**Our Strategic Themes**

**Promoting Catholic Education in the Whanganui Community.**

Developing Learning and Teaching Partnerships.

**Fostering an Awareness of, and Responding to, Diversity.**

Attending to Developing the Whole Child and Allowing Them to Shine

**Promoting Student Success through Quality Governance and Management of Resources.**

**Our Values are underpinned by the Gospel values of Faith and Hope and incorporate:**

Courage & Commitment

Love and Respect for Others

Service to Others and Self



Cullinane College Charter 2016- 2018

**TYPE OF SCHOOL**

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.

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.

**DESCRIPTION OF COLLEGE**

Cullinane College is the only secondary Catholic school in Whanganui and draws its students from the Catholic community of Whanganui and the small towns and surrounding areas of the city.

The Tangata Whenua are well represented making up 48% of the current role. NZ/European students make up another 48% with the remaining students being of Asian or Pacific ethnicity. A growing number of Filipino students in the College reflect the number of Pilipino families who are making Whanganui their home.

Approximately 40% of our Year 9 enrolments move to us from the local primary Catholic schools with the remaining enrolments coming from a range of primary schools and intermediates in our region.

The roll size is 290-310 students, which allows for small class sizes, which in turn allows for a more personal interaction between students and staff. This creates a clear whanau/family atmosphere in the College which reflects our unique Catholic Special Character and its emphasis on affirming the uniqueness of each individual and their growth in their personal relationship with God.

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 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.

The Cullinane College Foundation Trust serves to support the resource needs of the community as well as maintaining relationships with Alumni.



* Develop strategies to strengthen school, whanau, hapu, iwi and community relationships focused on learner achievement of Maori students our College
* ensure Maori and other students have the opportunity to be taught Maori language and culture within the curriculum
* develop strategies to raise levels of Maori achievement, particularly in line with the strategies championed within He Kakano and Te Kakahu.
* encourage subject areas to reflect Maori perspectives within their courses and incorporate a place based curriculum in their teaching programmes.
* endeavour to ensure that staffing within the school reflects the cultural make-up of the students
* support the development of staff understanding and use of Te Reo Maori and Tikanga Maori
* consult with Iwi regarding Maori achievement and use Iwi resources to promote a relevant and motivating learning programme for students
* promote the College’s Christian values as a strategy to engage Maori students in learning
* provide PLD focused on accelerating learning and achievement of Maori students
* develop and implement a programme of teacher strategies to improve achievement
* offer opportunities for its staff and Board members to be instructed in Maori values and culture
* promote Maori achievement in school publications and presentations
* provide Cullinane College with positive Maori role models to raise levels of success
* support Kapa Haka and Maori Performing Arts in the school
* support special events that focus on Maori aspects of school culture
* provide appropriate support for Maori students and their families.

**NATIONAL EDUCATION PRIORITIES**:

The National Education Priorities provide a set of criteria to which schools should give attention for the purposes of future planning. Cullinane College will give attention to:

**Success for All**

All students will be given the opportunity to succeed and develop the knowledge and understandings, skills, attitudes and values of the National Curriculum as expressed in relevant curriculum statements.

Cullinane College will:

* Adopt a holist approach to success {spiritual, academic, sporting, cultural, social, personal and leadership development}
* Provide a range of opportunities for students to succeed across a range of activities
* Celebrate a wide range of student achievements
* Proactively seek opportunities for students to access success outside of the formal classroom setting
* Structure the curriculum and the timetable to provide students with access to learning, success and the formal recognition of achievement
* Ensure school philosophy, policy and practice supports achievement and success for all students.

**Guidance and Pastoral Care**

The school is committed to providing a positive, nurturing and productive environment for all students. The pastoral needs of students will be met through the provision of an extensive network of guidance and support based within our Catholic special character. This support allows students to develop Christian attitudes and values in a safe physical, emotional and spiritual environment.

**A Catholic Co-educational School**

Cullinane College believes that a Catholic, co-education school provides the appropriate environment in which to achieve the best possible education for all its students.

**A Multi-Cultural School**

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.

The school has formally recognised the challenge of meeting the needs of Maori learners, and supporting Maori to enjoy success as Maori, through continuing with the elements of the programme developed as part of the MOE programme He Kakano which ceased in 2013 and developing further strategies to support Māori students through the Te Kakahu programme which the College joined in 2014.

**REFLECTING CULTURAL DIVERSITY**

Cullinane College aims to fulfill the intent of the Treaty of Waitangi by valuing and reflecting New Zealand’s dual cultural heritage and to work with Maori communities to plan, set targets and achieve better learning outcomes for Maori students. To recognise the cultural diversity of Cullinane College, the school will affirm and celebrate difference and will affirm the role of the Tangata Whenua in the society of Aotearoa New Zealand.

The school will:

* have resources and programmes that support Maori student learning in Te Reo Maori and all curriculum areas through targeted delivery of Te Reo Maori and Maori Performing Arts.
* develop Maori protocols as a focal point for school processes and celebrations
* encourage staff, students and parents to participate in Hui and powhiri, as an integral part of school life

Cullinane College Charter 2016-2018

* Further develop processes of providing effective feedback and feed-forward to students through the implementation of a relationship based pedagogy in the classroom
* Refine processes of reporting achievement to the Board of Trustee’s
* Engage in consultative processes across all stakeholders; professionals, parents, students and community to set annual achievement targets and to report on progress
* Support subject leaders to develop evaluation processes that lead to evidence based decision making

**Improving Outcomes for Students at Risk**

Schools will improve outcomes for students who are not achieving, are at risk of not achieving or have special needs.

Cullinane College will

* Provide curriculum content and structure to engage “at risk” students in their learning; Learning Centre, short term intensive remediation with the SENCO, literacy and numeracy support
* Strengthen and widen existing monitoring and mentoring systems and support structures through the pastoral network and inclusion of outside programmes
* Use of catch-up and summer school programmes to support at risk learners achieve positive NCEA outcomes with early identification of year 10 students at risk of not achieving
* Continue to seek innovative programmes aimed at engaging students in their learning
* Maintain a focus on building relationships and maintaining positive interactions with students.

**Improving Maori Achievement**

Schools will work with their Maori communities to plan, set targets for and achieve better outcomes for Maori students

Cullinane College will:

* Continue following the He Kakano and Te Kakahu model, set appropriate goals, engage with Iwi and whanau and create an environment where Maori can continue to achieve as Maori at Cullinane College.
* Develop a stronger partnership with Iwi with regards to supporting the educational success of Maori through a greater understanding of Whanganui Iwi Education plans and aspirations.
* Use the Te Kakahu programme to develop learning and teaching strategies such as place based curriculum programmes and relationship based pedagogies that support the further success of Māori students
* Promulgate school values and philosophies that reflect College values and a Maori perspective
* Maintain existing curriculum enrichments that target Maori participation - Kapa Haka, Maori Performing Arts, Te Waharoa, marae visits and programmes, inclusion in Religious Studies programmes and the maintenance of existing Te Reo Maori programmes
* Continue to ensure school ceremonies reflect and celebrate Maori protocols and practices
* Engage in Maori student retreats in order to develop their confidence in applying for senior student leadership positions as well as maintaining the current academic momentum.
* Take a proactive role in modelling Maori learning success through employment policies
* Provide student leadership opportunities for Maori and consult with Maori students
* Consult our Maori stakeholders, both formally and informally.

**A Safe Learning Environment**

Schools will provide a safe physical and emotional environment for all students.

Cullinane College will:

* Provide high quality Pastoral Care processes and structures through vertical form groups, year level organisation, support, guidance and mentoring programmes.
* Develop a school wide approach to pastoral care through implementation of the Positive Behaviour for Learning Programme.
* Focus on developing positive and productive relationships between students and staff.
* Utilise outside agencies, where appropriate, to provide expert support and practical strategies and build strong partnerships.
* Build on and further embed the current use of restorative practice processes that provide affirming and culturally safe solutions
* Respond appropriately and further develop strategies to reduce bullying
* Promote an open door policy that provides access to effective communication for all stakeholders
* Develop individual achievement plans (IAP) and support students in their aspirations
* Develop strategies to encourage student voice and student participation, including junior students

**Improving Literacy and Numeracy**

Schools will place priority on improving student achievement in literacy and numeracy, especially for those whose further education or training may be at risk through under-achievement in this area.

Cullinane College will:

* Engage in data gathering and analysis to determine the strengths and weaknesses of individual students and cohorts of students in literacy and numeracy
* Ensure teachers are trained and supported in using literacy techniques in their classroom lessons
* Maintain a focus on school wide academic success by providing a range of targeted programmes to address a range of learner needs
* Provide programmes to support students where English is a second language, Maori students who are struggling with their literacy as well as those other students who need significant literacy support
* Provide a Learning Support Centre for junior students with enhanced literacy opportunities
* Provide staff PD with a focus on teaching literacy

**Develop the use of Student Achievement Information**

Schools will gather sufficiently comprehensive assessment evidence to evaluate the progress and achievement of students and to inform future practice

Cullinane College will:

* Maintain quality processes to gather, record and analyse achievement data both school wide and in subject areas
* Provide training in the use of achievement data to better inform practice

**Providing Career Guidance**

Schools will provide career guidance with special emphasis on guidance for at risk students who are unprepared for further study or the workplace.

Cullinane College will:

* Continue to offer quality career advice to all students
* Be proactive in providing advice to all students so that they are supported in identifying future pathways and the learning required. Goal setting, course counselling and mentoring strategies will be provided
* Maintain effective programmes for students planning to enter the workforce at the end of their time at school, to explore options
* Ensure that subject choices inform students with regard to vocational pathways and future career options
* Provide all students with access to regular Career Expos and provide opportunities for students to access a wide range of specialist careers advice
* Continue to offer off site career and further learning exposure through Expo, visits to Universities, Polytechnics and other providers, and involvement with specialist career services
* Provide opportunities for students to undertake work based programmes through the Gateway, Trade Academy and STAR initiatives

**Reporting**

Schools will report to all students and their families on the achievement of individual students and to the school’s community on the achievement of students as a whole.

Cullinane College will:

* Generate quality reports on internal operations for the Board of Trustees in a range of key indicator areas
* Report annually to the community
* Report to the BOT’s on school wide achievement and subject department performance in accordance with the set Reporting Schedule
* Attempt to develop reports that inform local Iwi of the educational success of their whanau and inform Iwi educational plans
* Meet all compliance requirements to outside agencies in a timely and accurate manner
* Report on student achievement regularly, in formal written format to all parents and caregivers
* Develop internal achievement monitoring processes for reporting on curriculum related key competencies.
* Involve parents, students and staff in a three way tripartite conversation focusing on each student’s progress towards their academic goals. Programmes such as Family Day, catch-up programmes and academic mentoring by senior staff will continue to be further developed and refined
* Develop whanau groups in the college where teaching staff have a close monitoring and mentoring role of students with closer connections and communication with parents and caregivers

 

**CULLINANE COLLEGE Strategic Plan 2016– 2018**

**“For Love of God, Life and Learning” Mission: To strive to deliver quality education Mo te Aroha kite Atua, Kia Oranga, Ki Akona! based on the gospel values of Jesus Christ**

**according to the tradition of the Catholic**

**Church**

The Cullinane College Learner is:

* Aware of, and attends to, their spiritual growth
* A participator who contributes positively and responsibly to community and society
* Challenged to achieve to their academic potential
* A connected and global citizen who is concerned with the common good
* A critical, creative and reflective thinker

The Cullinane College Values are underpinned by the gospel values of Faith, Hope and include:

* Courage & Commitment
* Love & Respect for Others
* Service to Others and Self

**Enabling the Child to Shine**

**Special Character**

* Strengthen the links between the Whanganui Catholic Parish and the Josephite and Marist networks in order to create a stronger sense of Catholic Community.
* Encourage the active and full participation of our students and staff in the special character activities both within and outside of the College.
* Enhance the prayer life of the students and staff of the College and promote our College values.
* Develop a Year 9 parent and student programme focused on our Catholic character.
* Encourage student involvement in activities and projects that support those who are disadvantaged.
* Develop a Health & Sexuality programme within RE
* Promote more opportunities for students to express their unique talents through a range of curriculum and extra-curricular opportunities.
* Ensure our Arahunga students are fully included in the life of the College and that their needs are promoted and acknowledged.
* Encourage students to develop their skills for life by providing a broad range of student leadership opportunities that promote their growth and empathy for others within a Catholic world view.
* Encourage community through positive transition processes.
* Providing opportunities for students to travel & participate in cultural exchange. Developing connections and community with our Chinese Sister School (XuZhou) and Japanese partners.

**Quality Governance and Management**

**Governance**

* Focus on self-review data in order to ensure the health of the College and the needs of the students are met.
* Develop an overseas student marketing strategy that is financially prudent and leads to further learning opportunities for our students within a business model.
* Identify and resource strategies that enable a wide subject choice and further educational opportunities for students in the College.

**ICT**

* Ensure teaching staff have the resources to access technologies that support teaching and learning.

**Physical Environment**

* Developing a Wharenui and Performing Arts Centre that respects our bi-cultural traditions and ensures our students can benefit from modern facilities and fully participate in all aspects of performing art.

**Teaching & Learning**

**Inclusion and Diversity**

* Further develop effective learning partnerships between teachers & students through implementation of restorative practices and PB4L.
* Further develop strategies to support students in focusing on the quality of their achievement results.
* Use the Te Kakahu initiative to develop a wider use of a relationship based pedagogy and place based curriculum that emphasises a more active partnership with students, whanau & Iwi in their learning.
* Develop the resources and staff expertise to support the active use of BYOD in the College in order to create more engaged learners.
* Create a differentiated teaching model that enables teachers to promote accelerated learning & differentiated achievement outcomes for students.
* Provide further specialised teaching and learning programmes to ensure personal excellence for all students. Extend identified gifted and talented students by using multi-level scheduling and e-learning strategies.
* Develop and provide, high quality support programmes for Māori and other identified groups of students that engage them in their learning.
* Continue to respect the place and history in this College of Te reo me ona Tikanga through emphasis on a place based curriculum.
* Respect and provide on-going support for our Pacifica and international student cultures.



**CULLINANE COLLEGE Strategic Plan 2016 – 2018**

**“For Love of God, Life and Learning” Mission: To strive to deliver quality education**

**Based on the gospel values of Jesus Christ according**

**To the tradition of the Catholic Church.**



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| **Year** | **Enabling the Child to Shine** | **Inclusion & Diversity** | **Teaching & Learning** | **Special Character** | **Quality Governance** |
| **2016** | * Encourage community through positive transition processes at every level in the College. * Encourage students to develop their skills for life by providing a broad range of leadership opportunities that promote their empathy for others. | * Develop and provide, high quality support programmes for Maori and Pacifica students that engage them in their learning. * Extend identified gifted and talented students by using specific programmes, multi-level scheduling, differentiated strategies and e-learning opportunities. | * Further develop staff confidence and effectiveness in using the Cullinane Effective Teacher Pedagogy and inclusion of place based curricula. * Develop a differentiated teaching pedagogy within our Cullinane Effective Pedagogy to enable differentiated achievement outcomes for students. | * Promote, facilitate and embed a health and Sexuality programme within Religious Education. * Strengthen our Catholic community links through the Year 9 parent programme as delivered by Fr Mark Walls. * Encourage student involvement in social justice activities. | * Maintain and promote our focus on self-review data in order to strengthen outcomes in teaching and learning. * Identify and resource strategies that enable a wide subject choice and further educational opportunities for students. |
| **2017** | * Provide opportunities for students to travel & participate in cultural exchange. Develop connections and community with our sister school (Xuzhou) and Japanese school partners. * Ensure that the changing strategic direction of Arahunga School does not result in their students being distanced from our overall College community. | * Provide a stronger level of support for our Pacifica students using principles developed through our participation in the He Kakano and Te Kakahu initiatives. * Embed place based curriculum elements in all core subjects at Year 9-10. | * Develop the resources and staff expertise to support the active use of BYOD and ICT in the classroom in order to provide an engaging and relevant learning experience. * Continue to promote PB4L and the Te Kakahu pedagogy to further develop teacher competency in the teaching of literacy, use of curriculum differentiation and building stronger classroom relationships. | * Promote student involvement in sacramental programmes in order to create a stronger connection to the parish community in Whanganui. * Enhance the prayer life of the students and staff of the College as a way of building a positive, Christian and life-giving community. | * Identify where the BOTs can further support staff in resourcing technologies that support teaching and learning. * Develop a Wharenui and Performing Arts Centre that respects our bi-cultural traditions and ensures our students can benefit from modern facilities and fully participate in all aspects of performing art. |
| **2018** | * Promote student leadership opportunities at all levels in the College in order that students enjoy the opportunity to share and use power in a constructive and managed manner. | * Review all programmes of support intended to support gifted and talented students to ensure students are able to experience challenge and successfully cope with curriculum enhancements such as scholarship in Year 13. | * Fully evaluate teaching and learning outcomes over the previous 3 years in order to develop a professional development programme that is appropriate to the College’s strategic direction and needs over the next 3 years. | * Ensure that the Josephite and Marist charisms are embedded within College life both in, and out of, the classroom and in the parish. | * Review our overseas marketing strategy and strategic direction to ensure that the College is gaining maximum benefit from the relationships that have been created. |

**CULLINANE COLLEGE ANNUAL PLAN 2016**

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**OUR GOALS OUR MEASURES TARGETS**

Special Character

Special Character

* Enrol 40% of students from contributing Catholic primary schools
* Enrolment numbers from Catholic primary schools

**SC1 PROMOTING OUR VALUES: Promote, facilitate and embed a Health & Sexuality programme within the Religious Studies curriculum.**

**SC2 SEXUALITY AS A GIFT: Strengthen our Catholic community links through the Year 9 parent programme & encourage student involvement in social justice.**

* 90% literacy NCEA L1
* 90% numeracy NCEA L2
* 90% NCEA L1
* 90% NCEA L2
* 90% NCEA L3
* 50% UE L3
* Ex/Merit Endors. 20-30%
* 35aRs @ 25th percentile
* 35 aRs @ 50th percentile
* < 2 suspensions
* Timeout data
* No’s student stand-downs, suspensions, exclusions.
* E-assTTle data (r factor)
* %age of students gaining Lit/Numeracy requirements
* NCEA Results including Maori and Pacifica
* Student voice feedback
* IAP process.

Teaching and Learning

**Our Vision**

For God, for Life, for Learning

**Our Mission**

To strive to deliver quality education based on the gospel values of Jesus Christ according to the tradition of the Catholic Church

**Our Strategic Themes**

Developing Learning and Teaching Partnerships.

**Promoting Catholic education in our community.**

Attending to developing the whole child and allowing them to Shine

**Fostering an awareness of, and responding to, diversity.**

Promoting Student Success through Quality Governance and Management of Resources.

**Our Values**

Are underpinned by the gospel values of Faith & Hope

Courage & Commitment

Pride and Respect

Service to Others and Self

**TL1 DEVELOPING EFFECTIVE LEARNING PARTNERSHIPS: Further develop staff confidence and effectiveness in using the Cullinane College Effective Pedagogy and inclusion of place-based curriculum**

**TL2 PROMOTING STUDENT ACHIEVEMENT: Develop a Cullinane College differentiated teaching strategy within our Cullinane College Effective Pedagogy to enable differentiated achievement outcomes for students**

Enabling the Child to Shine

**ECS1 PROMOTING STUDENT LEADERSHIP: Encourage community through positive transition processes at all levels in our organisation.**

**ECS2 DEVELOPING OPPORTUNITIES FOR PERSONAL GROWTH: Support students in developing their skills for life by providing a range of leadership opportunities that promotes their empathy for others and serves the greater good.**

* School roll
* Yr9 Intake
* Retention rates
* Student Involvement in leadership activities
* Y9 roll of 65-70
* College roll of 300+
* >40 students involved in leadership programmes
* Retention rate >70%

Inclusion and Diversity

**ID1 SUCCESS THROUGH PARTNERSHIP: Promote a strong educational partnership with Iwi through the development of place based curriculum aligned to Iwi aspirations and provide high quality support programmes for Maori and Pasifica students.**

**ID2 MEETING DIVERSE NEEDS: Extend identified gifted and talented students by using specific programmes, multi-level scheduling, differentiated strategies & e-learning**

* 85% attendance rate
* Apparent. Retention. rate of 70% or >
* Maori unjustified absence < 4%
* Maori interim unjustified attendance <4%
* Positive engagement data
* Student retention rates
* Roll data by ethnicity
* Attendance rates
* Student engagement survey
* Appraisal process

Quality Governance and Management

**QGM1 DEVELOPING A MODERN LEARNING ENVIRONMENT: Identify and resource strategies that enable a wide subject choice, further learning opportunities and quality achievement outcomes.**

**QGM2 PROMOTING QUALITY GOVERNANCE: Maintain and promote our focus on self-review data in order to strengthen outcomes in teaching and learning.**

* Public Equity >$700,000
* Surplus of $25,000
* Seismic strengthening completed on time
* Construction programme has limited impact on learning outcomes
* Public Equity
* Financial budget
* Seismic strengthening of classrooms completed
* Classrooms meet modern learning standards

**CULLINANE COLLEGE ANNUAL PLAN 2016**

SPECIAL CHARACTER GOAL 1: Promote, facilitate and embed a Health & Sexuality programme within the Religious Studies curriculum.

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| **Objective** | **Expected Outcome** | **Achieved Outcome** | |
| * To ensure that all students have a full understanding of the importance of healthy relationships. * To further develop the students understanding of the Catholic Churches perspective on sexuality education. * To prepare students for relationships based on living out the Catholic virtues. * To encourage students to think carefully about their sexuality and to attempt to prevent students engaging in premature sexual activity. * To develop a culture of respect where all students are valued and respected. | * An updated sexuality education programme is integrated within the Religious Education curriculum. * A sexuality education programme is delivered which incorporates a variety of approaches including **at least one seminar session** for students and another for parents facilitated by Paul Ninnes or another outside specialist contractor. * The College meets expectations in regard to sexuality education in a Catholic environment as measured by staff in the PN Diocesan office. |  | |
| **Actions** | **Responsible** | **When** | **Analysis/Reflection** |
| * A sexuality education programme is integrated into the existing Y9-Y13 Religious Education programme. * Paul Ninnes (or similar specialist) is booked to facilitate student and parent seminars on relationships and sexuality in 2016. * A student survey incorporating sexuality and sexual health is carried out in early 2016. * Student assemblies incorporate presentations on healthy relationships. | * HD, LP * HD * HD, KS * KM, HD, Prefect Team | * Feb & On-going 2016 * As scheduled (before Term 3) * Planned in Term 1 * On-going 2016 |  |

SPECIAL CHARACTER GOAL 2: Strengthen our Catholic community links through the Year 9 parent programme & encourage student involvement in social justice

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| **Objective** | **Expected Outcome** | **Achieved Outcome** | |
| * To develop a full understanding for our students and parents regarding their responsibilities resulting from enrolling in a Catholic College * To ensure that the catholic values and virtues are promoted as a key aspect of a holistic education at Cullinane College. * To ensure that the charisms and values of our founding orders are understood and acknowledged in our College. * To continue to further develop our links with the Josephite and Marist affiliated Colleges in New Zealand and Australia. * To promote in our students and community a sense of pride and respect in our Catholic identity. | * 80% of Y9 students and parents attend a programme to support their active involvement in Catholic education * 15 students undertake Prefect leadership training through MYL in January 2015 * 10 Prefects undertake OPC course * 6 further Y13 students participate in the PN Dioceses leadership training programme. * 10 Y12 students participate in the MYN programme, 10 Y11 students in Fourviere Experience & 6 Y10 students in Awa Run * The Head Boy and Girl and one staff member participate in the Josephite leadership Colloquium in Australia in Feb 2016 * Prefect leaders facilitate College assemblies, liturgies and memorial services from March 2016 onwards |  | |
| **Actions** | **Responsible** | **When** | **Analysis/Reflection** |
| * Fr Mark Walls works with chaplain, principal and DRS to develop and facilitate a programme focused on being a ‘Cullies Student’. * Prefects and Heads are selected and attend MYL in January 2016. * Job descriptions for Head and Deputy Head positions are written for students by Feb. 2016. * 10 Y12 students are nominated to attend the MYN programme. * 10 Y11 students nominated for Fourviere Experience. * 6 Y10 students participate in Awa Run * DRS and Head Boy and Girl attend Josephite Colloquium. * Prefects receive training in public speaking and facilitating assemblies, liturgies, memorials services and other public gatherings. | * Fr Mark, Fr Brian, HD & KS * SLT, HD, KS, GE * KS, SLT * HD, TB * HD, LP & KS * KS, EG & HH * KS, KM, MB, GE * GE, GK & KM | * Feb 2016 * Jan 2016 * Jan 2016 * On-going 2016 * Term 2 2016 * Term 3 2016 * July 2016 * Term 1 2016 |  |

TEACHING & LEARNING GOAL 1: Further develop staff confidence and effectiveness in using the Cullinane College Effective Pedagogy and inclusion of place-based curriculum

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| **Objective** | **Expected Outcome** | **Achieved Outcome** | |
| * Support teachers in developing positive and productive relationships with students * Support teachers in their understanding, use and mastery of the Cullinane College Effective Teaching Pedagogy * Provide a programme of professional support to allow staff to use a relationship based pedagogy that emphasises Ako and Whanaungatanga in the classroom * Provide a welcoming and stimulating environment that promotes student achievement through power sharing and the active student involvement in setting learning intentions and success criteria. * Support and develop staff competency in incorporating a place-based curriculum within teaching programmes | * Attendance rates for all students are **85%+** * No more than **2** suspensions and **15** stand-down’s in 2016 * L1 Numeracy and Literacy rates of **90%** * Success rates at NCEA L1, L2 & L3 of **90%** (and July 1st rates at all 3 levels above **80%** ) * Te Kakahu self-review data shows further positive growth and a **50%** balance regarding teacher and student led learning activity in the classroom. * Staff appraisal process incorporates goals linked to the Cullinane College Effective Teaching Pedagogy * All staff can articulate their involvement in teaching as inquiry and can show evidence of their involvement through reflective journals in their appraisal documentation |  | |
| **Actions** | **Responsible** | **When** | **Analysis/Reflection** |
| * The SLT promotes PB4L at every opportunity and ensures, signage, values statements, reward systems and desired behaviours are emphasised at every opportunity * SWISS data is used regularly to track and evaluate pastoral data * Staff receive on-going professional support in their understanding and use of the Cullinane College Effective Pedagogy * Develop a schedule of professional development support sessions incorporating 4 2/hr sessions and 25 Monday after school slots * Further implement Appraisal Connector to incorporate formalised teaching buddies, student review of teacher practice and teaching as inquiry * Work with Iwi to further develop staff understanding and inclusion of place based curriculum at Cullinane | * GD, KM & SLT * MB, GD & KM * LP, KS & SLT * KS, LP * KS * KS, KM & LP | * On-going 2016 * On-going 2016 * Feb & on-going 2016 * Jan 2016 * Jan/Feb 2016 * On-going 2016 |  |

TEACHING & LEARNING GOAL 2: Develop a Cullinane College differentiated teaching strategy within our Cullinane College Effective Pedagogy to enable differentiated achievement outcomes for students

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| **Objective** | **Expected Outcome** | **Achieved Outcome** | |
| * Promote and enable teachers to develop and use differentiated strategies in the classroom in order to extend students to reach their academic potential * Monitor and support students at both junior and senior school to achieve high quality achievement results in NCEA * Promote scholarship exams as a worthwhile academic aspiration for gifted and talented students * Promote student excellence within the junior curriculum programme * Develop an effective literacy strategy in the junior school which is incorporated within Te Kakahu and ensure the learning needs of those with learning deficits are met * Encourage student leaders to promote and support academic endeavour | * **5** students achieve Academic Blues * Excellence Endorsements **5-10%** Year 11-13 * Merit endorsements **20%** Year 11-13 * Classroom observations identify differentiated strategies being used in the junior school * UE Rates above **50%** * **2-3** Y12 students are extended into some Y13 subjects to prepare them for scholarship in 2017 * **25%** of students in Year 9 and Year 10 achieve an excellence endorsement on their junior diploma * Average asTTle gain of **35aRs** at the 25th and 50th percentile in Year 9 and Year 10. * Academic endeavour is recognised within the house point system |  | |
| **Actions** | **Responsible** | **When** | **Analysis/Reflection** |
| * Use of differentiated strategies in the classroom are promoted with the professional development programme * Meet with identified gifted students to extend and accelerate them in identified subjects * SLT members monitor/meet with identified NCEA endorsement , UE and ‘at risk’ student groups * HODs to focus on evaluation of student achievement at all department meetings * Teaching literacy is covered within the Te Kakahu professional development cycle * Monitor Year 9/10 progress through 6 weekly progress reports towards the junior diploma * Meet with senior academic leaders to develop a model to include academic endeavour within the house system | * KS & KM * KS & MB * KS, MB, KM & GD * KS, CDF, HODs * KS, LP * JD, MB * KS, KM | * Feb on-going 2016 * Jan/Feb 2016 * Term 2 on-going 2016 * On-going 2016 * On-going 2016 * On-going 2016 * Feb 2016 |  |

ENABLING THE CHILD TO SHINE 1: Encourage community through positive transition processes at all levels in our organisation.

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| **Objective** | **Expected Outcome** | **Achieved Outcome** | |
| * Promote a community of care by endeavouring to put in place transition processes that welcome and care for all students * Ensure our Year 9 students are nurtured and educated within a caring environment led by our Year 13 students * Ensure new entrant students at all levels in the College experience manaaki and whanaungatanga * Encourage high levels of participation in sport and extra-curricular activities in order to promote physical and mental well-being and health | * Restorative circles and circle techniques are observed in observations of classroom practice. * Year 9 Journey programme is successfully completed and **100+** whanau attend final meal. * A formal transition process is developed and recorded in our systems * **60%** of students are involved in sports activities * **40+** students are involved inmusical and/or performing arts concerts in 2016 * **40** Kapa Haka students participate in National Secondary School Kapa Haka Nationals |  | |
| **Actions** | **Responsible** | **When** | **Analysis/Reflection** |
| * Carry out PD on restorative circles which can be used as a vehicle for setting standards and welcoming new students. * Pastoral team develops a transition programme for new students who arrive during the year which is incorporated into our systems. * Plan the Year 9 Journey Programme and incorporate the involvement of Year 13 students and parents and whanau. * Develop a Year 9 parent programme that sets the responsibilities of being a ‘Cullies’ student. * Promote music and the performing arts as a way of building self-esteem and a culture of excellence in performance art. * Support the development of Maori Performing Art in the junior curriculum * Promote and encourage students to participate in sport and strive for excellence | * KM * MB, KM & GD * MB, GD & LD * Fr Mark, Fr Brian, HD & KS * MP, GE & SLT * KM, JD & SLT * KS, HH, IS & VR | * Term 1 * Term 1 * Jan/Feb 2016 * Feb 2016 * On-going 2016 * Term 1 * On-going 2016 |  |

ENABLING THE CHILD TO SHINE 2: Support students in developing their skills for life by providing a range of leadership opportunities that promotes their empathy for others and serves the greater good.

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| **Objective** | **Expected Outcome** | **Achieved Outcome** | |
| * Promote opportunities for students at all levels in the college to develop the levels of confidence and commitment needed to lead the student body in the College * Identify those students in the College that lack the confidence to be leaders and put in place strategies to develop their leadership skills * Further develop a strong sense of identification with and commitment to our Catholic school heritage * Ensure social justice issues are promoted in the school and that students are given opportunities to lead projects in support of those less advantaged including our Marist Partner School in Ranong | * Students leaders are appointed and given responsibilities at all levels * **10** of the 12 Prefect leaders attend an OPC course to promote teamwork and leadership * **10** Year 12 students attend MYN, **10** Year 11 students attend Fourviere experience and **6-12** Year 10 students participate in the Run for Life on the Whanganui Awa. * Student Council is active in promoting our school values * **$5000** is raised for our Marist Partner school in Ranong and more than **$15000** for our MYN communities. * **Two school masses** are held at St Mary’s in 2016 |  | |
| **Actions** | **Responsible** | **When** | **Analysis/Reflection** |
| * Year level Deans identify leadership positions in their cohorts and appoint students to these positions * Year 13 prefects are supported in their leadership role through an OPC course * Formal leadership positions as Head of Special Character, Academia, Sport and Culture are appointed * Identify opportunities for our leaders to be visible throughout the year in Parish life, masses and liturgies * Organise a Benefit concert for the Marist School in Ranong * Select students for the Fourviere experience * Select students for MYN * Organise the Run for Life on the Awa and get information out to the other Marist Network Schools | * Deans, MB * KS, HH * SLT * HD, LP * MP, KS, KM * SLT, LP * SLT, TB * SLT | * Term 1 * Term 1 * Jan 2016 * On-going 2016 * Term 2 * Term 1 * On-going 2016 * Term 1 & 2 |  |

INCLUSION & DIVERSITY GOAL 1: Promote a strong educational partnership with Iwi through the development of place based curriculum aligned to Iwi aspirations and provide high quality support programmes for Maori and Pasifica students.

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| **Objective** | **Expected Outcome** | **Achieved Outcome** | |
| * The College develops a strong and committed partnership with local Iwi that benefits the students in our College * To develop units of work involving a place based curriculum at Year 9 and 10 in all core subjects * To support Maori students to excel in their academic studies and enjoy success as Maori in the College * To establish a Whanau group in the College that is involved in the wider academic, cultural and social development of the College * Work with Iwi and CSB to establish a Wharenui in the College * To promote a stronger understanding of tikanga and Te Reo within the staffroom | * Maori students achieve at the same levels as NZ/European and meet the target set in the teaching and learning goals * **85%** of Maori student leavers finish school with at least **NCEA Level 2** * Shift of **35aRs** **@ 25th and 50Th** percentile for Maori students in Year 9 & Year 10 * Intermittent and unjustified absence rates for Maori to be **<4%** * **<8** Maori students stood-down in 2015 * **25%** of Maori students gain endorsement on their NCEA at L1 and L2 NCEA. * **>40%** of Maori students in Year 13 gain UE * Units of work involving local contexts in the Whanganui area are developed in the junior curriculum in all core subjects * A Whanau group is established * Plans for a Wharenui are completed and the building is started |  | |
| **Actions** | **Responsible** | **When** | **Analysis/Reflection** |
| * Discussions take place with Iwi facilitated through the Te Kakahu programme that lead to further educational opportunities for students * HODs attend 3 Te Kakahu seminars to support their understanding of place based curriculum * CDF meetings have an agenda item on place based curriculum, student academic progress and relationship based pedagogy in every meeting * Whanau are invited to participate in the formation of a whanau/parent group * Professional development for staff is carried out with respect a Poutama of competencies * Iwi are consulted and the College works with CSB to develop final plans for the Wharenui | * KS, KM, MB & LP * KS & LP * KS, Chairperson CDF * KM, KS, Carol Joseph * KM * KS | * On-going 2016 * On-going 2016 * On-going 2016 * Term 1 * On-going * Term 1 & 2 |  |

INCLUSION & DIVERSITY GOAL 2: Extend identified gifted and talented students by using specific programmes, multi-level scheduling, differentiated strategies & e-learning.

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| Objective | Expected Outcome | Achieved Outcome | |
| * The school develops a gifted and talented junior programme that excites students and which focuses on creative thinking and includes a healthy component of competition * HODs have a plan in place that identifies how they will extend students in junior classes through differentiated strategies in the classroom * Individual students that are identified as gifted and talented have an individual IAP that identified strategies to accelerate their learning. * Investigate the benefits of e-learning and where it can be applied at our College to support and extend students | * **12-15 students at Year 9 and Year 10** are involved in a creative thinking programme such as ‘Tournament of Minds’ * **25% of students in Year 9 and Year** **10** achieve an excellence endorsement on their Junior Diploma * At least **two** students at each level have a multi-level timetable that extends their learning in areas of strength * Students who undertake extension NCEA programmes achieve at the excellence level |  | |
| **Actions** | **Responsible** | **When** | **Analysis/Reflection** |
| * HODs to provide a paper to principal regarding how they will extend accelerated students in Year 9 & 10 classes * Develop a sustainable programme for the Gifted and Talented students at Year 9 & Year 10 * Monitor Junior Diploma progress reports and respond if targets are not being met * Identify what NCEA standards junior students will be sitting in 2015 and monitor their results * Monitor gifted and talented students in the senior school and evaluate the achievement outcomes of multi-level scheduling * Promote student achievement through encouraging students to participate in competitions and ICAS type examinations | * KS, TB, TJ, AMB, BD * KS, AF * MB, JD, GD * GD, KS * KS, KM * MB, GD, KM | * Term 1 * Term 1 * On-going 2016 * Term 1 ongoing 2016 * On-going 2016 * On-going 2016 |  |

QUALITY GOVERNANCE & MANAGEMENT 1: Identify and resource strategies that enable a wide subject choice, further learning opportunities and quality achievement outcomes.

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| **Objective** | **Expected Outcome** | **Achieved Outcome** | |
| * Develop a modern set of learning spaces that allow students to experience a wide range of learning experiences that prepare them for the modern world * Ensure that the building programme is managed in such a way as to limit negative influences on the teaching and learning programme * Promote the voice of students, staff and community in the planning stages of the re-building programme * Ensure that all faculties in the College are provided with quality resources that support staff in delivering relevant, useful and engaging learning experiences in the classroom * Continue to upgrade the ICT infrastructure in the College to support teaching and learning * Look at alternative ways of maintaining a wide curriculum choice while ensuring students can achieve to their potential | * A Wharenui and Performing Arts Centre are under construction before years end. * Staff, students and whanau are given the opportunity to have a voice in the development of the new facilities * Major work that causes noise and dust disturbance is minimised where possible. * Learning outcomes in subjects which are affected by the building work (Te Reo, Music & performing Arts meet the learning goals of **90% across all levels of NCEA** * **70%** of Faculty requests for capital items are met * **$20,000** of general maintenance work is carried out in 2015 * **$7000-$10,000** of ICT funds are allocated in 2016 * Principal Report to Board regarding possible future involvement in e-learning curriculum programme |  | |
| **Actions** | **Responsible** | **When** | **Analysis/Reflection** |
| * Regular meetings with project manager and architect * Updates to Board and community on building progress in 2016 * Develop a contingency plan for storage and allocation of specialist classroom spaces for Te Reo, Music and Performing Arts * Schedule maintenance work to focus on fixing walls in maths classrooms and some pre-fabs, admin area and principal’s office and blackout for lockdown. * Allocate budget funds to capital items * Allocate budget funds to ICT * Principal to report to BOTs re full costs of joining an e-learning network | * KS, Caretaker * KS, DD * SLT * KS, JO, Caretaker * KS, JO * KS, JO * KS | * On-going 2016 * On-going 2016 * Term One 2016 * Feb 2016 * Jan/Feb 2016 * Jan/Feb 2016 * Term 2 2016 |  |

QUALITY MANAGEMENT & GOVERNANCE GOAL 2: Maintain and promote our focus on self-review data in order to strengthen outcomes in teaching and learning.

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| **Objective** | **Expected Outcome** | **Achieved Outcome** | |
| * The Board is provided with high quality data that enables them to be confident in their governance role * The Board is provided with achievement data which enables accurate judgements to be made about academic progress in the senior and junior school * Ensure that staff and students benefit from increased levels of spending that directly impact on teaching and learning * To strengthen academic monitoring of the junior school in order to respond to numeracy and literacy deficits in a timely and rigorous manner * Ensure organisational spending is targeted to make the most difference to teaching and learning | * The College reports a surplus of approximately **$25,000** in 2016 * Public Equity exceeds **$700,000** * Working Capital exceeds **$300,000** * International student funds exceed **$30,000** * The Board is able to grant **70%** of requests from HODs for capital items * The Board receives a full school self-review **once a term** * Academic goals as outlined under ‘Teaching and Learning Goal 1 & 2’ are met * Financial resources are allocated according to need and the school goals set by the Board |  | |
| **Actions** | **Responsible** | **When** | **Analysis/Reflection** |
| * Principal presents to the board a full self-review of academic progress, attendance and engagement every term * The budget is set in January/February and surplus cash is used to resource capital items * The budget is monitored monthly and resources moved to the areas of greatest need * Academic tracking and monitoring are used to determine where resources are most needed and budget resources are allocated according to need * Principal works with Trust Board to find funds to resource particular projects in the school * Principal and Director of International Students travel to Xuzhou No. 2 in China to further develop our relationship | * KS, SLT * KS, JO * KS, Finance Committee, JO * KS, MB, JO * KS * KS, DD | * Apr, July, October 2016 * Jan/Feb 2016 * On-going 2016 * On-going 2016 * On-going 2016 * Term 2 2016 |  |

**CULLINANE COLLEGE ANNUAL PLAN 2016:** Non-Strategic Activities

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| **AREA** | **GOAL** | **OUTCOMES** | **REFERENCE DOCUMENTS** |
| MAORI ACHIEVEMENT | To maintain and further develop programmes in Te Reo Maori, Maori Peforming Arts, Maori Visual Arts, Tikanga and Cultural Practices.  To further develop relational strategies based on the Kotahitanga principles through student and staff involvement in Kapa Haka, waiata, haka and in making observations and celebrations through a Maori medium  To maintain enhancement programmes to better engage Maori learners  To continue to monitor, analyse and evaluate achievement data against targets set in the annual plan | Maori language learning is valued and has a profile in the school leading to improved student outcomes  A positive and productive relationship exists between Maori students and their teachers.  The College and our environment continues to value Maori Tikanga and enhance it where appropriate  Formal learning outcomes for Maori are maintained at levels above National norms for all students | College Charter Sections::  Mission and Aims  Term reviews of Annual Plan  College Philosophy/Special Character  College Policy document procedures:  Treaty of Waitangi  NCEA Achievement Data  Faculty Annual Plans  Faculty Reports  Te Kakahu Discussion documents, Professional Development Plans and feedback and self-review  Position Papers |
| PACIFICA ACHIEVEMENT | To develop relational strategies that support our Pacifica students and display our commitment to recognising their culture  To continue to monitor, analyse and evaluate achievement data against targets in the annual plan | Pacifica students are acknowledged for their unique culture and this is incorporated in community celebration and performance  Formal learning outcomes for Pacifica students meet the targets set in the annual plan | NCEA Achievement data  College Charter and Annual Plans  Term reviews of Annual Plan  College analysis (so few students for a department report)  Position Papaers |
| SELF REVIEW | To carry out scheduled policy review in accordance with the published timeline.  The CDF committee to carry out a review of curriculum provision and assessment.  To ensure that the self-review process focuses on student needs and achievement outcomes | Policy and procedure statements accurately reflect practice and provide effective guidance for compliance  Subject annual reports and school generated achievement reports are accurate and are completed in a timely fashion to inform planning  The self-review process supports the strategic goals associated with raising student achievement and engagement | College Policy Document sections:  Principal’s report to BOT  Departmental reports  Minutes from BOTs meetings where HODs present a report  Student engagement survey data and analysis  Termly Review of Annual Plan  Annual Staff Health Check survey  Minutes of CDF meetings  Reviews against departmental annual plans  Te Kakahu Review through Cognition Education  Position Papers |
| PROVISION FOR GIFTED & TALENTED | To meet the needs of the gifted and talented students through a creative thinking focused programme and a range of targeted programmes and co-curricular learning opportunities | A new Gifted and Talented programme focusing on creative thinking will continue to be trialled in order to better engage students in promoting their academic & career goals  The College continues to look for avenues for students to excel  Gifted and talented students are offered a wide range of opportunities to perform at the highest level in curriculum and co-curricular activities | Community newsletters  Curriculum planning documents, schemes and programmes  Report from Gifted and Talented Teacher  Academic records and reports  Reviews against the annual plan |
| AREA | GOAL | OUTCOMES | REFERENCE DOCUMENTS |
| PROPERTY PLANNING | Maintenance: to ensure that a regular programme of maintenance and painting are carried out each year | Maintenance and painting work is carried out in support of the strategic goal | 10YPP documents  College budget  Cyclical Maintenance Plan |
| FINANCIAL PLANNING | To manage financial resources in a fiscally prudent manner through accurate budgeting and the effective control of expenditure.  To prepare and present a balanced set account with a continued emphasis on obtaining an overall surplus plus a cash surplus.  To continue investigating further revenue streams in order to work towards a stronger financial situation in 2013 | Budget provisions are managed through strengthened processes and effective monitoring  College accounts audited and approved  College accounts show attention to reduced spending and show a much reduced deficit | College Budget  Finance and Property Management Policies  10YPP document  Audit Report  College annual accounts  Minutes of Finance Sub Committee  Monthly financial reports and bank statements  Financial Plan |
| PROFESSIONAL DEVELOPMENT | To involve all staff in effective PD centred on:   * Te Kakahu * Restorative student management practices & PB4L * Literacy including academic literacy * Learning management systems * Personal and professional aspirations | All staff will take the opportunity to engage in effective, relevant and timely PD that meets developmental needs  Staff professional practice shows growth as a result of the PD and on-going training and development | PD planning documents  Departmental records  Staff meeting minutes  Departmental reports  Performance management documents  Staff feedback forms  Appraisal Documentation |
| PERSONNEL MANAGEMENT | To ensure that all members of the staff are appraised against relevant criteria outlined in the Registered Teacher Criteria (NZ Teachers Council), through a process of goal setting, classroom observation, feedback, student achievement analysis and personal professional reflection | Staff are willingly and actively involved in a process of professional growth that develops capacity and effectiveness | Personnel Policy procedures  Appraisal templates for teaching staff and support staff  PD course documents and request folders |
| EQUAL EMPLOYMENT OPPORTUNITIES | To ensure that all appointments are consistent with Equal Employment Opportunities policy.  To ensure that employment data is collected and analysed | EEO data is maintained as current  EEO Report is furnished to the Board of Trustees | Personnel policies and procedures  EEO Report |
| HEALTH & SAFETY | To ensure that all policies and procedures outlined in College policy documents are enacted to meet health & Safety regulations | Hazards register is up to date  Accident and injury log is current  Health clinic provisions are supported  The College maintains a safe and healthy physical and emotional environment | Hazard ‘s Register  Accident and Injury register  Health & Safety policies and procedures  Minutes of Health and Safety Meetings |