

# St Peter's Catholic 2025 Annual Plan

'Being the best we can be'

*Me haere tahi tātou me te Ariki. We walk as one with Christ.*



## St Peter's Catholic School Annual Plan Summary

In 2025, our main foci are:

- Refreshing our school's Catholic Vision and Values and weaving them throughout the school.
- Implementing the New Curriculum, through using structured approaches to teach Reading, Writing, and Maths consistently throughout the school, and evaluating the impact.
- Increasing opportunities for parents/carers to connect, engage and participate positively in our school community.

**Special Character:** Our Roman Catholic school was founded by the Sisters of Our Lady of the Mission in 1904 and is the only Catholic Integrated School in Cambridge. The charism is well embedded in the school culture, immersed in Catholic values and our special Catholic character. We provide education for year 1-8 students and can cater for a maximum role of 250 students. We have a well-resourced learning environment and staff who role model their Faith and what that means for the Catholic character of the school.

**Our targets and actions give effect to Te Tiriti o Waitangi:** by strengthening cultural competency and working to honor Treaty obligations, we are working to actively incorporate Māori culture and values into school life.

- We learn about local histories, including our local history in Rangiaowhia. Through cultural days, we celebrate and learn about Māori heritage. Our kapa haka groups perform with pride, showcasing the strength and unity of Māori traditions. We are learning about the significance of mihi whakatau, and welcoming new members into our community with respect and tikanga. We work to weave waiata and karakia into our school routines, creating a shared connection to our past and a strong sense of community. This commitment ensures that the principles of the Treaty—partnership, protection, and participation—are upheld, allowing our students to grow with an appreciation of Aotearoa's diverse cultural landscape.
- **Multi cultural diversity** - through our focus on whanaungatanga, we celebrate the various cultures within our school. Every culture and their relationship with God is valued. A learning support teacher is provided for ESOL students to support their learning. We incorporate various languages into our karakia in class and school masses.

## 2024 to 2026 Strategic Plan

Goals	1. Provide intentional experiences and respond to the call to bring Christ alive.	2. Raise student achievement in core subjects, Te Reo and across the wider curriculum.	3. Build a student-focused culture, where every participant feels safe, connected, valued and heard.
Initiatives	<p>1.1 Implement the new RE curriculum and evaluate the effectiveness of RE learning throughout the school.</p> <p>1.2 Refresh and school's Catholic Vision and Values and weave throughout the school.</p> <p>1.3 Extend opportunities for full, active engagement through masses, liturgy and Catholic Social Teaching (including participation, stewardship, mission opportunities).</p>	<p>2.1. Implement the New Curriculum, use structured approaches to teach Reading, Writing and Maths throughout the school and evaluate the impact</p> <p>2.2. Increase student learning opportunities in Te Reo, taking cognisance of Te Tiriti obligations</p> <p>2.3. Increase learning and behaviour support for students to enable greater progress for all across the curriculum, evaluating the difference made.</p> <p>2.4. Increase learning opportunities across the curriculum that challenge and broaden student understanding.</p> <p>2.5. Strengthen the capabilities of leaders to drive improvements for all students, using an evidence-based approach.</p>	<p>3.1. Implement mana-enhancing ways of communicating with staff to build relational trust and a high-quality team.</p> <p>3.2 Improve communication with parents (including reporting to parents/carers), evaluating the difference made.</p> <p>3.3 Increase opportunities for parents/carers to connect, engage and participate positively.</p>

Goal 1	Initiatives	Actions	Measuring Outcomes
<p>1. Provide intentional experiences and respond to the call to bring Christ alive</p>	<p>1.1. Implement the new RE curriculum (Tō Tātou Whakapono: Our Faith) and evaluate the effectiveness of RE learning throughout the school</p>	<p>a. DRS will create PLD plan for teachers each term, including PLD for teams  b. Action Plan of implementation of new curriculum drafted and approved by SLT  c. Termly staff workshops to unpack RE curriculum</p>	<p>- Staff will be confident implementing RE Curriculum  - Staff will be following the action plan.</p>
	<p>1.2. Refresh the School's Catholic Vision and Values and weave our Charism throughout the school</p>	<p>a. Staff and Board consult the students and community  b. Diocese invited to work with staff and board.  c. Draft shared with community for discussion</p>	<p>- Charism will be clear throughout the school and identified and understood by students and staff.  - Catholic Character Review T 4</p>
	<p>1.3. Extend opportunities for full, active engagement through masses, liturgies and Catholic Social Teaching</p>	<p>a. DRS provides term mass plan, template and resources for each term  b. Weekday masses are simplified for students and allow sharing of own language in karakia  c. Whole school masses planned for each term  d. Students able to plan and participate in school and class masses and liturgies  e. Senior students as Special Character leaders  f. DRS supports Young Vinnies programme  g. School Choir - Christmas Carols at Rest Homes  h. DRS involves school in charitable events such as Mission days  i. DRS plans Mission opportunities to allow for fundraising for a variety of mission supports  j. DRS works with Mission sisters to involve them in the school</p>	<p>- Staff access and use the term plans, following a logical sequence  -DRS and Parish Priest have simplified masses, students share prayer in own languages and are engaged.  -Students have agency over aspects of the Mass planning.  -Senior students have pride in their Special Character and House roles.  -Young Vinnies active in the community.  -Community connections made through choir visits.  -Students are engaged in community events and aware of impact.  -Mission Sisters have input into school programmes.</p>

Goal 2	Initiatives	Actions	Measuring Success
<p>2. Raise student achievement in core subjects, Te Reo and across the wider curriculum.</p>	<p>2.1. Implement structured approaches to the teaching of Reading, Writing and Maths throughout the school and evaluate their impact</p> <p>(Writers Toolbox - WTB)</p>	<ul style="list-style-type: none"> <li>a. Establish a data baseline before the New Curriculum is implemented to gauge impact</li> <li>b. Training for learning support staff in Oxford, WTB, and Spelling.</li> <li>c. Use of MOE workbooks and teacher resources</li> <li>d. Access MOE support for PLD where provided, eg: Liz Kane programme with new staff</li> <li>e. Implement WTB as the preferred support for writing with students in Year 4 to 8 (online 5-8)</li> <li>f. Implement Little Learners Love Literacy for Junior school to year 2</li> <li>g. Review progressions and assessments to integrate structured approaches</li> <li>h. Update reporting to parents to meet New Curriculum assessments</li> <li>i. Unpack the Science of Learning within staff meetings - knowledge rich curriculum</li> </ul>	<ul style="list-style-type: none"> <li>- Data shows impact of New Curriculum teaching.</li> <li>- Support staff feel confident delivering programmes to improve student learning.</li> <li>- Staff confident implementing new programmes such as Oxford, WTB, The Code, and Numicon.</li> <li>-Year 5/6s and 7/8s show student agency to develop own writing</li> <li>-<i>Little Learners</i> is implemented in Junior School.</li> <li>-Reporting to parents updated to align with New Curriculum</li> <li>-Teachers have a solid foundation of the Science of Learning</li> <li>- Teachers confident integrating structured lessons within knowledge rich programmes</li> </ul>
	<p>2.2. Increase student learning opportunities in Te Reo, taking cognisance of Te Tiriti obligations</p>	<ul style="list-style-type: none"> <li>a. Develop progressions in Te Reo Maori with PLD on the TKI IRDPX model to teach Te Reo.</li> <li>b. Marae visits for the whole school each year (different focus, different marae or special place) Rangiaowhia trip.</li> <li>c. Whole school learn a new waiata each term and sing in assembly, and learn schoolwide karakia.</li> <li>d. Staff attend Te Matai Ako local stories workshops, and new teachers attend Kāhui Ako local histories workshops.</li> </ul>	<ul style="list-style-type: none"> <li>-Teachers have a structured plan to follow, and te reo is being taught in classes.</li> <li>-Students engage in learning te reo</li> <li>-Students engage in local history visits and build mātauranga Māori</li> <li>-Students understand karakia and waiata meaning and pronounce words correctly.</li> <li>-Teachers build own knowledge and confidence teaching local histories.</li> </ul>

	<p>2.3. Increase learning and behaviour support for students to enable greater progress for all students across the curriculum, evaluating the difference made (RWM - Reading, Writing, Maths)</p>	<ul style="list-style-type: none"> <li>a. Training for learning support staff to provide student programmes</li> <li>b. MOE forms completed twice a year for ESOL</li> <li>c. Specific ESOL programmes of support</li> <li>d. Students targeted for accelerated progress selected and tracked each term in RWM</li> <li>e. Specific discussions in teams on strategies for making accelerated progress Improvements celebrated - Class, Principal</li> <li>f. Review and update behaviour management expectations in class and playground</li> <li>g. Review behaviour plan - consequences</li> <li>h. Teaching behaviour in class programmes</li> <li>i. Monitor student attendance and connect with whānau when concerns arise</li> </ul>	<ul style="list-style-type: none"> <li>-SENCO has accessed support from RTLB and other agencies as required</li> <li>-ESOL students receive extra TA support with progress monitored</li> <li>-Targeted programmes set up for students requiring extra support</li> <li>-Professional meetings held to discuss and modify programmes to meet needs</li> <li>-Behaviour management plan reviewed and unpacked with students</li> <li>-Low student attendance is identified and improvements are seen. Regular communication with parents and caregivers around attendance</li> </ul>
	<p>2.4 Increase learning opportunities across the curriculum that challenge and broaden student understanding</p>	<ul style="list-style-type: none"> <li>a. Expectations of learning trips to enhance curriculum made clear</li> <li>b. PTFA support for learning trips obtained</li> <li>c. Teachers investigate appropriate trips</li> <li>d. RAMS completed for all trips and approved by the principal</li> <li>e. Budgets for all trips - ensure no deficit budget</li> <li>f. Staff PLD with EPROB and or 3D printer to increase student learning opportunities</li> <li>g. Sport Waikato involvement where practicable</li> <li>h. Increase instrument plan by adding Ignite Arts</li> <li>i. Production every second year - this year</li> <li>j. School singing prepared to support Masses and liturgies</li> </ul>	<ul style="list-style-type: none"> <li>-Trips selected to enhance learning</li> <li>-Students understand learning expectations within EOTC trips</li> <li>-PTFA work alongside board to discuss funding of trips as required</li> <li>-Consistent, clear RAM forms completed for each trip</li> <li>-Trip costs evaluated before booking</li> <li>-Students engaged in EPROB learning</li> <li>-3D printer being used for learning</li> <li>-Sport opportunities increased schoolwide</li> <li>-Music opportunities are taken up by students. Students participate in singing in Masses and liturgies.</li> </ul>

Goal 3	Initiatives	Actions	Measuring Outcomes
<p>3. Build a student-focused culture, where every participant feels safe, connected, valued and heard.</p>	<p>3.1 Implement mana-enhancing ways of communicating with staff and students to build relational trust and a high-quality learning environment.</p>	<ul style="list-style-type: none"> <li>a. Unpack Joan Dalton’s Coaching conversations model for staff professional conversations</li> <li>b. Students invited in to the school in the mornings before the bell to sit on seats in cobbled area</li> <li>c. Update and share clear behaviour expectations with students with regular acknowledgements of positive behaviours. House points, Apple Awards</li> </ul>	<ul style="list-style-type: none"> <li>-SLT understand Learning Talks model and are confident in implementation</li> <li>-Staff and students feel confident and safe communicating ideas and needs</li> </ul>
	<p>3.2 Improve communication with parents, including reporting to parents/carers); evaluate the difference made</p>	<ul style="list-style-type: none"> <li>a. Outline purpose of learning conversations to community</li> <li>b. Open door policy, parents welcomed in</li> <li>c. Use evidence from parents to inform required changes</li> <li>d. Update reporting to align with new curriculum</li> <li>e. Use eTAP, school newsletter and FB to keep parents informed.</li> </ul>	<ul style="list-style-type: none"> <li>-Parents understand the purpose of learning conversations</li> <li>-Parents feel informed of their child’s learning progress</li> <li>-Parents feel connected to what is happening at the school</li> </ul>
	<p>3.3 Increase opportunities for parents/carers and the wider community to connect, engage and participate in the school</p>	<ul style="list-style-type: none"> <li>a. Plan events with PTFA that enable parents involvement</li> <li>b. Consult parents as to actions the school can take to improve these opportunities</li> <li>c. Encourage parents to come and ask questions or make complaints directly to the school</li> <li>d. Meet with parents so that can raise their concerns</li> <li>e. Proactively discuss events with parents as they occur</li> <li>f. Check that parents are satisfied with actions the school has taken</li> <li>g. Work with Father to involve the school with parish and school masses</li> <li>h. International students encouraged</li> <li>i. Increased work with Mission schools overseas</li> <li>j. Increased work in local community</li> </ul>	<ul style="list-style-type: none"> <li>-Parents feel included at events and welcome in the school</li> <li>-Parents contact the school when they have questions so issues are sorted out quickly face to face.</li> <li>- Parents feel informed of incidents</li> <li>-Students are attending more school masses</li> <li>-International students are welcomed into the school</li> <li>-Students are engaged in local community work</li> </ul>

## 2025 Attendance Goals

**Whole School Attendance Goal is to meet the Ministry's expectation of 80% for the year, attending school 90% of the time.**

**Challenges:** The high number of students who travel overseas during school terms. The number of students with anxiety and mental health challenges. Parents with young families and the ability to get children to school when a family member is unwell.

**Whole School Focus Actions to meet the Attendance Targets:**

1. Advertise MOE and school expectations and goals to parents in School Newsletters. Update regularly with our percentages.
2. Parents asked to email the Principal if taking their children out of school during term time.
3. Offer community support to those who are struggling to get their children to school when parents or siblings are unwell.
4. Set up support systems at school to enable children to stay at school after drop off when feeling anxious. Eg: Therapy dog, open door policy for supportive discussions, teaching breathing [techniques](#).

**Outcomes:** Student attendance will improve to be AT or Above MOE expectation. (69% in 2024)

## 2025 Catholic Character Goals

**Refresh the School's Catholic Vision and Values and weave our Charism throughout the school**

**Goals:** Consistency with understanding of School Charism Values across year levels and weaved throughout the school's culture.

- Implementation of New Curriculum in all classes.

Whole School Focus Actions to meet the Catholic Character Goals

1. Work to unpack the New RE Curriculum (Tō Tātou Whakapono: Our Faith) across the school.
2. Involve students, teachers, and community in developing School Charism and Values.
3. Unpack, share and grow knowledge of vision and values throughout the school, year 0-8.

**Outcomes:** Staff will feel confident teaching from Tō Tātou Whakapono: Our Faith

Staff and students will be able to articulate what our school's Charisms are and how they relate to our Special Character.



## PROFESSIONAL LEARNING PLAN 2025

PLD	Responsibility	EXPECTED OUTCOMES
Religious Education	DRS	<ul style="list-style-type: none"> <li>● DRS to plan PLD with teachers and teams and work with the SLT to ensure this goes into PLD plan</li> <li>● PLD from Diocese for DRS</li> <li>● In-school staff workshops in using new RE curriculum for planning and teaching</li> <li>● Induction and transition support</li> <li>● Staff PLD on the Science of Learning and the New Curriculum document</li> <li>● Teachers new to Catholic Schools to do course and RE papers through TCI/Te Kupenga/Diocese</li> <li>● Work on breaking the vision and charism values down and into tangible teaching and learning actions</li> <li>● New staff 'Understanding Sexuality' course and New staff to Catholic schools course</li> </ul>
Reading	Literacy Leader	<ul style="list-style-type: none"> <li>● Structured Literacy PLD for those staff who have not yet completed a course</li> </ul>
Writing	Literacy Leader	<ul style="list-style-type: none"> <li>● Writers' Toolbox professional learning and support for teachers in Year 3 to 8</li> <li>● LLLL development for teachers in Year 1 and 2</li> </ul>
Maths	Maths Leader	<ul style="list-style-type: none"> <li>● Numicon discussions and professional learning (0-8)</li> <li>● Oxford PLD for years 4 to 8</li> </ul>
Te Reo	Cultural Leader	<ul style="list-style-type: none"> <li>● Staff are encouraged to have Te Reo PLD - Wai Ako - IRDPX</li> <li>● Staff attend Te Matai Ako local stories workshops, Kāhui Ako workshops</li> </ul>
Learning and behaviour support	SENCO	<ul style="list-style-type: none"> <li>● Regular meetings held with RTLB</li> <li>● Training for learning support staff to provide student programmes</li> </ul>
Assessment for Learning	Assessment Leader	<ul style="list-style-type: none"> <li>● PLD on important conversations to support address achievement needs as shown in data</li> <li>● PGC's linked to targets with ongoing tracking and assessments</li> </ul>
First Aid	Principal	<ul style="list-style-type: none"> <li>● All teachers to have the opportunity to attend First Aid courses</li> </ul>
Leadership	Principal	<ul style="list-style-type: none"> <li>● All leaders have the opportunity to learn how to plan strategically in their areas of responsibility</li> <li>● All leaders have PLD to support their role in planning for action in their areas of responsibility and PLD in leadership</li> <li>● All leaders have support in their roles as leaders in the school</li> </ul>



## ACADEMIC: Overall Learning Areas - Aim to achieve 90% At or Above (Reading: 83.7% Writing: 81.2% Math: 83%)

- Set up a working data doc to track student learning and identify specific students to focus on for acceleration.
- Set up ESOL groups and TA groups to focus on target learners and set High Expectations.
- Break down data into ethnic groups and work to ensure equity for Māori and Pasifika students.
- Track all students from B.O.Y including new students in 2025 with an emphasis on accelerating student progress.
- Dedicate staff meeting time for professional discussions around positive impacts occurring in learning and spread good practice
- PGCs focus on the Science of Learning and Deliberate Acts of Teaching (DATs).

### **Annual Curriculum Targets NELP 1: Learners at the Centre**

**NELP 2: Great opportunities and outcomes are within reach for every learner**

**NELP 3: Quality teaching and leadership**

**STRATEGIC OUTCOME:** Raise student achievement in core subjects, Te Reo and across the wider curriculum.

**STRATEGY:** Teachers will use evidence to inform planning, identify what students can do and identify the next learning steps.

To accelerate progress, target students will receive regular class instructional reading lessons with learning support programmes as additional to class programmes.

School wide review of target students will occur at the end of each term.

Professional learning in Little Learners and Writers Toolbox will support teacher learning programmes.

## Planning for 2025 - Reading Achievement Targets

Reading Focus Actions	<ul style="list-style-type: none"> <li>• Analyse reading data each term and identify strategies required to create impact.</li> <li>• Upskill new staff in Little Learners and The Code.</li> <li>• Involve students in attaining reading goals by supporting them to identify and work towards their own next steps.</li> </ul>	Well Below	Below	At	Above	At / Above	TOTAL
		<ul style="list-style-type: none"> <li>• Literacy Leader and teachers to monitor reading improvements - putting targeted actions in place where needed.</li> <li>• Purchase more LLL books to support students reading in junior school.</li> </ul>	8	18	94	40	134
		5%	11.2%	58.7%	25%	83.7%	

<b>26/160 students Below</b>	<b>Year Level focus:</b> There is no notable discrepancy between gender						
<b>Goal:</b> Ensure TA and ESOL teacher time is targeted to these areas.	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>	<b>Year 8</b>
	<b>5 students</b>	<b>2 students</b>	<b>3 students</b>	<b>2 students</b>	<b>3 students</b>	<b>5 students</b>	<b>6 students</b>
<b>Ethnic Breakdown</b>	<b>African (6)</b>	<b>Indian (24)</b>	<b>Maori (13)</b>	<b>L.Amer (6)</b>	<b>Asian (5)</b>	<b>European (93)</b>	<b>Pasifika (13)</b>
<b>At and Above</b>	<b>83.3%</b>	<b>75%</b>	<b>92.3%</b>	<b>83%</b>	<b>100%</b>	<b>86%</b>	<b>69%</b>
<b>Reading Target</b>	Pasifika and Indian students will achieve at a level equitable to other cultural groups (within 5%).						

## Planning for 2025 - Writing Achievement Targets

<b>Writing Focus Actions</b> <ul style="list-style-type: none"> <li>Literacy Leader and teachers to monitor writing improvements - putting targeted actions in place.</li> <li>Upskill teachers in WTB</li> <li>Implement Writing Scope and Sequence across the whole school for consistency.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse writing data each term and identify strategies required to create impact. (Regular 5 and 10 minute quick writes).</li> <li>Moderate within and across teams twice a year.</li> <li>Involve students in attaining writing goals by supporting them to identify and work towards their own next steps.</li> </ul>	<b>Well Below</b>	<b>Below</b>	<b>At</b>	<b>Above</b>	<b>At / Above</b>	<b>TOTAL</b>
		7	23	102	28	130	160
		4.3%	14.4%	63.70%	17.5%	81.2%	

<b>30/160 students Below</b>	<b>Writing Year Levels:</b> (There is no notable discrepancy between gender except in year 7)						
<b>Goal:</b> Ensure TA and ESOL teacher time is targeted to these areas.	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7 5B 1 G</b>	<b>Year 8</b>
	<b>7 students</b>	<b>3 students</b>	<b>3 students</b>	<b>3 students</b>	<b>2 students</b>	<b>6 students</b>	<b>6 students</b>
<b>Ethnic Breakdown</b>	<b>African (6)</b>	<b>Indian (24)</b>	<b>Māori (13)</b>	<b>L. Amer (6)</b>	<b>Asian (5)</b>	<b>European (93)</b>	<b>Pasifika (13)</b>
<b>At and Above</b>	<b>83%</b>	<b>66%</b>	<b>84.6%</b>	<b>83%</b>	<b>100%</b>	<b>84.9%</b>	<b>69.2%</b>
<b>Writing Target</b>	Pasifika and Indian students will achieve at a level equitable to other cultural groups (within 5%). Work to engage the 5 boys in year 7 in their writing through DATs and high expectations.						

## Planning for 2025 - Mathematics Achievement Targets

<ul style="list-style-type: none"> <li>• Maths Leader and teachers to monitor improvements - putting targeted actions in place where needed.</li> <li>• Engage in MOE Maths PLD to utilise New Curriculum and unpack learning steps.</li> </ul>	<ul style="list-style-type: none"> <li>• Use Numicon and Oxford resources to teach and assess mathematics learning each term and identify next steps.</li> <li>• Follow scope and sequence to consolidate and grow student learning across the strands.</li> <li>• DATs, clear feedback and feedforward.</li> </ul>	<b>W Below</b>	<b>Below</b>	<b>At</b>	<b>Above</b>	<b>At / Above</b>	<b>TOTAL</b>
		8	19	98	35	134	160
		5%	11.8%	61.2%	21.8%	83%	

<b>27/160 students Below</b>	<b>Math Year Levels:</b> (There is no notable discrepancy between gender except in year 7)						
<b>Goal:</b> To raise year 4, 7, and 8 student achievement to achieve equity with all yr levels	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>	<b>Year 8</b>
	<b>1 student</b>	<b>3 students</b>	<b>6 students</b>	<b>2 students</b>	<b>3 students</b>	<b>7 students</b>	<b>5 students</b>
<b>Ethnic Breakdown</b>	<b>African (6)</b>	<b>Indian (24)</b>	<b>Māori (13)</b>	<b>L. Amer (6)</b>	<b>Asian (5)</b>	<b>European (93)</b>	<b>Pasifika (13)</b>
<b>At and Above</b>	<b>83.3%</b>	<b>83%</b>	<b>84.6%</b>	<b>66%</b>	<b>100%</b>	<b>86%</b>	<b>61.5%</b>
<b>Maths Target</b>	Pasifika and Latin American students will achieve at a level equitable to other cultural groups (within 5%). Teacher Aide, ESOL, and class target group lessons use DATs and repetition.						

<b>New Student DATA</b>	<b>Note:</b> New students across years 2-8 data shows a high percentage working below.		
<b>Goal:</b> To reduce the achievement gap between new students and existing	<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
	<b>16 out of the 26 below</b>	<b>18 out of the 30 below</b>	<b>14 out of the 27 below</b>
<b>Below</b>	5 of these students began in 2024. 11 of these students began in 2025.	8 of these students began in 2024. 10 of these students began in 2025.	5 of these students began in 2024. 9 of these students began in 2025.
<b>Target</b>	To accelerate new students' learning by having high expectations and scaffolding into target group and class programmes. Students will move more than one year's growth in the curriculum.		