Cullinane College
School Charter, Strategic and Annual Plan
2025

Principals' endorsement:	
School Board endorsement:	
Submission date to Ministry of Education:	31st March 2025

Ko Wai Tatou?

Mission Statement	Cullinane College is a Roman Catholic community that strives to deliver quality education for Love of God, Life and Learning.
Vision	He waka eke noa.
	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.
Values and Motto	Love of God, Life and Learning. Mo te Aroha ki te Atua, kia oranga, kia Akona.
	Underpinned by our Gospel values SOUL:
	Service- Manaakitanga, Optimise- Kotahitanga, Unity- Whānaungatanga and Love – Whakapono
	CC4L – Cullinane Culture for life – rewarding positive actions and behaviours.
Māori Dimensions and Cultural Diversity	Cullinane College is a multicultural 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 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.
Special Character	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.
	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.

Ethnic Composition	Pakeha/NZ European = 240 students 49%
	Māori = 156 students 33%%
	Pacific Island = 29 students 6.1%
	Asian = 26 students 5.5% (including International students)
	Other = 36 students 7.6%

Baseline Data or School Context

Students' Learning

Enrolment Based Data - School Roll has increased 200 students since 2022. NCEA Literacy and Numeracy CAA's introduced in 2024.

	2020	2021	2022	2023	2024	80 credits
						No Lit/Num
L1 - all	95.1%	97.5%	96.9%	85.5%	58.1%	70.3%
L 1 Māori	100.0%	97.1%	91%	77.8%	45.8%	79.2%
L1 Pasifika	50.0%	100.0%	100%	100%	50%	50%
L2 All	93.3%	96.4%	94.4%	95.2%	92.3%	98.5%
L2 Māori	94.3%	90.0%	93%	96.7%	89.5%	94.1%
L2 Pasifika	92.9%	100.0%	100%	88.9%	100.0%	NA
L3 All	97.8%	91.3%	97.5%	91.5%	77%	77%
L3 Māori	100.0%	84.6%	94%	86.4%	86.4%	86.4%
L 3 Pasifika	100.0%	66.7%	100%	100%	50%	50%

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%

2024	86.3%	36 students	NA
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

School Organisation and Structures	There is a total of 38.42 FTE The senior leadership team is the Principal, two Deputy Principals, one Director of Religious Studies. The Curriculum Team includes heads of faculty and Deputy Principal of Curriculum. There are 39 teachers on staff, including 3 part time teaches and a fulltime Literacy and Numeracy teacher (BOT employed). Two part-time school counsellors and a number of support staff. The pastoral team includes seven Deans; two at year 9 and 10, one at all other year levels. Two "Within Sector Leads" for transitions, whānau engagement. One "Across Sector Lead" working within the Kāhui Ako. One Youth Chaplain working with the Director of Religious One Kaiawhina supporting Deans, ākonga, whānau and Catholic special character. One Kaiahuringa overseeing attendance and connects with whānau. One Te Reo Maori Teacher Aide Supporting the Academic Achievement of our Maori ākonga. One ORS teacher supporting the Learning Support department.

	Learning Support is led by a SENCO and supported by 10 teacher aides. There are 21 Support Staff.
Community Consultation Themes	We are a part of the Marist Schools network (8 other schools throughout New Zealand). There are intentional links with our two charisms, working closely with the Society of Mary Network and the Josephite sisters. We have staff who are Josephite Companions, and we regularly meet with the local Josephite Sisters. Our ākonga are involved in both Marist and Josephite leadership programs. We maintain relationships with our local Catholic churches, having school masses and supporting Catholic communities. We are currently hosting the Awa run, connecting with our Catholic marae and local history. In 2025 the Kura will continue with connect with whānau/parents/community/ākonga for consultation around several areas which impact the Kura. These will cover the sexuality and relationships aspect of the Health curriculum, uniform, pastoral care (CC4L), academic (Literacy and Numeracy CAA's) and general tone of the school.

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-thetertiary-education-strategy-tes/

Cullinane College Strategic Goals 2025

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 ākonga. Our committed staff work hard to motivate students to be the best possible version of themselves that God created them to be. Teaching and learning at Cullinane College strives to deliver a quality, faith based, holistic education to rangatahi so they have "Love of God, life and learning. "This is underpinned by our Gospel values SOUL -Service, Optimise, Unity and Love.

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

In 2025 we have added to this experience of learning at the Kura by adding the Cullinane Culture for Learning, to ensure consistency throughout the school – CC4L. This will permeate throughout all the Academic, Cultural, Pastoral, Special Character, SOUL Values and Sporting areas in the school.

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 selfworth 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 2025

Goal 1 - *Create a worshiping community where an invitation to encounter Christ is reflected in all aspects of college life*.
Goal 2 *Develop self-directed ākonga who take responsibility for their learning and experience success*.
Goal 3 - Utilise the SOUL values to embrace a consistent Catholic Learning Culture within the Kura
Goal 5 - *To continue development and safeguarding of our special character, learning environments and facilities*.

Goal 1 - Create a worshiping community where an invitation to encounter Christ is reflected in all aspects of college life.			
Targets	Actions to Achieve	Expected Outcomes What do we expect to see?	Responsibility
1.1 All curriculum areas are taught within the lens of a Catholic World view.(Growth in Knowledge)	Scheduled ongoing meetings between HoD RE/PE and Design a curriculum overview which plots what aspects of the Sexuality and Relationships Curriculum will be taught across RE/Science and PE (Head of PE to attend HLTF in Stratford). Science to negotiate what will be covered and by whom. Head of Departments collaboratively work within their department to design units of work which reflect the Catholic World View. Construct a timeline for ongoing implementation for HOD's to use.	A cohesive relationships and sexuality education programme across all year levels is implemented. Intentional links to Catholic Worldview evident in at least 1 new unit plan for each year level	DRS/ HoD Health/PE, School supported by Catholic Education Advisor.
1.2 Continue to implement the new R.E. Curriculum Tō Tātou Whakapono	Collaborative planning within department for Year 9-10 classes using the NCRS and Cullinane resources (in the google folder) Regular guidance provided by the Head of Department. Evaluation process set up for end of units which included gathering student voice.	Units of work designed for Years 9-10 using models of practice from Yr 11	DRS, HOD RE, Youth Minister and supported by the Diocese
1.3 Initiate a Ministry Team consisting of both students and staff to develop, implement, and monitor formal systems and structures. to support teachers with a focus of building capacity within our Catholic Character	Attending community Mass (participating in ministry) Initiate opportunity for Youth Mass in the parish Construct with teaching staff the purpose of SOUL time and how this time will be used ensuring tikanga and wairua māori is considered SOUL time will be planned for intentionally	Intentionally build a sense of team Intentional induction of new staff	DRS, HOD RE, Youth Minister

Goal 2 *Develop self-directed ākonga who take responsibility for their learning and experience success.*			
Targets	Actions to Achieve	Expected Outcomes What do we expect to see?	Responsibility
2.1 To facilitate ongoing support and professional Development for Heads of Department.	Review of the current system. Mentoring and support for HOD's to develop. Common units of work across departments with both formative and summative Assessment. HOD's conduct Termly Reviews for	Every HOD at the school is able to attain their highest possible standard in educational achievement. Assessment procedures	Principal DP Curriculum Heads of Department and SCT
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.	Early communication with schools, collection of reports and assessment levels. Working closely with the Transition WSL and Pastoral Care team. Pipelines updated frequently. Data available to ākonga and the community. Assessments to be completed, marked, moderated and uploaded to Kamar according to timelines.	To utilise the specialist data (e.g. National standards) and soft data from the Primary Sector. To Systematically track and monitor students as they transition from the primary sector into our junior school and then onto NCEA qualifications.	DP Curriculum Teaching staff, Head of Learning Support. Lit/Num co-ordinator
2.3 To incorporate the Kahui Ako (Communities of Learning) Goals into the Kura.	To continue to work with He Kahukura in their district wide PLD kaupapa. WSL's to regularly attend Hui's and introduce learnings to the Kura. Regular hui's with the 2 Takatini Within School Leads. Set Goals for each of the WSL. Whanau engagement involved in the PFA. Transition lead - distributing data to the staff. Māori Achievement Lead - Engaged in the L1 STEMM.	To make use of the appointed 'Within Sector Leads' to liaise with the 'Across Sector Leads' as they begin the Takitini kaupapa. Takatini Within School Teacher (WSL) transition team working within our community and engagement with whānau (alongside the kaiawhina).	Takatini WSL and ASL, DP and HOD's
2.4 Recognise and encourage student success.	Students to complete Log Book throughout the year within SOUL class. Students to complete Careers Booklet to assist tracking within SOUL class. Regular meetings to occur with Endorsement Students. Regular meetings to occur with at Risk students.	Regular tracking of student Achievement (including Endorsement and At-Risk tracking).	Kaiawhina x 2, DP, HOD's Takitini WSL, Dean's

		Academic Certificates awarded at assembly for students achieving Excellence at school.	

Goal 3 - Utilise the SOUL values to embrace a consistent Catholic Learning Culture within the Kura

Targets	Actions to Achieve	Expected Outcomes What do we expect to see?	Responsibility
3.1 Re-establish SOUL time as a start of day check-in for all students.	SOUL teachers taking a pastoral interest in their students (attendance, uniform) Relationship building and whanaungatanga	What living out our SOUL values looks like in and out of the classroom. Students Attending SOUL time.	DP Pastoral School wide
3.2 Implement the Cullinane Culture 4 Life (CC4L) with staff and students to encourage what constitutes the best behavior for learning underpinned by the Gospel values SOUL	Implement school wide structures and practice for CC4L CC4L have regular meetings To provide staff with professional development on a regular basis around CC4L.	Greater student engagement with SOUL time as shown through student voice.	Principal, SLT
3.3 Core messaging for staff "He waka eke noa" – we are all in this together, working for the common good.	SLT monitoring and providing feedback to staff. Where needed, provide professional development for those struggling with classroom management.	Teachers are accountable for the teaching and learning spaces. Consistent standards which all akongā and kaiako	DP Pastoral, SLT, CC4L, whole school

Goal 4 – *Arts, Culture and Sport - Building a holistic student through involvement and commitment beyond the classroom.*			
Targets	Actions to Achieve	Expected Outcomes What do we expect to see?	Responsibility
4.1 Increase student participation in co-curricular activities. Nāu te Rourou, Nāku te Rourou.	Encourage staff student and parent participation in co-curricular activities Offer new opportunities for ākonga. 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.	Higher number of: - Sports Teams. - Cultural Groups - Special Character - Performance - Social Justice and participation	Principal Director of Sport HOD Māori TIC's co-curricular activities
4.2 Ākonga embrace the SOUL values in all aspects of the Kura. Te mana i te Tangata.	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. Communication with the community increased and better links developed.	Ākonga improve Attendance. Ākonga decrease pastoral entries	Director of Sport Pastoral Care team Whole school community.
4.3 Development of a Parent Friends Association	Hui between the SLT and staff to design a Code of Conduct. Hui between the Kura and Community for feedback and feedforward.	Creation of a Code of conduct for staff, parents and coaches. Commitment to uphold the Kura`s Special Character.	Director of Sport Pastoral Care team Whole school community.

Goal 5 - *To continue development and safeguarding of our special character, learning environments and facilities.*			
Targets	Actions to Achieve	Expected Outcomes What do we expect to see?	Responsibility
5..1 Consultation with the Diocese to update and develop the long term maintenance plan	In unity with the Diocese update long term maintenance Regular updates on the new build Regular meetings with the designers and Diocese Monthly update to the Board Ensure the ongoing upkeep and preservation of the newly improved facilities and enabling works. Enhance safety measures, including the installation of additional security cameras, and security of the classrooms (student visibility).	Building maintenance	Diocese, SLT and the Board of Trustees Community and Kaiako voice
5.2 Ongoing development of the learning spaces	Ensure every classroom has links to our Special character Continue to add Maori images and signs throughout the Kura Working with agencies to incorporate universal design for learning (UDL) in our classrooms to optimise teaching and learning	CC4L signage prominently displayed Clear learning intentions for the lesson Prayer table Desks/chairs/walls free from graffiti Floor clear of paper and rubbish	Kaiako – supported by SLT
5.3 Kaiako and ākonga have no barriers to modern learning tools	Continue to purchase state of modern equipment to engage students within the classrooms, particularly in Materials Technology and Digital Technology. Maintain and increase the number of Chrome books and storage devices. Upskill teachers capabilities of technology and Google.	Strong relationships, Encouragement Respectful classroom culture Positive, inclusive, empathetic tone Work-focused environment Catholic lens applied	Kaiako, HOD, SLT