



## Cullinane College School Charter, Strategic and Annual Plan 2026

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| Principals' endorsement:                  |                             |
| School Board endorsement:                 |                             |
| Submission date to Ministry of Education: | 31 <sup>st</sup> March 2026 |

## Ko Wai Tatou?

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| <b>2026 Theme</b>                              | <b>Constellations of Hope: Shining for a New Hope</b><br>This theme invites the community to see themselves as "points of light" working together to guide the school toward the "New Hope" promised in Jesus Christ. It emphasizes that every individual is a "Star of Hope" created in God's image with unique talents.  |
| <b>Mission Statement</b>                       | Cullinane College is a Roman Catholic community that strives to deliver quality education for Love of God, Life and Learning.  |
| <b>Vision</b>                                  | He waka eke noa.<br>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.  |
| <b>Values and Motto</b>                        | Love of God, Life and Learning. Mo te Aroha ki te Atua, kia oranga, kia Akona.<br>Underpinned by our Gospel values SOUL:<br>Service- Manaakitanga, Optimise- Kotahitanga, Unity- Whānaungatanga and Love – Whakapono<br>CC4L – Cullinane Culture for life – rewarding positive actions and behaviours.   |
| <b>Māori Dimensions and Cultural Diversity</b> | Cullinane College is a multicultural school that values contributions from all ethnic backgrounds. It recognizes the unique position of Tangata Whenua and obligations under Te Tiriti o Waitangi. Wairuatanga Māori is normalized, and all ākonga have opportunities to learn Te Reo Māori and Tikānga. The school is committed to improving outcomes for Māori students through best practices like CC4L initiative.<br>Māori is normalized throughout all aspects of the Kura. All ākonga can 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. |

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| <b>Special Character</b>  | <p>Established in 2003 by Bishop Peter Cullinane, it is a Year 9–13 secondary Catholic co-educational college. It draws on the traditions of its founding schools, Sacred Heart (Sisters of St Joseph) and St Augustine’s (Marist Fathers). It is a community of faith where Catholic traditions, prayer, and a personal relationship with God are central to college life.</p> <p>The College supports the technology needs of the Year7 and Year 8 students from St. Mary’s School, St Marcellin School and St. Anne’s School.</p> |
| <b>Ethnic Composition</b> | <p>Pakeha/NZ European = 225 students 43.7%</p> <p>Māori = 195 students 37.9%%</p> <p>Pacific Island = 23 students 6.1%</p> <p>Asian = 58 students 11.3% (including international students)</p> <p>MELAA = 7 students 1.3%</p> <p>Other = 1 students 0.2%</p>   |

| <b>Baseline Data or School Context</b> |  |        |       |       |        |       |
|--|--|--------|-------|-------|--------|-------|
| <b>Students’ Learning</b>              | 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   | 2025  |
| L1 - all                               | 95.1%  | 97.5%  | 96.9% | 85.5% | 58.1%  | 75.5% |
| L 1 Māori                              | 100.0%   | 97.1%  | 91%   | 77.8% | 45.8%  | 68.0% |
| L1 Pasifika                            | 50.0%  | 100.0% | 100%  | 100%  | 50%    | 60.0% |
| L2 All                                 | 93.3%  | 96.4%  | 94.4% | 95.2% | 92.3%  | 90.0% |
| L2 Māori                               | 94.3%  | 90.0%  | 93%   | 96.7% | 89.5%  | 84.8% |
| L2 Pasifika                            | 92.9%  | 100.0% | 100%  | 88.9% | 100.0% | 71.4% |
| L3 All                                 | 97.8%  | 91.3%  | 97.5% | 91.5% | 77%    | 80.3% |
| L3 Māori                               | 100.0%   | 84.6%  | 94%   | 86.4% | 86.4%  | 91.7% |
| L 3 Pasifika                           | 100.0%   | 66.7%  | 100%  | 100%  | 50%    | 83.3% |

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| <b>Student Engagement</b> | Cullinane College students have high levels of engagement across multiple curriculum and co-curricular activities. |             |                  |                  |
|                           | Overall Attendance Statistics  |             |                  |                  |
|                           |  | Overall %   | Number below 70% | Number below 50% |
|                           | 2025   | 87.5%       | 42.5 students    | NA               |
|                           | 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       |                  |

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| <b>School Organisation and Structures</b> | <p>There is a total of 39.39 FTE</p> <p>The senior leadership team is the Principal, Academic Deputy Principal, Pastoral Deputy Principal, Operational Assistant Principal and Director of Religious Studies.</p> <p>The Curriculum Team includes 9 Head of Department (HOD) and 6 Teachers in Charge (TIC).</p> <p>There are 41 teachers on staff, including 7 part time teaches, 1.2 ORRS teachers and a fulltime Literacy and Numeracy teacher (BOT funded).</p> <p>The pastoral team includes seven Deans: two at year 9 and 10, one at all other year levels.</p> <p>One Youth Chaplain working with the Director of Religious</p> <p>A transitions team to work with an overview of student transitions into and out of the Kura (agencies).</p> <p>Parent Friends Association for Community interaction and overseen by Assistant Principal.</p> <p>One Te Reo Māori Teacher Aide Supporting the Academic Achievement of our ākonga.</p> <p>One Kaiawhina supporting Deans, ākonga, whānau and Catholic special character.</p> <p>Learning Support is led by a SENCO and supported by 9 teacher aides.</p> <p>There are 21 Support Staff.</p> |
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| <p><b>Community Consultation Themes</b></p> | <p>We are a part of the Marist Schools network (8other schools throughout New Zealand).</p> <p>There are intentional links with our two charisms, working closely with the Society of Mary Network and the Sisters of St. Joseph.</p> <p>We have staff who are Josephite Companions, and we regularly meet with the local Sisters of St. Joseph.</p> <p>Our ākonga are involved in both Marist and Josephite leadership programs.</p> <p>We maintain relationships with our local Catholic churches, having school masses and supporting Catholic communities.</p> <p>We are currently hosting the Awa run, connecting with our Catholic marae and local history.</p> <p>In 2026 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.</p> |
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## **Cullinane College integrates the Goals of Catholic Education with the Objectives for Schools and the National Education Learning Priorities (NELPS).**

### **The Goals of Catholic Education**

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

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

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

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

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

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

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

These objectives are achieved by following our national curriculum and our school's visions, purpose, values and the NELP, which has been issued by the Ministry of Education. <https://www.education.govt.nz/school/boards-information/board-objectives/>

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

The objectives and priorities in the NELP's that apply to Cullinane College are:

### **Objective 1: Learners at the Centre**

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

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

### **Objective 2: Barrier Free Access**

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

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

### **Objective 3: Quality and Leadership**

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

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

### **Objective 4: Future of Learning and Work**

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

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

# Cullinane College Strategic Goals 2026

## 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 2026 we are committed to embedding the Cullinane Culture for Learning and further integrating this into all aspects of the Kura, 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. Constellations of Hope

## **Cullinane College Goals 2026**

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

**Goal 2** *Develop self-directed ākongā 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.*

## 2026 Annual Plan

| Goal 1 – Deepen our worshipping community where an invitation to encounter Christ is reflected in all aspects of college life. |   |  |  |
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| Targets  | Actions to Achieve  | Expected Outcomes<br>What do we expect to see?   | Responsibility                                 |
| 1.1 All curriculum areas are taught within the lens of a Catholic Worldview.   | Review all departments' schemes of work to ensure Catholic Worldview links are explicit and assessed.                             | 100% of learning areas intentionally link to the Catholic Worldview in at least one unit per year.   | DRS, DP Curriculum, Heads of Department (HODs) |
|  | Embed Josephite and Marist charisms in school-wide practices and leadership programmes.   | Students and staff clearly articulate the charisms and apply them to College life.<br>Staff provided with Professional Development (33% each year) | DRS, Principal, SLT                            |
| 1.2 Develop an enduring culture of prayer and worship.   | Facilitate staff-led professional development on leading prayer and reflection time in all classes, not just Religious Education. | Increased student comfort and active participation in Mass and reflection settings.  | DRS, All Teaching Staff                        |
|  | Sustain and grow the Youth Chaplaincy role and associated student led Faith groups (prayer/Youth)                                 | Consistent high quality Youth Ministry operating in the College and the wider Whanganui Parish.<br>Ākonga attending Special character events.      | DRS, Principal                                 |

**Goal 2 – Curriculum and Learning: Enhancing pathways to nurture self-directed ākonga who take responsibility for their learning and experience success.**

| Targets   | Actions to Achieve  | Expected Outcomes<br>What do we expect to see?  | Responsibility  |
|---|---|---|---|
| 2.1 Attain above the national average for students and priority learners.                 | Implement a targeted, cross-curricular Literacy and Numeracy strategy.<br>Sustain the HOD professional development and mentoring programme, focusing on effective curriculum design and quality assessment.   | Improve quality of teaching, learning, and assessment, as evidenced by unit plans and moderation processes.     | DP Curriculum, Lit/Num Specialist, HOD's, Teachers Principal, DP Curriculum, PN,                                  |
| 2.2 Ensure effective student transitions and pathway planning                             | Systematically track and monitor all student cohorts from entry in Year 9 to exit in Year 13.<br>Expand collaboration with industries and employers (NELP Priority 7) to ensure clear pathways beyond school.   | Increased student uptake in career-focused initiatives (eg Gateway, Ag Challenge) and clear transition data for | SLT, Deans, Transition Lead, Lit/Num Specialist<br>Careers Advisor,<br>Vocational Pathways Lead,<br>DP Curriculum |
| 2.3 Regular tracking of student Achievement (including Endorsement and At-Risk tracking). | Tracking occurs with senior students to support Endorsement and at-Risk students.<br>* Logbooks for Endorsement students.<br>* Tracking and meetings with at risk students  | Regular tracking of student Achievement (including Endorsement and At-Risk tracking).                           | Deans, DP Curriculum, PN  |
| 2.4 Recognise and encourage student success.  | Students to complete Logbook throughout the year within SOUL class.<br>Students to complete Careers Booklet to assist tracking within SOUL class.<br>Regular meetings to occur with Endorsement Students.<br>Regular meetings to occur with at Risk students. | Academic Certificates awarded at assembly for students achieving Excellence at school. SOUL recognitions.       | Kaiawhina x 2, DP, HOD's,<br>House system, SOUL teachers and Dean's   |

**Goal 3 – Utilise the SOUL values to deepen Catholic Identity and raise the school standards In and outside of the classroom.**

| Targets  | Actions to Achieve  | Expected Outcomes<br>What do we expect to see?   | Responsibility                          |
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| 3.1 Achieve a whole school attendance rate of 80% and reduce the number of students below 70% attendance.  | Celebratory attendance policy with clear roles for the Kaiahuringa and Deans.<br>Weekly ākongā attendance updates to whanau.  | Decrease in number of students below 70%.<br>Consistency in the monitoring and follow up.<br>Increase in overall students with regular attendance.   | DP Pastoral<br>School wide              |
| 3.2 Sustain the consistent application of the Cullinane Culture 4 Life.                                    | Re-establish Horizontal SOUL time as a high quality, non-negotiable part of the day focused on building relationship-building (whanaungatanga) and Pastoral care.<br>Support for staff<br>Ongoing student attitude and effort tracking sent to parents. | Improve student engagement<br>Reduce ratio of major to minor entries on Kamar<br>Increase in SOUL recognitions<br>75% of students receiving 4 and above for tracking.  | DP Pastoral<br>Whole school             |
| 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.<br>Where needed, provide professional development for those struggling with classroom management.   | Teachers are accountable for the teaching and learning spaces.<br>Consistent standards which all ākongā and Kaiako<br>One 4-minute walk through per Term, will be completed by the SLT and feedback will be provided to the teacher. | DP Pastoral, SLT,<br>CC4L, whole school |

**Goal 4 – Grow student participation and success in co-curricular activities, ensuring alignment with Te Ao Māori and Special Character.**

| Targets  | Actions to Achieve   | Expected Outcomes<br>What do we expect to see?  | Responsibility                                 |
|--|--|---|--|
| 4.1 Increase participation in co-curricular activities by 15% across all groups. | Conduct a student voice survey to identify barriers to participation and introduce new activities based on student interest.<br>Include Cultural lunchtime activities and community involvement. | Increased number of sports teams and cultural/arts groups. 15% increase in student participation.<br>Tuakana working with ESOL students to implement Cultural activities at break time. | Director of Sport, Cultural Coordinator, SLT   |
| 4.2 Embed Te Ao Māori and Special Character into co-curricular activities.       | Sustain the 'Awa Run' and Catholic marae connection.   | Consistent presence and success in cultural events (e.g., Kapahaka, Oshea Shield, Pasifika group).  | Director of Sport, DRS, Māori Achievement Lead |
|  | Finalise and implement the School Sports/Co-curricular Charter, incorporating SOUL values and clear expectations for students, coaches, and supporters.  | High standards of behaviour and sportsmanship are evident at all school supported events.<br>Regular hui's with coaches and managers.<br>Use of weekly effort grades.                   | Director of Sport, Deans and SLT.              |

Goal 5 – Continue development and safeguarding of special character, learning environments, and facilities.

| Targets   | Actions to Achieve  | Expected Outcomes<br>What do we expect to see?   | Responsibility                          |
|---|---|--|---|
| 5.1 Maximize the utilization of newly developed facilities or current Facilities. | Conduct staff PLD on modern pedagogies to leverage the current learning spaces.<br>Use of Hallow for Special character.   | All staff are confidently using flexible learning spaces and modern tools to engage students.<br>Specialist classroom teacher, Literacy and Numeracy Specialist run PD with staff. | Principal, DP Curriculum, HODS          |
|   | Ensure the ongoing upkeep and preservation of the enhanced facilities.  | Positive audit results for building maintenance and a clean, purposeful learning environment (free from graffiti/rubbish).   | Diocese, SLT, Board of Trustees, Kaiako |
| 5.2 Provide accessible and reliable modern learning tools.                        | Sustain the purchase and maintenance of state-of-the art equipment: particularly in specialist areas (e.g., Materials Technology, Digital Technology).  | Teachers report no barriers to using technology in their classrooms.   | SLT, Board of Trustees                  |
|   | Upskill teachers' capabilities in technology (e.g., Google platforms) to enhance blended learning opportunities.<br>Linwise and Google classroom for Kaiako. Continue the upskilling of Kaiako in Literacy and Numeracy techniques. | Increased integration of digital tools to support self-directed learning and student engagement.   | DP Curriculum, HODs, Kaiako             |