

# Te Kāreti o Rangitoto

**Strategic Plan 2022 - 2025**



**Rangitoto  
College**

**Ko Rangitoto te maunga e rū nei i taku ngākau**

**Rangitoto is the mountain that speaks to my heart**

**Ko Ōteha te awa e mahea nei i aku māharahara**

**Oteha is the river that alleviates my worries**

**Ko Tikapa te moana e ngunguru nei i aku wawata**

**Tikapa is the ocean that rumbles my aspirations**

**Ko Waipapa te whenua e haumaru nei i tōku wairua**

**Waipapa is the land that protects my spirit**

**E mihi ana ki ngā tohu o nehe, o Ngāti Whātua, o**

**I recognise the ancestral and spiritual landmarks of**

**Ngāi Tai ki Tāmaki, o Te Kawarau ā Maki, e noho**

**Ngāti Whātua, Ngai tai ki Tamaki, Te kawarau ā**

**nei Te Kāreti o Rangitoto.**

**Maki where Rangitoto College resides**

## Our Ambition

**Rangitoto College will empower each student, through unrivalled opportunities, exceptional support and challenging academic experiences, to make a positive difference in the world.**

## Our Strategic Priorities 2022 – 2025

- 1) Empowering great student outcomes through the provision of quality teaching and learning programmes**
- 2) Providing support to develop exceptional outcomes for our people**
- 3) Creating opportunities for students to make a positive difference in our community**

## Priority 1

	Strategic Initiative	<u>NELP</u>	Rationale	Outcome	How we know
<b>Empowering great student outcomes through the provision of quality teaching and learning programmes</b>	1a) Authentic integration of Mātauranga Māori (Māori knowledge) into the Rangitoto curriculum	3,5	Through the inclusion of mātauranga Māori we will all benefit from understanding of our bicultural past, present and future. By esteeming Māori perspectives, knowledge and culture we promote equity, understanding and diversity	Kawa (cultural practices) and tikanga (cultural principles) are woven through the curriculum, becoming understood and valued by all students.	Rangitoto tikanga/kawa will develop a school whakataua policy that outlines clear tikanga which will be delivered to all staff Website to be developed Full staff hui with iwi Thrive programme to embed Mātauranga Māori concepts through the wellbeing curriculum.
	1b) Continued Implementation of knowledge rich curriculum in years 10-12	2,3,4	Knowledge is essential for learning and understanding. It provides meaning, allows our students academic and social success, and provides a base onto which skills can be applied.	A sequenced curriculum at each year level that connects concepts to content and builds subject specific procedural knowledge. Students develop mastery in the application of concepts skills to solve problems. Centralised documentation reflects the principles and supports a rich schema for students.	Year 11 units aligned with a knowledge-first approach. 100% of year 11 units at exposure level in at least 4/6 categories 50% of year 11 units at emerging expertise level in at least 4/6 categories 10% of year 11 units at growing expertise level in at least 3/6 categories KO are prepared for all year 11 units. 90% of Year 9 units, 80% of year 10 and 70% of year 11 units have KO's in use.  Survey Student survey - 80% positive

					<p>responses from students on their use for learning. Staff survey - 80% positive responses from staff on their use for student learning.</p> <p>Working group to establish an independent study policy Pilot with junior classes in term 4.</p>
	1c) Embedding of Rangitoto teaching principles	2,4,6	The very best teaching shares certain characteristics, regardless of the subject, classroom set-up, or lesson type. These key principles promote the best learning in classrooms and increase each student's success	All Rangitoto College Teaching Principles will be deliberately enacted in classrooms, with cultural considerations, and through various teaching decisions, approaches, and actions.	<p>Each teacher identifies and focuses on at least three characteristics of practice relating to department-chosen Teaching Principle</p> <p>At least three catch-ups per year</p> <p>At least two observations per year (targeted observations)</p> <p>Teaching Principles woven into Curriculum Leadership programme</p> <p>YouTube channel development</p>

## Priority 2

	Strategic Initiative	<u>NELP</u>	Rationale	Outcome	How we know
<b>Providing support to develop exceptional outcomes for our people</b>	2a) Promote and deliver effective support programmes to enhance a holistic approach to student engagement	1,2,6	Creating optimal conditions for learning enables exceptional outcomes for our people	Optimal conditions for learning creates a positive school culture and a commitment to our school values are explicit across the school. Students develop the skills to connect, thrive and succeed now and in the future	Identification of good practice demonstrating OCL in the classroom 10 observations in Term 1 Resources developed for targeted observations Inclusion of observations in PC1&2 programme NZCER data review: Review and report of 2023 data Minimum of 4 preventative programmes delivered Review effectiveness of 24/7, 808 and Te Whetu and Junior Health programme 4 community thrive evenings
	2b) Remodelling of tutor to extend positive student outcomes	1,2,4,6	The role of the tutor teacher is vital to student success. The structure and resourcing of this time should be optimised to support mentoring of social and academic needs, whilst enabling efficient administration.	A system is in place that supports student progress, whilst fostering a positive pastoral care relationships. Tutor sessions have relevant resources to enable students to develop optimal conditions for learning and equip them for life beyond school	3 Extended Tutor Time sessions delivered across 5 different year levels delivering on the key skills identified for our students to support engagement. Evaluate the success of the transition and orientation programme based on the following criteria: Communication Student preparedness (logistically) to thrive in college

					<p>Implementation of Year 9 wide mood meter app</p> <p>90% engagement in the app</p> <p>Year 13 online trial with MIOMO</p>
	<p>2c) Provision of a flexible, challenging professional development programme for all staff</p>	6	<p>Focused professional development helps drive staff learning. In a period of significant educational change, coherent, relevant and deep professional learning encourages staff to remain focused on the goals of the College, to support positive student outcomes, support positive student outcomes.</p>	<p>Staff are confident leading and managing the changing assessment and curriculum demands, building capacity in their roles and developing skills to support each other.</p>	<p>Curriculum Leader programme: 100% CLs staff enrolled in CL leadership programme and they attend 80% of the sessions</p> <p>Te Mahi Ngatahi: Consolidate the PCT programme - 80% of PCTs provide positive feedback from a term 4 survey</p> <p>100% of new IB teachers complete a CAT1 PD in 2024</p> <p>CAT courses in TOK, EE and CAS</p> <p>50% of IB staff have at least 1 PD session in 2024</p> <p>1 professional development opportunity per support staff member</p>
	<p>2d) Connecting our community through effective communication channels</p>	2,7	<p>The wide range of co-curricular activities in the College leads to multiple flows of information. Streamlining this communication through effective channels will improve access and efficiencies, whilst opening up opportunity and support for our community</p>	<p>We have an informed community who are able to take advantage of the programmes and opportunities within the College</p>	<p>6x Data training sessions for identified groups</p> <p>Development of lead data</p> <p>Live tracking data report for Y11 diploma</p>

## Priority 3

	Strategic Initiative	<u>NELP</u>	Rationale	Outcome	How we know
<b>Creating opportunities for students to make a positive difference in our community</b>	3a) Developing opportunities for our community to grow cultural connection	1,2,4,3,6	Cultural identity is critical to the well-being and understanding of our students. This allows us to connect with each other, developing a sense of belonging through building supportive relationships across our community.	Students are confident in their culture, seeing it represented and celebrated in the College. Cultural competency extends across cultural groups.	Reformat of Pīpīwharau festival  Celebrating 5 of the Pacific Island language weeks with our KA community  5 school Pacific collab & Pacific tutor class established  2 x Fono evenings  Te Ao Haka academic course established  Marae visits for all Y10-13 Māori, students and all staff
	3b) Enhance co-curricular development pathways	2,3	Co-curricular involvement grows positive attitudes to school. By focussing on development within individual pathways we can ensure support and challenge, increasing student commitment and building self esteem.	Pathways are planned within cocurricular activities to provide increased challenge and support as students progress.          Lunchtime Pick Up & Play opportunities (Sports Student	Multiple level training sessions 2 x group coach meetings per term 1 x shadowing opportunity for selected coaches          10 x training resources

				<p>Leadership Group)</p> <p>Player Development Workshops in Netball, Rugby, Hockey, Football, Basketball</p>	<p>produced</p> <p>10 sessions in one “out of season” term</p> <p>SPA program Incorporated within Development Sessions</p> <p>SOCS implementation</p>
	3c) Grow service leadership within and beyond our school community	2,7	Service gives our students social responsibility whilst giving back to others. Students are able to gain perspective, collaborate with others and grow empathy	Rangitoto students demonstrate respect and integrity, involving themselves in a range of activities that benefit others, both within, and beyond the school.	<p>Improve boys service and leadership at Year 9 and 10 to 30% at each of 3 award categories</p> <p>Global exchange accreditation</p> <p>Growth of clubs and activities by 20%.</p> <p>Establish sports leadership programme</p> <p>Community garden with Knightsbridge residents</p>

**Ka tākoto te mānuka**  
**The challenge has been laid**