Te Kāreti o Rangitoto

Strategic Plan 2026 - 2028

Rangitoto College

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 2026 – 2028

1) **Empowering great student outcomes through the elevation of quality teaching and learning programmes**
2) **Support our people to thrive, both as individuals and as a community**
3) **Generating unrivalled opportunities for students to make a positive difference in our community**

Priority 1

	Strategic Initiative	Rationale	Outcome	How we know
Empowering great student outcomes by elevating the quality and impact of teaching and learning programmes	1a) Alignment of Rangitoto knowledge-rich curriculum with the New Zealand Curriculum refresh.	Knowledge is fundamental to learning and understanding. It gives meaning, supports students' academic and social success, and provides a foundation upon which skills can be applied. With the refresh of the New Zealand Curriculum, schools are expected to ensure that disciplinary content is effectively delivered and integrated into learning.	A well-sequenced curriculum at each year level connects concepts to content and systematically builds subject-specific procedural knowledge. This approach enables students to develop mastery in applying concepts and skills to solve problems effectively. Centralised documentation embodies the guiding principles and provides a rich framework to support students' learning. Coherent assessment systems that allow students, teachers, and whānau to monitor and track learning progress effectively.	Years 9 & 10 curriculum aligned to NZC end of 2026 for all curriculum areas. Year 11 Curriculum aligned to NZC end of 2027 for all curriculum areas. Year 12 Curriculum aligned to NZC end of 2028 for all curriculum areas. Coherent live assessment and reporting structures. Improved use of standardised and lead data assessment tools to monitor progress, guide student goals and improve learning outcomes. Year 9 and 10 assessment model established to align with New Zealand Certificate of Education (NZCE) and New Zealand Advanced Certificate of Education (NZACE) by the end of 2027. Summit diploma realigned by the end of 2027.
	1b) Embedding [Teaching and Learning](#)	Embedding the most effective instructional characteristics into teacher practice and developing	Teachers will intentionally and effectively enact the Teaching Principles in their teaching as	Regular and productive [engagement with Aristotal coaching](#) [3] linked to the Teaching Principles / Instructional

	Principles[1] into teacher and student practice	students' own ability to build knowledge and skills increases the likelihood of lasting learning and improved student outcomes.	they work towards instructional / pedagogical expertise. Student learning will be increasingly self-motivated and agentic [2]. These outcomes will reflect international best practice.	Sequence: • Year 1: 6-8 coaching sessions • Year 2: At least 12 coaching sessions • Year 3: At least 16 coaching sessions Increasingly expert use of Teaching Principles, Instructional Sequence, and specific routines and strategies regularly evident in teacher practice [4]. Learning Principles programmes established [5]. Data from students [6] shows significant shift in student understanding of and commitment to the Learning Principles.
	1c) Develop a school wide understanding of how best to support and resource learning through a cultural and / or language lens	Esteeming Mātauranga Māori allows students to connect to the bicultural foundation of Aotearoa. Growing numbers of BMELL learners are present in Rangitoto classrooms. Language barriers can prevent students accessing the curriculum. These barriers can be minimised through inclusive language and culture teaching pedagogy.	Kawa (cultural practices) and tikanga (cultural principles) are woven through the curriculum, becoming understood and valued by all students. Teachers demonstrate confidence and competence in supporting BMELLs through inclusive, language and culture-rich teaching pedagogy. BMELLs are confident, engaged learners who participate fully in academic and co-curricular life. BMELLs experience greater success and wellbeing	Student identities are represented in the curriculum. 8 of 14 curriculum areas have incorporated Māori knowledge into schemes. Māori student leaders share and educate our community on a termly basis. 2026 Baseline survey on confidence, understanding and application of BMELL pedagogy to be undertaken, and used to set 2027 / 2028 goals. 4 departments have received support around BMELL pedagogy, and have established language-focused departmental agreements.

			because their families are confident, involved, and supported partners in learning.	BMELL working party, with representatives from all departments, meet eight times. 100% of BMELL students have BMELL flag added to FACTs. 10% increase in BMELL participation rates in extracurricular activities. 1 student made, supportive resource for incoming BMELLs to be completed and translated into 3 languages. Completion of two reviews into communication and admissions processes for BMELLs. 5 informal community connection meetings for BMELL parents. 2 BMELL parent presentations for incoming Y9 students covering NZ curriculum, ESOL pathways, supporting language acquisition at home and importance of extracurricular activities.

Priority 2

	Strategic Initiative	Rationale	Outcome	How we know
Support our people to thrive, both as individuals and as a community	2a) Provide opportunities to foster a sense of connection and belonging	Student outcomes are optimised when they are connected to people and place. Optimal conditions within and beyond the classroom foster connection and belonging within our community, allowing everyone to connect, thrive and succeed within and beyond school.	Students are engaged in school and have an opportunity to build connections. Staff are actively fostering connections within and beyond the classroom.	<u>Attendance rates</u> Shift from 68% of students with regular attendance (90%+) in 2024 to: 70% of students with regular attendance by the end of 2026 72% of students with regular attendance by the end of 2027 75% of students with regular attendance by 2028 <u>NZCER measures</u> 'Teachers are interested in my culture or family background': 5% positive shift 'At school, I am encouraged to share things about my culture and family': 5% positive shift 'I feel I belong at school': 2% positive shift
	2b) Scope, create and deliver programmes to support students in developing skills to use within and beyond school	Prepare students with skills to succeed in their education and in life beyond school. Students currently report that they find emotions difficult to manage. Students will thrive when they are supported to develop key competencies relating to self	Students will be better equipped to manage themselves including their responsibilities and challenges as they arise, for the benefit of maximising their opportunities. Students can understand and utilise key mechanisms to support learning	In 2026 we will establish baseline data through this strategic survey. From this, we will set goals for 2027 and 2028, for example, a 5% improvement across two years in 2027 and 2028. Focus areas will be student confidence in key competencies and

	management, resilience, emotional intelligence, communication, and decision making.			academic confidence.
2c) Provision of a professional development programme that is flexible, future-focused, and challenges all staff to grow in their practice.	Focused professional development empowers staff to continuously learn and improve their practice. Amid significant educational change, coherent, relevant and deep professional learning ensures staff remain focused on the goals of the College, supporting positive student outcomes.	Staff participate in purposeful and challenging professional learning that builds expertise and strengthens professional practice. Teaching and leadership capability are strengthened across the College for improved student outcomes. Effective use of Aristotal AI will support teacher improvement in the college.	Professional learning leads to measurable improvements in practice; 80% of staff reporting positive impact and corroborated by PGC evidence of changed classroom or professional practice. Increased support staff participation and engagement in PLD and at least 15% of the teachers in each curriculum department engage in relevant PD additional to schoolwide PLD. An increasing percentage of teachers engage with Aristotal coaching beyond minimum expectations. • Year 1: 20% • Year 2: Additional 15% • Year 3: Additional 10%	
2d) Strategic induction of new team members and ongoing staff review fosters a culture where individuals feel valued, supported, and challenged in their roles.	Effective induction empowers staff to succeed in their roles and utilise support systems effectively. A continuous review of induction processes provides a strong foundation for ongoing improvement and ensures that practices evolve to meet the changing needs of the school. Collaborative groups work together in the pursuit of shared best practice and workflow efficiency.	New and existing staff feel valued, supported, and confident in their roles. Effective induction and collaborative review processes strengthen professional connection, ensure clarity of expectations, and promote shared best practice. Staff work collaboratively with clarity and consistency, leading to improved efficiency and sustained	Staff report an average rating of 4 or higher (on a 5-point scale) for feeling supported, connected, valued, and challenged through induction and review processes. Enhanced staff retention; no more than 5% of staff leave the college for a similar role in the local area. Collaborative groups achieve agreed-upon benchmarks for consistency and efficiency, with a 90% satisfaction rating from all new	

			professional growth.	staff. 80% of staff report increasing confidence in performing in their roles in their annual PGC document.
	2e) Improved system resourcing and management to enable workflow efficiency and promotion of staff and student outcomes.	Increased capability, and use of existing and new opportunities, will create additional time and information flows that benefit the operational capacity of the school, transferring into gains for both staff and students.	Use of AI (Notebook) for staff to query college systems and procedures. Use of AI to enhance/streamline the development of teaching resources. Streamline HR processes. Support of role-differentiated FACTS key competencies.	General Administration, Exam Management, I.B. Systems (pastoral team focussed) Notebooks completed. All teaching staff trained with 30% usage. 20% of staff have attended training showcasing capability and providing techniques of how to use AI to generate teaching resources. All new appointments processed through FACTS. Leave forms completely integrated into FACTS. FACTS key competency training documentation, outlining key skills and required for each general role. 20% staff identifying an increase in confidence in using FACTS.

Priority 3

	Strategic Initiative	Rationale	Outcome	How we know
Generating unrivalled opportunities for students to make a positive difference in our community	3a) Developing opportunities for our community to grow cultural connection	Cultural identity is critical to the wellbeing 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 We all benefit from understanding of our bicultural and multicultural past, present and future. By esteeming Māori perspectives, knowledge and culture we promote equity, understanding and diversity.	New cultural groups are supported to grow and ensure students have the ability to share their culture in the kura. Established cultural groups shift focus towards cross cultural inclusion growing the connections between groups. Cultural connections beyond the kura are established. Our Māori community is supported with cultural pathways for Māori akonga to experience success as Māori. All students have the opportunity to learn and experience key aspects of te ao Māori, including tikanga and te reo. Pacifica students are supported to celebrate and share their cultures at school, as well as to achieve their academic potential.	NZCER data shows a 5% positive shift in 'At school, I am encouraged to share things about my culture and family' Regular cultural exchanges are established by 2028. In 2026 we will establish baseline data through this strategic survey. Focus areas will be engagement in Māori pathways; cross cultural connections; connections with our Pacifica community. Academic baseline data for cohort determined following 2025 results and improvement goals established for 2026 - 2028.
	3b) Design and develop a house system	House systems cultivate school pride by creating smaller communities within larger schools, fostering connections between students and teachers, and providing a framework for friendly competition and shared purpose. This system encourages	Our students have a greater sense of belonging shown through improved relationships with staff and peers, increased participation rates across extra curricular activities and events, further uptake of leadership	Student feedback and NZCER data indicates students feel as though they are an important and valued part of the school. Students speak of their house and College with pride and feel supported by their peers.

		student involvement, improves school culture, and cultivates a sense of belonging and identity.	development, and improved sense of self and associated behaviours.	'I feel I belong at school': 2% positive shift in NZCER. Staff feedback indicates houses provide an effective way in which they can recognise positive student behaviours and build meaningful relationships with students beyond their classrooms. School wide data shows an increase in attendance, and an increase in participation in extracurricular activities, events and leadership opportunities. 75% of students with regular attendance by 2028 NZCER data shows Teachers are interested in my culture or family background': 5% positive shift
	3c) Grow service leadership within and beyond our school community	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.	Rangitoto College students are providing service to their wider community through giving of themselves to improve others. Service is effectively improving community, sport, culture, environment and academic outcomes. In 2026 FACTS changes will provide more accurate service data through the points system. Once baseline is set, grow by 10% in 2027

Ka tākoto te mānuka

The challenge has been laid