



## **Rangitoto College Annual Report 2025**

## Statement of variance: progress against targets

Strategic Goal 1: Empowering great student outcomes through the provision of quality teaching and learning programmes

Annual Target/Goal: see below

Actions	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for next year – where to next?
<p><b>Action 1:</b> Authentic integration of Mātauranga Māori (Māori knowledge) into the Rangitoto curriculum</p>	<p>Development of resources, including an internal Ngā Kaihoe o Te Ao Māori website to support teaching staff within and beyond the curriculum. Tikanga resources developed to support staff and student practice. Wānanga series delivered to Year 10-13 at various marae locations.</p>	<p>Website operational with resources and Google form support link available for staff to complete for individual or department support and guidance. 100+ students attending Wānanga experience.</p>	<p>Iwi <b>capacity</b> continues to create some workflow issues. Movement of staff within Ngā Kaihoe o Te Ao Māori limited some of the resource development.</p>	<p>Wānanga series developed further with community links. Kawa and tikanaga to be woven through the curriculum. Culturally relevant resources within each curriculum area reviewed by Kaihautū.</p>

<p><b>Action 2: Continued implementation of knowledge-rich curriculum in Years 10-12</b></p>	<p>Year 11 Diploma units reviewed after their first year of delivery. Ensure knowledge-rich alignment from Year 9-11. Review previous numeracy and literacy programmes.</p>	<p>All Year 11 units reviewed by departments and assessed against an AI GEM. Unit plan alignment forms completed. New literacy support role created and review of programmes.</p>	<p>The disestablishment of Kahui Ako required us to prioritise workflows. Changes in curricula have reshaped some reviews. Recent immigrants with very limited English language acquisition continue to find the CAA hard to access with many language barriers making text inaccessible.</p>	<p>Alignment of Rangitoto knowledge-rich curriculum with NZC   Te Mātaiho refresh. Evaluate Year 9 assessment framework and improved use of standardised and lead data assessment tools to monitor progress and improve learning outcomes.</p>
<p><b>Action 3: Embedding of Rangitoto teaching principles</b></p>	<p>Relaunch of the Professional Growth Cycle for teachers through the school PLD programme. Launch of the Instructional Sequence and application of specific routines, structures and strategies from the IS. Develop resources to support the IS. AI coaching pilot introduced to a defined number of staff across curriculum areas.</p>	<p>8 PLD sessions completed by each teacher along with thorough and completed Professional Growth documents for teachers. Half-page support resources written to 100% of the routines, structures and strategies. Best-practice videos produced for 80% of these. AI coaching tool Aristotal trialled by 30 staff.</p>	<p>Changes in some key roles meant BML strategy delayed to ensure this is well led.</p>	<p>AI coaching tool, Aristotal, to be delivered to all staff. Learning principles to be launched to Year 9 and 10 students, and integration of these into student learning. Develop a pilot programme which explores the practicality of rehearsal as a mechanism for improving practice.</p>

## Strategic Goal 2: Providing support to develop exceptional outcomes for our people

Annual Target/Goal: see below

Actions	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for next year – where to next?
<p><b>Action 1: Promote and deliver effective support programmes to enhance a holistic approach to student engagement</b></p>	<p>Staff engagement with Optimal Conditions for Learning to develop effective classroom practice. Student engagement with OC4L. Review and delivery of support programmes to support student outcomes. Development of first-generation NZ Chinese support. Parent support programme delivered.</p>	<p>Observation templates created for best practice. Inclusion of observation in PC1&amp;2 programmes. Targeted messaging across student-facing forums. 5 independent preventative programmes offered multiple times throughout the year to identified students. A new role developed as Chinese Pastoral Liaison to aid translations in person and across school documentation. 4 parent support presentations delivered to our community</p>	<p>Additional Māori counselling and mentoring services offered during the year to support culturally responsive needs. Growing cost of external support programmes means some are prohibitive.</p>	<p>Attendance Management Plan implemented to reflect MOE requirements and attendance targets. Implement stepped response procedures. Include resourcing to support this. Alignment between OC4L and Learning Principles. Deliver a minimum of 4 preventative programmes to support student outcomes.</p>

<b>Action 2: Remodelling of tutor programme to extend positive student outcomes</b>	<p>Explore student needs beyond the curriculum to support outcomes. Scope a 5-year student strengths curriculum plan. Deliver an extended tutor programme across current Thrive deliverables and integrate Mātauranga Māori within programme.</p>	<p>Student, whānau and staff feedback sourced to reflect needs. 5 extended tutor sessions delivered across the year along with each year level engaged with at least one external speaker programme.</p>	<p>Industrial action had an impact on parts of the tutor programme delivery.</p>	<p>Engage a student strategic baseline survey to further determine current needs. Begin development of Year 9 and 10 curricula. Exploration of possible house structures. Build on introduction of Careers week.</p>
<b>Action 3: Provision of a challenging and flexible professional development programme for all staff</b>	<p>Professional growth emphasis within department meeting structure, twice per term with a focus on individual reflection. Advanced Leadership Diploma for staff. Introduced a trial for AI coaching through Aristotal. Specific PLD delivered within and beyond the school for various sectors, i.e. curriculum, pastoral, IB, etc.</p>	<p>PLD cycle worked in groups of 3 to support the PG programme. This is reflected in individual teacher PG documentation. Emerging leaders programme delivered. 30 teachers piloted Aristotal programme across various elements of the school structure.</p>	<p>Some impact on staff absence through the group sessions. The 3s had mixed success and will look at an alternative approach for 2026. There are time constraints with Aristotal which will need to be built into PLD.</p>	<p>Strategic planning for PLD weekly cycle. Reviewed the gap in Mātauranga Māori reflection for future consideration. All teaching staff to engage with Aristotal as part of teaching improvement. All IB teachers to complete CAT 1 PLD.</p>
<b>Action 4: Connecting our community through effective communication channels</b>	<p>Provision of timely academic data and academic support interventions. Increase staff familiarity and development with SMS. Developed first-language support to our community.</p>	<p>Trialled classroom tracker initiative within a department. Analysis of Term 3 data drop (both academic and pastoral). Surveyed staff needs of SMS to inform 2026 PLD. Website content and communication translations for sectors of community.</p>	<p>Tracker system is dependent on updates of SMS and developments which are key to progressing this. Growing cultural complications have had an impact on the volume of content translated. Use of social media platforms has also impacted success.</p>	<p>Review and update induction programme for staff. Use AI to create NotebookLM resources for understanding systems and processes. Targeted PLD for teaching and non-teaching staff. Create a peer-mentor programme for all staff.</p>

## Strategic Goal 3: Creating opportunities for students to make a positive difference in our community

Annual Target/Goal: see below

Actions	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for next year – where to next?
<p><b>Action 1: Developing opportunities for our community to grow cultural connection</b></p>	<p>Marae experiences and community pānui regularity, Te ao Haka programme development, and increased our whānau connection. Matariki celebration, akonga camps, and an internal Māori support website created. Māori mentoring programme delivered, as well as Māori counselling services. Establish stronger ties with our Chinese Community. Build reciprocal relationships in diverse Pacific communities. Developed support structures for new students to our community.</p>	<p>Termly panui which is student led. Te Ao Haka course introduced across year levels. Wānanga series delivered and termly hui with whānau. Turonga Collective-delivered culturally responsive Māori mentoring. New position of Chinese Pastoral Liaison. Increased translation of information and inclusion in whānau meetings. Celebrated 5 key Pacific language weeks. Peer mentoring programme, pastoral programmes developed and implemented.</p>	<p>Accessibility with local marae that we have had access to previously. Complications with first-generation families and their understanding and expectations of schooling in NZ and the social and cultural norms, which need clarity.</p>	<p>Developing and sustainability of Māori curriculum pathways for Māori akonga to experience success as Māori. Bicultural understanding for all students, including key Te Ao Māori perspectives. Cross cultural connections established in the College. Pasifika tutor class programme sequenced and resourced.</p>

<p><b>Action 2: Enhance co-curricular development pathways</b></p>	<p>DOS induction and systems in place, alongside Directors of Code and coach development. EOTC review conducted externally and new structure developed for implementation 2026. Leadership and Service opportunities developed further.</p>	<p>New DOS in place. Scheduled meeting structure and scoping initiatives. Group coach sessions in place with shadowing. Review indicated need for new role as H&amp;S, including EOTC management. Junior and Year 11 Diploma service and co-curricular requirements reflective of opportunities available. Knightsbridge Retirement Home as neighbours of the College are an example of community connection supporting co-curricular pathways.</p>	<p>Existing staff member from another area of the school inducted as DOS, which supported a smooth transition for student experiences. Opportunities with our community have enhanced service contribution.</p>	<p>Define, scope and purpose of potential House system. Redefine responsibilities of leadership within a House system.</p>
<p><b>Action 3: Grow service leadership within and beyond our school community</b></p>	<p>Establish leadership and co-curricular profile codes across co-curricular fields and track profile data. Introduce leadership to diploma qualifications. Grow leadership opportunities within the College.</p>	<p>Student profiles reflecting involvement. Leadership pathways developed and sequenced from Yr 9-13. Dedicated opportunities for staff to record student involvement. Greater community connections developed, e.g. Knightsbridge, Blues, Rosedale Park, Mairangi Bay Arts Centre, Harbour Sport.</p>	<p>Some limitations in extent of service and leadership available to the scale of school. Outreach growing to service this.</p>	<p>Educate staff on SMS capture of student opportunities. Establish baseline data tracking and set targets on service (10% growth). Create service opportunities within sport. Reduce environmental footprint with improved recycling.</p>

## Te Tiriti o Waitangi @ Rangitoto College

Section 127(1)(d), of the Education and Training Act (2020) provides the board's primary objectives in governing the school is to ensure that Rangitoto College gives effect to Te Tiriti o Waitangi, including by—

- 1) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, *mātauranga Māori*, and *te ao Māori*; . As per our strategic plan, our commitment to ensuring we give full effect to Te Tiriti o Waitangi has been driven by our focus on *Mātauranga Māori* in 2025 which sits as one of four strategic pillars within the school. The school has resourced the role of a Kaihautu to support *Mātauranga Māori* understanding and embedment into curriculum and school practices. We are in a three-year Board funded professional development partnership with one of our *mana whenua*, Te Kawerau a Maki to ensure *Mātauranga Māori* is an integral part of our staff professional development programme, with departments working alongside *iwi* to weave *Mātauranga Māori* into curriculum plans in an authentic way.
- 2) use of *iwi* narratives enables us to localize the curriculum, while providing our *akonga* with a connection to the land, thereby promoting our school values of He Ngakau Manaaki and Te Poho Keruru. In 2025, we have grown our support of departments with targeted curriculum development, incorporating *Mātauranga Māori*, Te Ao Māori perspectives and tikanga.
- 3) taking all reasonable steps to provide Māori curriculum pathways available to students and make instruction available in tikanga Māori and te reo Māori where possible; Recent initiatives have been to significantly increase our resourcing in Te Reo and tikanga Māori through the addition of new staff in both the teaching and support staff areas. The Board has supported the introduction of Te Ao Haka into our subject choices, to sit alongside Whaikairo and Te Reo in providing students with a suite of Māori curriculum options available. There are a range of co-curricular opportunities in place to support Te Ao Māori, with kapa haka being the leading light. The school has recognized and resourced the need for culturally responsive mentoring for *akonga* alongside culturally

responsive counselling. Students also undertake a range of residential wānanga at sites around the North Island to immerse themselves in tikanga and build their cultural kete.

- 4) Achieving equitable outcomes for Māori students; A number of student leadership initiatives are available within the school, including an extension of our Māori Tu Rangatira programme lower into the school. Students have been able to attend local marae, grow their understanding of tikanga through pōwhiri, manaakitanga and mihi whakatau. Whanau evenings are held regularly throughout the year, acting both as a vehicle for consultation and educational information aimed at improving outcomes. All Māori students are tracked through the school, with specific mentoring programmes in place dependent on individual need. Academic outcomes for Māori learners in 2025 were very strong. 88.4% gained Level 3 and 98.2% of Māori learners gained NCEA L2 and these outcomes are at or above the results for non-Māori students at Rangitoto College and notably superior to the National and the school's Equity Index Group.

## Evaluation and analysis of Rangitoto College students' progress and achievement

### 2025 NCEA results analysis

NCEA	Rangitoto Pass Rate 2025	Equity Index Band Pass Rates	Rangitoto M+E Endorsements	2024 Pass Rate
Level 2	90%	81%	73%	90%
Level 3	91%	82%	67%	91%
University Entrance	80%	72%		80%

### 2025 NZQA Scholarship results analysis

2025 Subject Breakdown				
Subject	Total S	Total O	Total Overall 2025	Total 2024
SCHL - Accounting	7	0	7	0
SCHL - Agriculture and Horticulture	1	1	2	1
SCHL - Art History	5	0	5	2
SCHL - Biology	34	5	39	41
SCHL - Calculus	37	4	41	40
SCHL - Chemistry	20	3	23	18
SCHL - Chinese	1	1	2	1
SCHL - Classical Studies	5	0	5	4
SCHL - Dance	0	0	0	0
SCHL - Design	4	1	5	1
SCHL - Design and Visual Communication	5	0	5	2
SCHL - Digital Technologies	5	0	5	0
SCHL - Drama	2	0	2	4

SCHL - Earth and Space Science	2	0	2	3
SCHL - Economics	8	0	8	7
SCHL - English	27	5	32	41
SCHL - French	0	0	0	1
SCHL - Geography	12	1	13	10
SCHL - Health and Physical Education	32	7	39	39
SCHL - History	21	3	24	36
SCHL - Media Studies	3	0	3	7
SCHL - Music	2	0	2	2
SCHL - Painting	3	0	3	3
SCHL - Photography	2	1	3	3
SCHL - Physics	26	6	32	18
SCHL - Printmaking	1	0	1	2
SCHL - Psychology	5	0	5	0
SCHL - Religious Studies	5	1	6	6
SCHL - Spanish	1	0	1	2
SCHL - Statistics	16	2	18	12
SCHL - Technology	14	1	15	18
<b>TOTAL</b>			<b>348</b>	<b>324</b>

## 2025 International Baccalaureate results analysis

**Rangitoto Average:** IB35 points (world average = 30.5)

**High Achievers:** 40+ Grades: 22% over 40 IB points

**Bilingual Diplomas:** 26%

### CORE

**EE** = 26% A&B grades, 59% C grades.

**TOK** = 28% A&B grades, 66% C grades.

**CAS** = 100% passed

## IB SUBJECT RESULTS

Subject Group	Subject	Number of Candidates	Number of Grade 7s	Number of Grade 6s
<b>Subject Group 1</b>	AFRIKAA A: Literature self-taught SL	1	0	0
	CHINESE A: Lang and Literature HL	3	0	0
	CHINESE A: Lang and Literature SL	8	0	1
	ENGLISH A: Lang and Literature HL	19	0	3
	ENGLISH A: Lang and Literature SL	30	2	11
	ENGLISH A: Literature HL	11	0	3
	ENGLISH A: Literature SL	9	0	3
	FRENCH A: Literature self-taught SL	1	0	0
	KOREAN A: Literature self-taught SL	2	0	1
	SPANISH A: Literature self-taught SL	2	0	0
	<b>Subject Group 2</b>	CHINESE B- MANDARIN HL	5	3
CHINESE B- MANDARIN SL		8	7	1
ENGLISH B HL		6	0	5
ENGLISH B SL		2	1	0
FRENCH AB. SL		8	1	1
FRENCH B SL		3	1	1
GERMAN B SL		1	1	0
JAPANESE B HL		1	1	0
JAPANESE B SL		6	1	3
MANDARIN AB. SL		15	6	6
SPANISH AB. SL		6	0	0
SPANISH B SL		3	1	1
<b>Subject Group 3</b>		BUSINESS MANAGEMENT HL ENGLISH	10	0
	BUSINESS MANAGEMENT SL ENGLISH	1	0	0
	ECONOMICS HL ENGLISH	7	0	1

	ECONOMICS SL ENGLISH	7	1	2
	ENV. AND SOC. SL ENGLISH	4	0	2
	GEOGRAPHY HL ENGLISH	6	1	2
	GEOGRAPHY SL ENGLISH	2	0	1
	HISTORY SL ENGLISH	8	2	4
	HISTORY ASIA AND OCEANIA HL ENGLISH	9	0	5
	PSYCHOLOGY HL ENGLISH	21	1	10
	PSYCHOLOGY SL ENGLISH	18	2	9
<b>Subject Group 4</b>	BIOLOGY HL ENGLISH	31	11	10
	BIOLOGY SL ENGLISH	8	0	2
	CHEMISTRY HL ENGLISH	44	17	12
	CHEMISTRY SL ENGLISH	9	1	0
	PHYSICS HL ENGLISH	22	10	5
	PHYSICS SL ENGLISH	14	1	2
<b>Subject Group 5</b>	MATHEMATICS ANALYSIS AND APPROACHES HL ENGLISH	27	11	6
	MATHEMATICS ANALYSIS AND APPROACHES SL ENGLISH	21	0	3
	MATHEMATICS APPLICATIONS AND INTERP HL ENGLISH	4	0	3
	MATHEMATICS APPLICATIONS AND INTERP SL ENGLISH	25	9	7
<b>Subject Group 6</b>	VISUAL ARTS HL ENGLISH	6	8	2
	VISUAL ARTS SL ENGLISH	1	0	1

## Year 9 & 10 Summit Diploma Results

2025 Year 9 Results	Number of Students	% Achieved
White	559	50 %
Red	381	30%
Blue	219	16%

2025 Year 10 Results	Number of Students	% Achieved
White	512	49%
Red	366	30%
Blue	209	14%

## Year 11 Rangitoto Diploma Results

2025 Results	Number of Students	% Overall
White Endorsement	117	35 %
Red Endorsement	259	41 %
Blue Endorsement	152	24 %
Overall Pass Rate	634	71%

2025 Results - Common Assessment Activity		
Standard	2025 (YR10)	2025 (YR10-13)
Reading	84% (+ 3)	79%
Writing	81% (+13)	78%
Numeracy	86% (+2)	80%

\* (+/-) indicates change from previous year results

Departments have reviewed each assessment and learning programme to evaluate the success of 2025 student outcomes. These will help shape 2026 department targets following the presentation of Annual Reports to the Principal. In the interests of both brevity and use of time, these are not included in this report.

## Statement of compliance with employment policy

Reporting on the principles of being a Good Employer	
<p><b>How have you met your obligations to provide good and safe working conditions?</b></p>	<p><i>Through a combination of school related policies which underpin a safe working environment and conditions; Inclusiveness Policy, Professional Growth Policy, Equal Employment Opportunity Policy, Concerns &amp; Complaints Policy.</i></p>
<p><b>What is in your equal employment opportunities programme?</b> <b>How have you been fulfilling this programme?</b></p>	<p><i>Our EEO policy defines the application of the EEO within Rangitoto College. This is implemented at recruitment and follows through career development.</i></p>
<p><b>How do you practise impartial selection of suitably qualified persons for appointment?</b></p>	<p><i>The most suitably qualified persons who are best suited to the position are appointed through a fair and sound appointments process that meets the legislative requirements of a good employer. To assist in the appointment of quality staff to any vacancy that may arise, appointment committees with expertise relevant to the vacancy will be selected to carry out the appropriate appointment procedures.</i></p>
<p><b>How are you recognising,</b></p> <ul style="list-style-type: none"> <li>– <b>The aims and aspirations of Māori,</b></li> <li>– <b>The employment requirements of Māori, and</b></li> <li>– <b>Greater involvement of Māori in the Education service?</b></li> </ul>	<p><i>The College continues to recruit Māori staff where possible. We have increased staff resourcing to ensure Māori curriculum leadership is independent of Mātauranga Māori leadership. We have provided increased support hours for new staff members to grow their capabilities and aspirations in the school. Additional leadership time and remuneration have been given in order to support the career growth of staff.</i></p>
<p><b>How have you enhanced the abilities of individual employees?</b></p>	<p><i>Professional development programme that offers every staff member an opportunity to work towards identified goals. Line management meetings to support staff to develop.</i></p>
<p><b>How are you recognising the employment requirements of women?</b></p>	<p><i>The majority of our employees are women, and we have a staff wellbeing group that advocates for the needs of our staff. Where possible we have tried to enable teaching staff to leave early when their non-contact falls in the afternoon to assist with family obligations. The school has advocated for increased pay equity.</i></p>
<p><b>How are you recognising the employment requirements of persons with disabilities?</b></p>	<p><i>Inclusive approach that enables people with disabilities to access and perform roles. Timetabling and room</i></p>

*allocations and access improvements are part of this process.*

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
<b>Do you operate an EEO programme/policy?</b>	Y	
<b>Has this policy or programme been made available to staff?</b>	Y	
<b>Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?</b>	Y	
<b>Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?</b>	Y	
<b>Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?</b>	Y	
<b>Does your EEO programme/policy set priorities and objectives?</b>	Y	