

Evaluation report

IB World Schools Department

Programme Evaluation Report

Head of School: Greg Thornton

School Name: Rangitoto College

School Code: 050863

School Address: 564 East Coast Road, Mairangi Bay, Auckland 0630, New Zealand

IB Programme(s): Diploma Programme

Programme Coordinator: Catherine Brandt

Date: Tuesday 4 August 2026

Evaluation Team

Diploma Programme

Evaluation Leader: Anne-Louise Szujda

Programme Leader: Felicity Donnoli

School and Programme Leadership

Dear Greg Thornton,

Thank you for completing the programme evaluation self-study process. The International Baccalaureate (IB) recognizes that this process requires considerable time and effort from the entire school community. We appreciate the effort that you have made and hope that the insights gained along the way will be valuable in further developing your programme(s).

Please review the feedback in this report carefully as it provides important guidance for the development of the programme(s) that will help your school achieve the optimum outcomes for students.

IB programme evaluation is built on the premise that IB programmes, when implemented with fidelity, ultimately lead to the achievement of the IB mission. The primary aim is to support schools in continuously developing their capacity to implement IB programmes in order to have a greater impact on student outcomes through the development of teacher and leader practice.

We hope that through this process school leadership will gain a deeper understanding of both the aspects of the programme that are being implemented effectively and the aspects that need further development. The process supports the school—as a learning community—to develop the capacity to work intentionally and strategically to develop its IB programme(s) and enable school leaders and teachers to better direct their efforts and resources.

A. School Context

School & Community Description

Rangitoto College is a co-educational state secondary school on Auckland's North Shore serving students in Years 9 to 13. Established in 1956, the school has 4,196 students and the school offers a dual qualification pathway with the National Certificate of Educational Achievement (NCEA) and the International Baccalaureate Diploma (IB) with currently 75 students enrolled in each year of the IB Diploma Programme. This number is projected to increase in 2027. A new, experienced Head of School was appointed in 2026. The school has purpose-built facilities and is currently developing a new library and technology centre.

Located in a culturally diverse coastal community, Rangitoto College serves students from a wide range of cultural, linguistic and socioeconomic backgrounds. The community includes long-established New Zealand families alongside families with origins in Europe, China, Korea, South Africa and many other parts of the world. The school promotes Māori language, culture and perspectives through curriculum and community initiatives and supports a small Pacific student cohort.

The school has been the subject of positive New Zealand Education Review Office (ERO) evaluations. The IB Diploma Programme (IB DP) was last evaluated in 2020, and the cohort reflects the diversity of the wider school community, and staff contribution to a broad range of cultural and linguistic perspectives. More than 70 languages are represented across the school community, providing opportunities for students to engage with diverse viewpoints and experiences. Students participate in a wide range of co-curricular, service, leadership and intercultural learning opportunities that support the aims of the IB Diploma Programme.

The student population reflects considerable cultural diversity. Across the school, the largest ethnic groups are Chinese (37.75%) and New Zealand European (28.53%), alongside Korean, Māori, Indian, Pacific and other cultural groups. The Diploma Programme cohort reflects the diversity of the wider school community. Students represent a broad range of cultural backgrounds, including Chinese, New Zealand European, Korean, Vietnamese, Japanese and other cultural groups. This diversity contributes to a learning environment in which students engage with a variety of perspectives and experiences.

IB Diploma Programme staff represent a range of national and cultural backgrounds, including New Zealand European/Pākehā, British, European, Chinese, Japanese, South African, Pacific, Indian and Russian backgrounds. Staff collectively speak more than a dozen languages in addition to English. This linguistic and cultural diversity contributes to the intercultural character of the Diploma Programme and the wider school community.

B. Programme strengths

Purpose: Sharing an important mission

- Purpose (0101)
 - **Purpose 1:** The governing body and school leaders articulate a purpose for learning that aligns with the IB's philosophy and mission. (0101-01)
 - The IB philosophy and principles of an IB education are embedded in the school's vision and values. Rangitoto College demonstrates a strong commitment to honouring the bicultural heritage of Aotearoa New Zealand through the meaningful integration of Māori perspectives across school life, while celebrating the diversity of its wider community.
 - **Purpose 3:** The school community fosters internationally minded people who embody all attributes of the IB learner profile. (0101-03)
 - The school ensures the IB learner profile and international mindedness are embedded within the school. International-mindedness is evident throughout the school and is actively promoted through whole-school cultural celebrations, diverse language offerings, community engagement opportunities, and participation in performing arts and sporting programs.

Environments: Providing essential structures, systems and resources

- Leadership and governance (0201)
 - **Leadership 1:** The school regularly reviews and follows all IB rules, regulations and guidelines to support programme implementation and ongoing development. (0201-01)
 - The school governance and leadership teams implement the programmes with fidelity and integrity, ensuring decisions regarding programme implementation and development are informed by IB principles and practices, IB rules, regulations and requirements while maintaining a clear commitment to equitable access, academic rigour and student wellbeing. Strategic decisions are evidence-informed and support the growth and continued development of the Diploma programme that is both authentically IB and responsive to the needs of its local context.

- **Leadership 2:** The school includes on its pedagogical leadership team an IB-trained programme coordinator who is empowered to facilitate successful programme implementation. (0201-02)
 - The Diploma Programme coordinator fosters a collaborative professional culture that supports teacher learning, programme development and continuous improvement of the Diploma Programme.
- **Leadership 4:** The school implements and reviews systems and processes to improve the operation and sustainability of its IB programme(s). (0201-04)
 - The school uses data and established review processes to monitor student achievement and the effectiveness of the Diploma Programme.
- **Leadership 5:** The school funds and allocates resources that sustain and further develop its IB programme(s). (0201-05)
 - The school's leadership and governance demonstrate a strong commitment to providing high-quality learning environments.

Culture: Creating positive school cultures

- Culture through policy implementation (0301)
 - **Culture 1:** The school secures access to an IB education for the broadest possible range of students. (0301-01)
 - The school has established and communicated clear policies that define the roles and responsibilities of all stakeholders, including leaders, staff, students and parents. The consistent implementation of these policies fosters effective partnerships, promotes accountability and contributes to a cohesive and inclusive culture that values diversity and reflects the IB philosophy.

Learning: Ensuring effective education

- Students as lifelong learners (0402)
 - **Lifelong learners 1:** Students actively develop thinking, research, communication, social and self-management skills. (0402-01)
 - Students are actively involved in their own learning , as demonstrated by the examples of independent inquiry, self-reflection and peer evaluation shared. Students spoke with confidence, authenticity and maturity about their learning, describing how they take ownership of

their academic progress, seek feedback, collaborate effectively with their peers and reflect on both their successes and challenges. Their capacity to articulate their learning journey reflects the development of independent, self-managing learners who are well prepared for future study and lifelong learning.

C. Requirements

Based on the review of the programme documentation, observations of the team during the visit and in conversations with members of the school community, all requirements are in place.

D. Development of IB Standards

Purpose: Sharing an important mission	School Self-Assessment	IB Evaluation Team	Comments on School Development of IB Standards
Purpose (0101) Schools implement IB programmes to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.	DP: Shows development beyond requirements	DP: Shows development beyond requirements	

Environments: Providing essential structures, systems and resources	School Self-Assessment	IB Evaluation Team	Comments on School Development of IB Standards
Leadership and governance (0201) The leadership and governance of IB World Schools create and sustain high-quality learning environments.	DP: Shows notable development	DP: Shows notable development	
Student support (0202) Learning environments in IB World Schools support student success.	DP: Shows development beyond requirements	DP: Shows development beyond requirements	
Teacher support (0203) Learning environments in IB World Schools support and empower teachers.	DP: Shows development beyond requirements	DP: Shows development beyond requirements	

Culture: Creating positive school cultures	School Self-Assessment	IB Evaluation Team	Comments on School Development of IB Standards
Culture through policy	DP: Shows development	DP: Shows development	

implementation (0301) Schools develop, implement, communicate and review effective policies that help to create a school culture in which IB philosophy can thrive.	beyond requirements	beyond requirements	
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Learning: Ensuring effective education	School Self-Assessment	IB Evaluation Team	Comments on School Development of IB Standards
Designing a coherent curriculum (0401) Learning in IB World Schools is based on a coherent curriculum.	DP: Shows development beyond requirements	DP: Shows development beyond requirements	
Students as lifelong learners (0402) Learning in IB schools aims to develop students ready for further education and life beyond the classroom.	DP: Shows notable development	DP: Shows notable development	
Approaches to teaching (0403) IB programmes encourage approaches to teaching that create learning experiences that are shown to be meaningful to the school community.	DP: Shows development beyond requirements	DP: Shows development beyond requirements	
Approaches to assessment (0404) Learning, teaching, and assessment effectively inform and influence one another.	DP: Shows development beyond requirements	DP: Shows development beyond requirements	

E. Feedback on the planning and analysis and reflection of programme development

Programme development strengths

Planning

- Strong alignment between the school's strategic priorities and its programme development plan focus on strengthening dual recognition opportunities and growing the IB student cohort.

Evidencing and analysing

- The pedagogical leadership team provided evidence of progress towards strengthening dual pathway recognition. Changes to systems and processes relating to student achievement, subject selection, staff professional learning and evidence-informed decision-making were evident in discussions.

Reflection

- These developments reflect a collaborative and reflective approach to programme development, supporting continuous improvement and contributing to student learning and progress through evidence-informed decision-making.

Areas for consideration

As the school engages in further efforts to develop the programme, it may wish to consider:

Planning

- The programme development process highlighted the value of collaboration in identifying and implementing areas of focus. As the school continues its programme development journey, the programme development plan template may support ongoing reflection, planning and monitoring, while engagement with IB teachers, students and staff can help inform future priorities.

Evidencing and analysing

- The school should utilise its existing structures and processes to gather and review evidence at various points throughout the programme development plan to support continuous reflection, monitoring, and improvement.

Reflection

- The school should capitalise on its strong culture of collaboration to strengthen stakeholder engagement and foster shared ownership of the programme development plan, ensuring a coordinated and sustained approach to achieving its identified priorities.

F. Opportunities for future or further programme development

The school identified the following areas as priorities for programme development

Priorities:

- The school has established a clear framework for the ethical use of artificial intelligence (AI). As developments in AI continue to shape educational practice, the school can further strengthen AI literacy and regularly review its approaches to the responsible use of emerging technologies, supporting students and teachers to engage critically, ethically and effectively with AI in learning and teaching.
- The school has established a dual-pathway model that supports student choice through both the Diploma Programme and the National Certificate of Educational Achievement (NCEA). As the Diploma Programme continues to grow, the school can further develop the systems and practices that sustain this growth and enhance the programme's ongoing development.
- The school has established collaborative practices across its dual-pathway model. The school can further strengthen cross-departmental collaboration and planning to enhance the implementation and ongoing development of the Diploma Programme while maintaining the distinctive strengths of each pathway.

The Evaluation team has identified the following areas of the programme(s) for the school to consider for future or further development

Future or further development:

Purpose / Purpose (0101) / Purpose 2:

- An opportunity exists for school leadership to review the school's vision and values to strengthen alignment with the IB mission and philosophy.

Environments / Teacher support (0203) / Teacher support 3:

- Opportunities exist to further strengthen collaborative planning by establishing protected and visible opportunities for teachers to engage in purposeful collaboration. This would support the documentation of curriculum decisions, the sharing of effective practices, the review of student learning and the intentional integration of theory of knowledge across subjects, contributing to greater coherence in programme implementation and enhancing students' learning experiences.

Learning / Designing a coherent curriculum (0401) / Coherent curriculum
2:

- Opportunity to strengthen collaboration across Diploma Programme subjects and to further develop the planning of theory of knowledge connections across the curriculum.

G. Conclusions of the Evaluation team

The school's programme development focus on strengthening dual pathway recognition and supporting growth in the Diploma Programme aligns with its strategic direction. Evidence presented during the evaluation demonstrated a collaborative and reflective approach to programme development, with student and programme achievement data informing planning, implementation and decision-making. Reflection on student achievement, subject selection, staff professional learning and evidence-informed decision-making informed changes to systems and processes that support student learning and programme effectiveness. The programme development process reflected IB philosophy while honouring Te Tiriti o Waitangi, valuing the cultural and linguistic diversity of the school community, and supporting the development of international-mindedness. The collaborative engagement of leaders, teachers and other stakeholders contributed to a shared understanding of programme priorities and future areas of focus. Overall, the school demonstrated a commitment to continuous improvement and the ongoing development of the Diploma Programme. Leadership, professional learning and stakeholder engagement support continued programme growth and contribute to the development of students as confident, reflective and caring lifelong learners.

H. Conclusion of the IB on the school status as an IB World School

Diploma Programme

The school's implementation of the programme shows close alignment with the IB Programme standards and practices.

We trust that the information found in this report will support the school's continued development of its IB programme(s). Your IB World School manager, June Evans-Caulfield (june.evanscaulfield@ibo.org), will be in touch with you to follow up on this report and to support your school's ongoing efforts.

Yours Sincerely,

A handwritten signature in black ink, appearing to read 'Adrian Kearney'.

Adrian Kearney
Director, IB World Schools