

# RONGOTAI COLLEGE

Te Kura o Rongotai



CHARTER  
2025

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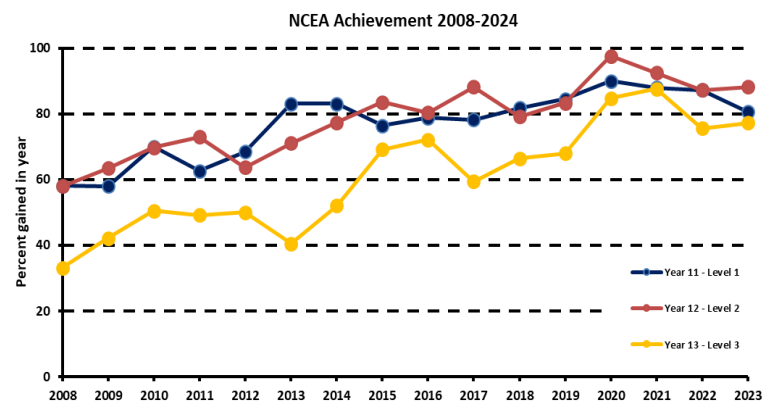


# RONGOTAI COLLEGE

Located on an expansive 9.658ha site in the eastern suburbs of Wellington, on the isthmus between Lyall Bay and Evans Bay, Rongotai College is a decile 6 state secondary school catering for boys from Years 9 to 13.

Established in 1928, Rongotai College celebrated its 90<sup>th</sup> anniversary in 2018. It is a modern school with a rich past and traditions, currently meeting the all-round educational needs of approximately 716 boys.

The school's curriculum is based on the New Zealand Curriculum document. It provides a broad range of courses and subjects at all levels to meet the personal educational pathways of all its students, including those in Tamatoa Special Needs Unit.



In the senior school, students undertake the National Certificate of Educational Achievement (NCEA) qualifications. A sustained period of improvement has led to Rongotai College students now performing significantly above national and equity-band averages at NCEA Level 1-3, in University Entrance and in Level 1 Literacy and Level 1 Numeracy. At merit and excellence level, students are also achieving at levels higher than the average for boys in schools within the decile 4-7 band, with over 50% of all NCEA Level 1 qualifications endorsed with either Merit or Excellence in 2023. Two New Zealand Scholarships were gained by Rongotai College students in 2023.

The college has continued to build on its history of success in all areas – academic, drama, music and sport. The school has excellent cultural amenities and sports facilities designed to enhance

outcomes in these areas of school life.

A well-qualified staff makes a commitment to academic excellence, as well as to extra-curricular activities. Their input in the areas of art, drama, music, outdoor education, and sport is a real strength of the school and a genuine point of difference. The school also enjoys the services of a dedicated and capable administration, ancillary and grounds staff.

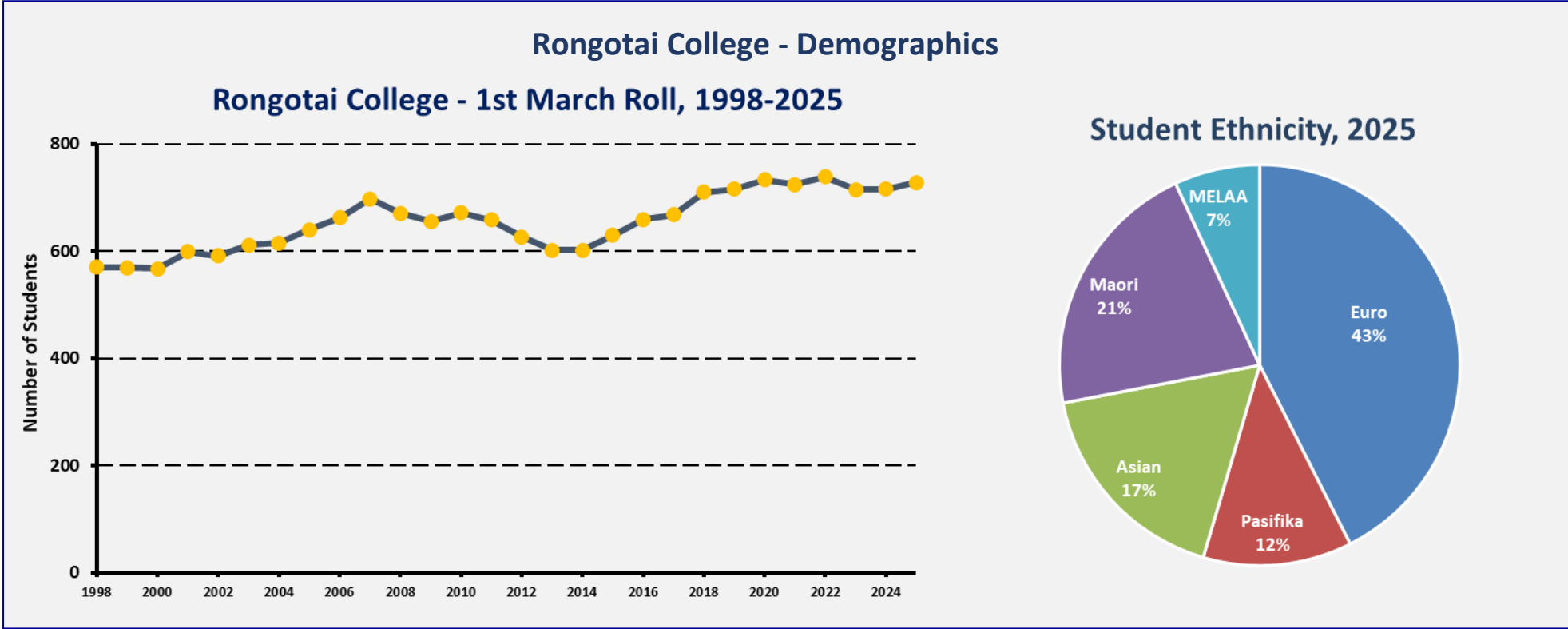
The Rongotai College roll declined for a period from 2007, but has grown over the past seven years. The 2025 March 1 roll was 729 (including 31 International Students). While most students who attend Rongotai College live in the eastern and southern suburbs of Wellington, (for instance, 84% of students come from those areas), a significant number of boys come to the school from other parts of the city. Consequently, students come from a diverse range of contributing schools – the 2025 Year 9 intake, for instance, came from 25 contributing schools. Over the past few years, the enrolment of international fee-paying students has grown to to be around 30 FTE each annuallyS.



The school reflects and values the cultural diversity of its community and aims to develop cross-cultural understanding across the student body. While most of the school is European by ancestry, some 40 or so ethnic groups are represented in the student body; many students at the College speak a wide range of languages at home. Some students come from recent immigrant and refugee backgrounds, including several students from Myanmar. The multi-cultural dimension of the college is further enhanced by international students who attend the school (30 FTE in 2024).

Boys who attend Rongotai College have a strong sense of attachment to the school; they are proud members of the wider school community, and experience success in a variety of settings.

Within the community, there is much goodwill towards the college. The school was founded as a local community school, and maintains this purpose to the present day. As most students come from the local area, community involvement in the school and school activities is significant. The community makes considerable use of the school facilities, in particular the grounds, sports facilities and the Renner Hall.



Furthermore, many members of the local community are old boys of the college, who support the school through:

- coaching or managing school sporting teams and cultural activities
- providing work opportunities for students to gain vocational experience training through Gateway placements
- governance (there is currently one old boy serving on the Board)
- membership of the 'Rongotai College Old Boys' Association'.
- membership of Parent groups (Parents' Association, Pasifika Asosi, Tangi te Keo Whānau Rōpū)

## FACILITIES

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The school has excellent facilities. Since its founding, the school's buildings have been largely rebuilt and significantly remodeled and refurbished to provide a contemporary learning environment, which includes Wi-Fi across the campus.

The main block of buildings is two storied, and was earthquake strengthened in 2003. It includes the following facilities:

- a Library, with a computer suite and seminar/meeting room
- 3 computer suites equipped with computers available to all classes
- 4 Science laboratories, including an advanced chemistry laboratory, 2 physics laboratories and a senior biology laboratory. There are also 2 science resource rooms and workshops
- A modern, fully equipped hospitality room with cooking and barista training facilities
- a vocational studies training / careers classroom and office
- a design and graphics room with attached computer pod
- 21 general classrooms
- a specialist ESOL room
- a drama room/mini theatre
- a modern art suite, redeveloped in 2014, while includes 2 art rooms, a computer pod and breakout space
- an administration suite, with offices and meeting rooms



Other buildings at the school comprise:

- The Renner Hall, which includes a kitchen, changing facilities and 3 badminton courts. The hall was refurbished and earthquake strengthened in 2013
- Tangi te Keo, a carved wharehau at the entrance to the school
- a new, modern gymnasium, which was opened in June 2013. A further gymnasium space is located adjacent to the new gymnasium
- the Recreation Hall with cafeteria
- the Technical Block (the remaining original building), which was renovated in 2016 and contains woodwork and metalwork rooms plus and breakout rooms
- the Performing Arts Centre with a classroom, a video recording and photography studio and 2 costume rooms



- the Music Suite, comprising a large classroom, electronic composing suite, 6 practice suites and storage rooms. This building was redeveloped for the start of 2015
- Tamatoa, the college's Special Needs Unit, which was redeveloped in 2015.

The college is unique in the Wellington area in the extent of its playing area and the quality of its surfaces. The campus fields are laid out to provide 6 playing fields (3 rugby, 3 football) , 4 cricket wickets (3 artificial, 1 grass) a 30m swimming pool and four 4 cricket nets

The school has recently completed the development of an AstroTurf sports surface, which includes:

- 4 tennis courts
- a basketball court
- a hockey penalty circle and a football penalty area
- 3 cricket nets

## TE TIRITI O WAITANGI

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The Board is committed to Te Tiriti o Waitangi and accepts it's obligation to develop policies and practices which reflect New Zealand's dual cultural heritage.

The college acknowledges the unique position of Māori within the school in the following ways:

- *Tangi te Keo* stands at the entrance of the College. It is a traditional Māori learning space for the school community. It is a Turangawaewae (a place to stand) for us all. This is the only carved meeting house in the eastern suburbs of Wellington. The carvings are an appropriate mix of contemporary and traditional, and the facility highlights Rongotai College's commitment to Te Tiriti o Waitangi.
- Māori Studies at the college are well resourced. Te Reo Māori is offered as a subject at all year levels for students who wish to take the opportunity, while Māori Performing Arts is also an optional subject in Years 12-13.
- Instruction in Tikanga is included in subject curricula and is reinforced through assemblies and ceremonies, such as powhiri for new students at the start of each year and also for important guests. Haka plays an important part of school culture.
- The Tangi te Keo Whānau Rōpū is a group of involved parents who meet to discuss and plan the promotion and recognition of Rongotai College's Māori students and community. It also assists in a range of activities (such as waka ama and kapa haka), which promotes a sense of Māori identity and unity within the college, and provides opportunities for Māori students to succeed in culturally appropriate ways.



# MISSION STATEMENT AND VALUES

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E tū ki te kei o te waka, kia pākia koe e nga ngaru o te wā.

*Stand at the stern of the waka and feel the spray of the future on your face.*

## MISSION STATEMENT – *Ko te Uaratanga*

Rongotai College is committed to developing young men of excellence, encouraging them to be the BEST that they can be in all areas of their lives.

## VALUES - *Uara o Rongotai*

Rongotai College values the following in all areas of school life:

- Being Respectful
- Encouraging Brotherhood
- Striving for Excellence
- Taking Pride



## VISION – *Ko te whakakitenga*

Rongotai College will be a leading contemporary boys' school, shaped by the past and driven by the future.

Rongotai College believes a contemporary boys' school:

- Encourages boys to value hard work and be the best they can be.
- Is a welcoming and stimulating educational environment that is conducive to learning.
- Is inclusive and student-centred.
- Offers a broad curriculum, providing multiple pathways for students to achieve to their potential.
- Embraces meaningful innovation in teaching and learning.
- Supports student and staff wellbeing.
- Values and enhances its unique characteristics.
- Is continually evolving and developing.
- Contribute actively in the community.



It will nurture learners who:

- Love learning
- Have the skills necessary to make well-informed decisions.
- Are confident, resilient and positive about the future.
- Are compassionate, respectful of others and appreciate the diverse people and cultures of our society.
- Have a balanced lifestyle, embracing all dimensions of hauora.
- Contribute actively in the community and are respectful of the environment.

## SCHOOL NAME, MOTTO, COLOURS and CREST

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The school's name is Rongotai College (*Te Kura o Rangotai*). From Te Reo Māori, Rongotai translates to “sound of the sea”, reflecting the school's location.

The motto of the college is “*Lumen accipe et imperti*”, Medieval Latin for “*Take the light and pass it on*”. In Te Reo Māori, the motto translates to “*Kapohia te mātauranga me hōatu ra*”

The school's colours are blue, black and gold, as per the crest.





# STRATEGIC SECTION

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The Board accepts that every child at Rongotai College shall have the best possible learning opportunities. This involves the provision of a balanced curriculum, which enables all learners to consolidate existing knowledge and skills, while at the same time developing capabilities to create new knowledge and new skills. Physical and aesthetic abilities will be enhanced. Realistic personal goals and standards of achievement will be set. Scholarship will be valued and encouraged at every level. Every young man will be aware of the dual cultural heritage of New Zealand and the multi-cultural nature of our society. The Board of Trustees will monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education and Training Act 2020. The Board will comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.

## Strategic Plan

Rongotai College has a Strategic Plan which is reviewed tri-annually (see Appendix 1). The Strategic Plan was reviewed in 2024 to cover the period 2024-2025. It identifies Strategic Priorities and Projects for that period, with specific plans and outcomes identified each year in the Annual Plan.

## Curriculum Delivery

The curriculum delivery is described in each department's Management Document and Scheme. Each department reports annually to the Board on student achievement and on the implementation of these documents.

## Quality Management

Rongotai College has a current Quality Management document (*Managing Assessment for NZQF Qualifications*) approved by New Zealand Qualifications Authority. Copies are available from the Principal.

## Policies

Rongotai College has a full range of Governance, Finance and Administration and Management Policies available on the college website (<https://www.rongotai.school.nz/community/board>). These are reviewed regularly by the Board, as their review date is reached.

## Health and Safety

Rongotai College has a full range of Health and Safety Policies available at the college. In addition, Rongotai College has a Property Committee and a Health and Safety Committee. These committees meet when required, and report to the Board.

## Consultation with Community

Rongotai College consults with its community through regular survey of the wider parent group, and also through feedback from its various parent groups (Parents' Association, Tangi te Keo Whānau Rōpū and the Pasifika Parents' Asosi).



The college last consulted with its parent community in 2021. The results of this evaluation were used to inform the Strategic Plan, and are available from the Principal. The next consultation should happen in 2023.

Staff evaluation and self-review of aspects of the school's operation happens on a regular basis, with at least 3 areas of operation reviewed each year. In 2019, the following will be evaluated by staff:

- Evaluating NCEA results, focussing on areas of strength and areas for improvement
- Evaluating the Curriculum, Timetable and Reporting

## ANNUAL PLANNING AND REPORTING

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The Board will ensure that the college's policies and practices seek to achieve equitable outcomes for all students irrespective of their religious, ethnic, cultural, social, family, and class backgrounds; and irrespective of their ability or disability. The Board will ensure that the college's buildings and facilities provide a safe, healthy learning environment for students. The Board is required to allocate funds to reflect the school's priorities as stated in the Charter. The Board of Trustees will monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education and Training Act 2020.

### Annual Plan

This sets targets for improvement and student achievement and is available from the college (see Appendix 2). The planning year will coincide with the financial year (1 January to 31 December). Updated copies of the Charter and the Annual Report (including Analysis of Variance) will be submitted to the Ministry of Education on this time cycle.

### Department Reports to the Board of Trustees

Each department is required to submit a report to the Board no later than 31 March each year.

### Special Programmes

Rongotai College has a number of special programmes operating (eg: ESOL, Literacy, Tamatoa, Gateway etc.). These are reported to the Board as part of the Department Annual Reporting cycle.



## APPENDIX 1: RONGOTAI COLLEGE STRATEGIC PLAN: 2024 - 2025

Rongotai College is committed to giving effect to Te Tiriti o Waitangi.

Strategic Goals		Strategic Priorities
<b>Tutukitanga</b>  <b>Achievement and Excellence</b>	Providing a teaching and learning culture, underpinned by high expectations, which encourages and supports ākonga to achieve their potential and celebrates excellence.	<ol style="list-style-type: none"> <li>1. Continuing to provide an environment in which ākonga are challenged to achieve their potential in appropriate qualifications or pathways.</li> <li>2. Enhancing the PLD culture of the school to support teacher growth and the development of their teaching practice, to ensure teaching and learning excellence continues to evolve.</li> </ol>
<b>Ūkaipōtanga</b>  <b>Belonging and Engagement</b>	Fostering a culture that promotes a sense of belonging and engagement in learning, that is compassionate, accepting and supportive of diversity and difference.	<ol style="list-style-type: none"> <li>1. Continuing to provide a safe and supportive environment, where all ākonga feel connected, included, respected and empowered to learn and be compassionate citizens.</li> <li>2. Enriching our curriculum and learning programmes so they effectively meet the needs of all ākonga by being supportive, culturally sustainable, challenging and engaging.</li> </ol>
<b>Whanaungatanga</b>  <b>Community Connection</b>	Working to strengthen collaborative partnerships and links between the college and the community.	<ol style="list-style-type: none"> <li>1. Strengthening relationships with mana whenua, the local community and members of the Rongotai College community - past, present and future.</li> <li>2. Strengthening working relationships with the college's Māori, Pasifika and recent migrant communities and with families, whānau and aiga, to continue to improve student achievement.</li> </ol>
<b>Oranga Tonutanga</b>  <b>Wellbeing</b>	Enhancing wellbeing for ākonga and staff by actively promoting a supportive school culture that values relationships and connections.	<ol style="list-style-type: none"> <li>1. Developing and imbedding an explicit, lived culture of well-being through initiatives, practices and programmes across the school.</li> <li>2. Further developing and refining ākonga support systems to promote learning and wellbeing.</li> </ol>



## APPENDIX 2: RONGOTAI COLLEGE ANNUAL PLAN 2025

Strategic Goal	Strategic Priorities	Annual Actions
<p style="text-align: center;"><b>Tutukitanga</b></p> <p style="text-align: center;"><b>Achievement and Excellence</b></p> <p>Providing a teaching and learning culture, underpinned by high expectations, which encourages and supports students to achieve their potential and celebrate excellence.</p>	<p>1. Continuing to provide an environment in which ākonga are challenged to achieve their potential in appropriate qualifications or pathways</p>	<ul style="list-style-type: none"> <li>• Continue to develop a school-wide approach to Junior Literacy and Numeracy in preparation for success in the Literacy and Numeracy NCEA Co-requisites.</li> <li>• Continue collaborating with curriculum leaders to integrate school-wide literacy and numeracy strategies and activities in lessons and unit plans.</li> <li>• Continuing to embed NCEA Level 1 changes.</li> <li>• Increasing use of EdPotential to Identify students at risk of not achieving</li> <li>• Mentors (including Māori and Pasifika Mentor) to identify and support students.</li> <li>• Providing CAA workshops for students who have yet to achieve in Literacy and Numeracy.</li> <li>• Continue to develop the gifted and talented programme, including NZ Scholarship.</li> <li>• Appoint an Attendance Mentor to work with Chronically Absent and late students.</li> </ul>
	<p>2. Enhancing the PLD culture of the school to support teacher growth and the development of their teaching practice, to ensure teaching and learning excellence continues to evolve.</p>	<ul style="list-style-type: none"> <li>• Continuing to delivering a relevant and coherent staff PLD programme that builds on and extends our understanding of:               <ul style="list-style-type: none"> <li>○ Literacy strategies (led by Kāhui Ako With-in School Lead).</li> <li>○ Universal Design for Learning.</li> <li>○ Student agency.</li> <li>○ Culturally sustainable and relational.</li> <li>○ Use of ICT and evolving ICTs (such as AI).</li> </ul> </li> <li>• Continue to provide PLD for the Pastoral team to use EdPotential to allow identification and early intervention.</li> <li>• Continue to promote staff uptake of relevant external PLD.</li> </ul>



Strategic Goal	Strategic Priorities	Annual Actions
<p><b>Ūkaipō</b></p> <p><b>Belonging and Engagement</b></p> <p>Fostering a culture that promotes a sense of belonging and engagement in learning, that is compassionate, accepting and supportive of diversity and difference.</p>	<p>1. Continuing to provide a safe and supportive environment, where all ākonga feel connected, included, respected and empowered to learn and be compassionate citizens.</p>	<ul style="list-style-type: none"> <li>Continuing to provide a safe and supportive school environment, emphasising the importance of the BEST values, including targeted programmes delivered by outside providers to both groups and the whole school where relevant</li> <li>Developing and undertaking a belonging and well-being survey to establish base-line position of current levels of belonging.</li> <li>Continuing to utilise opportunities for collecting student voice on a range of issues.</li> <li>Continuing to promote and increase student involvement in co-curricular activities.</li> <li>Review and increase engagement with Ministry of Education and external support providers for students:               <ul style="list-style-type: none"> <li>who have high and complex needs.</li> <li>who are disengaged.</li> </ul> </li> </ul>
	<p>2. Enriching our curriculum and learning programmes so they effectively meet the needs of all ākonga by being supportive, culturally sustainable, challenging and engaging.</p>	<ul style="list-style-type: none"> <li>Prioritise work on the Te Mātaiaho (the refreshed NZ Curriculum) and <i>Mana ōrite mō te Mātauranga Māori</i>.</li> <li>Continuing the review, the curriculum to reflect the principles of Te Mātaiaho while emphasising relevance and the principles of student agency.</li> <li>Ensuring that curriculum and assessment methods are current and appropriate to the needs of learners.</li> <li>Continued development of culturally sustainable and relational pedagogies.</li> <li>Continuing to provide multiple student pathways through tertiary study, vocational and trade training and appropriate work placements.</li> <li>Embed the establishing specialised Trades Academy to support improved engagement and attendance and look to establish others</li> </ul>



Strategic Goal	Strategic Priorities	Annual Actions
<p><b>Whangaungatanga</b></p> <p><b>Community Connection</b></p> <p>Working to strengthen collaborative partnerships and links between the college and the community.</p>	<p>1. Strengthening relationships with mana whenua, the local community and members of the Rongotai College community - past, present and future.</p>	<ul style="list-style-type: none"> <li>• Continue to enhance social media presence.</li> <li>• Continue to promote use of the SchoolBridge app, to streamline communication between school and whānau.</li> <li>• Continue collaborating with supporting the RCOBA to begin planning for Rongotai 100 (the school centenary) in 2028.</li> <li>• Organise events in association with RCOBA to build interest leading up to Rongotai 100 eg: ANZAC Assembly, Imperti Awards assembly, 'Old Timers Day' aligned with a 1<sup>st</sup> XV home fixture.</li> <li>• Continue to build on the school profile of service in the local community through Interact Club and the Prefect team.</li> <li>• Continuing to strengthen relationships with contributing schools and the Motu Kairangi Kāhui Ako (eg mentoring/coaching, events).</li> <li>• Providing ongoing support to all Rongotai community groups and events (eg Food Fair, Quiz nights, Fiafia, Pō Whakanui).</li> <li>• Initiati consultation with mana whenua.</li> </ul>
	<p>2. Strengthening working relationships with the college's Māori, Pasifika and recent migrant communities and with families, whānau and aiga, to continue to improve student achievement.</p>	<ul style="list-style-type: none"> <li>• Improving engagement with Tangi-te-keo Whānau Rōpū and Pasifika Parents' Asosi through continued relationship building.</li> <li>• Establishing a clear purpose and outcomes for these groups.</li> <li>• Support the organisation of Rongotai community group events that encourage engagement and celebrate success.</li> <li>• Continue to connect with all whānau through: <ul style="list-style-type: none"> <li>○ Weekly engagement reports.</li> <li>○ Whānau-teacher interviews.</li> <li>○ School reports.</li> <li>○ Direct communication from teachers.</li> </ul> </li> </ul>



Strategic Goal	Strategic Priorities	Annual Actions
<p><b>Oranga Tonutanga</b></p> <p><b>Wellbeing</b></p> <p>Enhancing wellbeing for ākonga and staff by actively promoting a supportive school culture that values relationships and connections.</p>	<p>1. Developing and imbedding an explicit, lived culture of well-being through initiatives, practices and programmes across the school.</p>	<ul style="list-style-type: none"> <li>• <b>Student focus:</b> <ul style="list-style-type: none"> <li>○ Continue to build on programmes and practices that focus on our BEST values, especially 'catching good' (eg assembly draws, establishing home notifications, etc)</li> <li>○ Further develop house competitions to ensure cultural, sporting and service activities are included.</li> <li>○ Re-establish peer support/mentoring programmes.</li> <li>○ Continue to encourage co-curricular involvement.</li> <li>○ Undertake a RC Student Well-being survey.</li> </ul> </li> <li>• <b>Staff focus:</b> <ul style="list-style-type: none"> <li>○ Embed the work of the Staff Well-being Committee</li> <li>○ Continue (and increase) recognition and appreciation of staff</li> <li>○ Undertake a RC Staff Well-being survey</li> </ul> </li> </ul>
	<p>2. Further developing and refining ākonga support systems to promote learning and wellbeing.</p>	<ul style="list-style-type: none"> <li>• A thorough review of the pastoral care systems and processes, with a focus on: <ul style="list-style-type: none"> <li>○ The role of form teachers</li> <li>○ Form class structure</li> <li>○ The role of deans</li> <li>○ Attendance &amp; punctuality monitoring/response systems</li> <li>○ The role of academic mentors</li> <li>○ The role of Māori &amp; Pasifika Mentor</li> </ul> </li> </ul>

