

RONGOTAI COLLEGE

ANNUAL PLAN 2026

Tutukitanga - Achievement and Excellence

Providing a teaching and learning culture, underpinned by high expectations, which encourages and supports ākonga to achieve their potential and celebrate excellence.

Strategic Priorities	Annual Actions	Resources Required	Measures of Success
<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"> • Embedding the school-wide approach to Junior Literacy and Numeracy in preparation the Literacy and Numeracy NCEA Co-requisites, including working with curriculum leaders to integrate school-wide strategies and activities in lessons and unit plans. • Providing opportunities through focussed Lit/Num classes for Year 11-13 students without Level 1 Literacy and Numeracy to gain success via the CAA • Continue to embed and enhance NCEA Level 1 courses. • Continue to identify students at risk of not achieving their potential by utilising EdPotential; Deans and Mentors & Teacher-Aides to identify and support students. • Providing Study Skills workshops. • Continue to develop the gifted and talented programme, including NZ Scholarship • Continue to promote and celebrate achievement and excellence in co-curricular activities. 	<ul style="list-style-type: none"> • Literacy & Numeracy Lead Teachers appointed • Extra teacher appointed to allow extra classes at Year 11-13 focusing on Literacy • 3 school-funded TAs • Enhancement & Engagement coordinator appointed 	<ul style="list-style-type: none"> • Improvement in overall NCEA results, including improvements in <ul style="list-style-type: none"> ○ Literacy and Numeracy ○ Certificate Endorsements • Improvement in NZ Scholarship results
<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"> • Continuing to deliver a relevant staff PLD programme that builds on and extends our understanding of: <ul style="list-style-type: none"> ○ Literacy and Numeracy strategies (led by School Lead Teachers). ○ Universal Design for Learning and student agency. ○ Culturally sustainable and relational pedagogies, including developing an understanding of places and events of importance to mana whenua. ○ Use of ICT and evolving ICTs (such as AI). ○ School-wide use of Restorative Practice, led by Kahui Ako with-in school lead) ○ Science of Learning & Knowledge-rich Curriculum • Develop a Student and Staff Use of Artificial Intelligence (AI) Policy • Continuing to provide PLD for the Pastoral team to use EdPotential to allow identification and early intervention. 	<ul style="list-style-type: none"> • Kahui Ako Lead teacher timetable allowance 	<ul style="list-style-type: none"> • 6 PLD sessions successfully held each term • AI Management Policy is developed • Student Guidelines for use of AI in place • Restorative Practice involved in classroom discipline interactions.

Ūkaipō - Belonging and Engagement

Fostering a culture that promotes a sense of belonging and engagement in learning, that is compassionate, accepting and supportive of diversity and difference.

Strategic Priorities	Annual Actions	Resources Required	Measures of Success
<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"> • Continuing to provide a safe and supportive school environment, emphasising the importance of the BEST values, including targeted programmes delivered by outside providers. • Continuing to promote and increase ākonga involvement in co-curricular activities. • Refine and promote our Attendance Management Plan • Appointing an Attendance & Engagement Mentor to work with the “Moderate Absence” group of ākonga. • Increasing engagement with Ministry of Education and external support providers for ākonga who: <ul style="list-style-type: none"> ○ have high and complex needs. ○ are disengaged. • Continuing to utilise opportunities for collecting ākonga voice on a range of issues. 	<ul style="list-style-type: none"> • Extra hours (as required) for Sports Co-Ordinator • Appointment of Attendance & Engagement Mentor 	<ul style="list-style-type: none"> • Increased percentage of students involved in co-curricular activities • Mentor appointed • Increased attendance: <ul style="list-style-type: none"> ○ overall percent ○ Increased % <90% attendance • Ākonga voice collected at least twice in school year on a range of issues
<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"> • Continuing to review the Junior curriculum to reflect the principles of Te Mātaiaho (the refreshed NZ Curriculum). • Ensuring that curriculum and assessment methods are current and appropriate to the needs of learners. • Continued development of culturally sustainable and relational pedagogies. • Continuing to provide multiple ākonga pathways through tertiary study, vocational and trade training and appropriate work placements. • Working to reshape Trades Academy • Identify other potential specialised academies (eg sports) to support improved engagement and attendance. 	<ul style="list-style-type: none"> • 2 Curriculum Teacher-only Days • Visits to schools in Auckland and Palmerston North 	<ul style="list-style-type: none"> • Teacher-only Days held successfully • Year 9 Curriculum(s) reviewed ahead for 2027 • New reporting structure for Year 9 English and Maths introduced • Trades Academy re-developed • Proposed new academy(ies) developed.

Whangaungatanga - Community Connection

Working to strengthen collaborative partnerships and links between the college and the community.

Strategic Priorities	Annual Actions	Resources Required	Measures of Success
<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"> • Continuing to improve social media presence across multiple platforms. • Continuing to promote the use of the SchoolBridge app for ākongā, whānau and staff. • Continuing to collaborate with and support the RCOBA in planning for #RC100 in 2028 through Admin support • Collaborating and organizing events in association with RCOBA to build interest leading up to #RC100. • Continuing to build on the school profile of service in the local community through Interact Club, Student Volunteer Army and the Prefect team. • Continuing to strengthen relationships with contributing schools. • Continue to provide ongoing support to Rongotai community groups and events (eg Food Fair, Quiz nights, Fiafia, Pō Whakanui). • Establishing and developing relationships with mana whenua. 	<ul style="list-style-type: none"> • Appoint Admin 5 hours per week • Software support 	<ul style="list-style-type: none"> • Admin and software support in place to enhance RCOBA and support #RC100 • At least 2 Old Boys events held at school during year • Increased student Involvement in Community Service activities
<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"> • Continuing to support and engage with Tangi-te-keo Whānau Rōpū, Pasifika Parents' Asosi and the Parents' Association. • Working to collaboratively establish a clear purpose and outcomes for these groups. • Support the organisation of Rongotai community group events to encourage engagement and celebrate success. • Continuing to connect with all whānau through: <ul style="list-style-type: none"> ○ Weekly engagement reports. ○ Whānau-teacher interviews. ○ School reports. ○ Direct communication from teachers ○ Social Media platforms 	<ul style="list-style-type: none"> • Financial support (\$500 per event) to support Fiafia and Po Whakanui 	<ul style="list-style-type: none"> • At least 1 member of SLT to attend each meeting of parent groups. • Purpose and guidelines for all community groups/parent committees is established • Support for events is provided

Oranga Tonutanga - Wellbeing

Enhancing wellbeing for ākonga and staff by actively promoting a supportive school culture that values relationships and connections.

Strategic Priorities	Annual Actions	Resources Required	Measures of Success
<p>1. Developing and imbedding an explicit, lived culture of well-being through initiatives, practices and programmes across the school.</p> <p>2.</p>	<ul style="list-style-type: none"> • Ākonga focus: <ul style="list-style-type: none"> ○ Continuing to build on programmes and practices focusing on BEST values, especially 'catching good' (eg assembly draws, establishing home notifications, etc) and Year 9 BEST course. ○ Redeveloping BEST visuals, including in Te Reo Māori. ○ Increasing signage in Te Reo Māori across the school. ○ Further developing house competitions to ensure cultural, sporting and service activities are included. ○ Re-establishing peer support/mentoring programmes. ○ Continue to encourage co-curricular involvement and levels of participation. ○ PLD for staff related to "Safer Schools" ○ Undertaking an Ākonga Well-being survey. • Staff focus: <ul style="list-style-type: none"> ○ Embed the work of the Staff Well-being Committee, including organising at least 2 events per term. ○ Continue to encourage staff co-curricular involvement. ○ Continuing to develop recognition and appreciation of staff. 	<ul style="list-style-type: none"> • Te Reo signage is developed • Safer schools PLD for staff • Events subsidized through Staff-wellbeing fund 	<ul style="list-style-type: none"> • Te Reo signage to be in place • New BEST visuals used • Increased percentage of students involved in co-curricular activities • Safer schools PLD for staff is held • Ākonga Well-being survey is completed • At least two staff events happen per term.
<p>2. Further developing and refining ākonga support systems to promote learning and wellbeing.</p>	<ul style="list-style-type: none"> • Continuing the review of the pastoral care systems and processes, with a focus on: <ul style="list-style-type: none"> ○ The role of form teachers ○ Form class structure ○ Reviewing and re-designing the role of the Deans • Ensuring that ākonga and whānau voice are included in the review 	<ul style="list-style-type: none"> • \$6000 towards Redevelopment of Southward Room into Deans area 	<ul style="list-style-type: none"> • Ākonga voice on form classes is collected • New Deans space is in place