

RONGOTAI COLLEGE



CHARTER
2019

CONTENTS

Page

- 3. Rongotai College
- 5. College Facilities
- 6. Treaty of Waitangi
- 7. Mission Statement, Vision, Values and Motto
- 9. Strategic Section
- 10. Annual Planning and Reporting
- 11. Appendix – Strategic Plan 2017-2025
- 12. Appendix – Annual Plan 2019



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 90th 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 decile 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 2018. Four New Zealand Scholarships were gained by Rongotai College students in 2018.

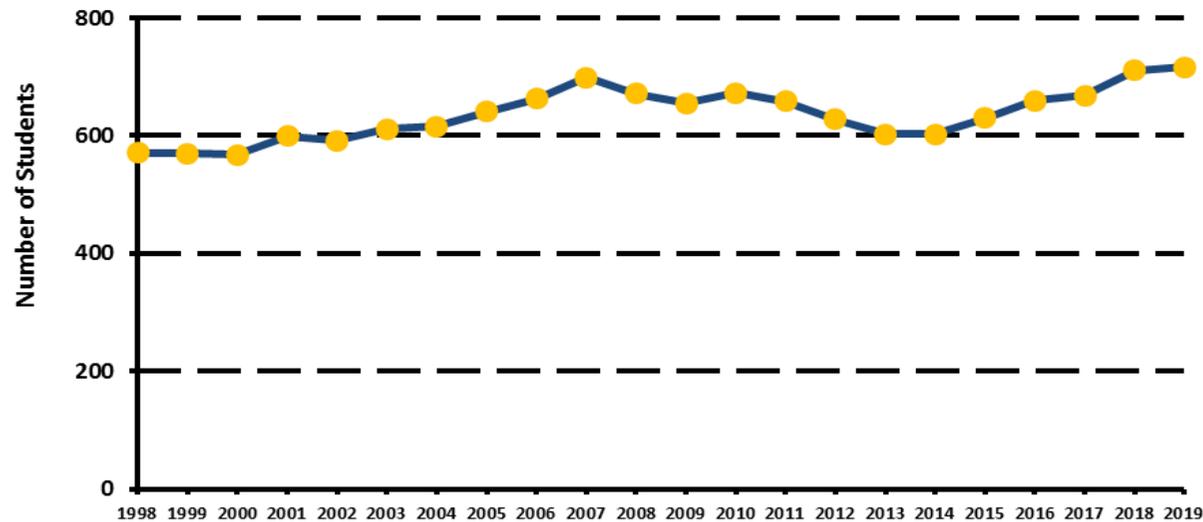
The college has continued to build on its history of success in all areas – academic, drama, music and sport. The school has excellent cultural amenities and sports facilities designed to enhance outcomes in these areas of school life.

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 after 2007, but has grown over the past four years, and is currently 716 (including 14 International Students). While most students who attend Rongotai College live in the eastern and southern suburbs of Wellington, (for instance, 84% of students in 2019 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 2019 Year 9 intake, for instance, came from 24 different contributing schools.



Rongotai College - 1st March Roll, 1998-2019

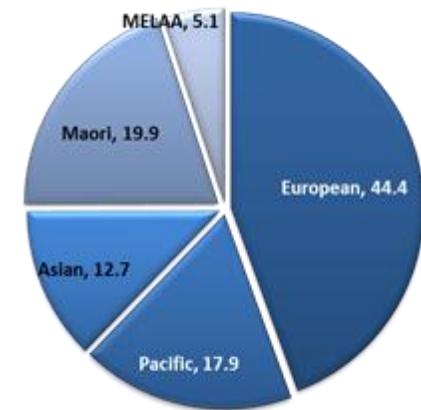


The school reflects and values the cultural diversity of its community and aims to develop cross-cultural understanding across the student body. While most of the school is European by ancestry, some 40 or so ethnic groups are represented in the student body; many students at the College speak a wide range of languages at home. Some students come from recent immigrant and refugee backgrounds, including several students who have recently arrived from Myanmar. The multi-cultural dimension of the college is further enhanced by a small number of international students who attend the school (12 in 2019).

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.

There is, within the community, 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 and hall.

Rongotai College - Student Ethnicity, 2019



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 of Trustees)
- membership of the 'Rongotai College Old Boys' Association'.

FACILITIES

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 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 including 2 art rooms and computer pod, which was redeveloped in 2014
- 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 wharenui at the entrance to the school;
- a new, modern gymnasium, opened in June 2013. A further gymnasium space is located adjacent to the new gymnasium;
- the Recreation Hall with cafeteria;
- the Technical Block (renovated in 2016) with woodwork and metalwork rooms plus the senior graphics room and a computer pod;
- 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 is laid out to provide:

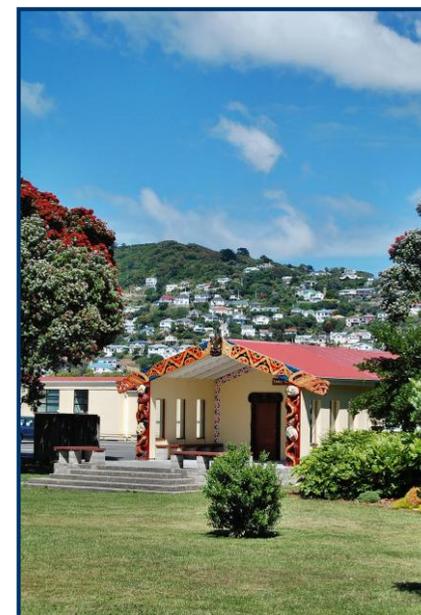
- 6 playing fields (3 rugby, 3 football)
- 4 cricket wickets (3 artificial, 1 grass)
- 6 tennis courts
- 30m swimming pool
- 4 cricket nets

TREATY OF WAITANGI

The Board of Trustees is committed to the Treaty of Waitangi and accepts an obligation to develop policies and practices which reflect New Zealand's dual cultural heritage.

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

- *Tangi te Keo* stands at the entrance of the College. It is a traditional Maori 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 shift into the bi-cultural 21st Century New Zealand
- Maori Studies at the college are well resourced. Te Reo Maori is offered as an subject at all year levels for all students who wish to take the opportunity, while Maori Performing Arts is also an optional subject in Years 12-13.
- Instruction in Tikanga is included in all 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 college has a Whanau Support group of involved parents who meet to discuss and plan the promotion and recognition of Rongotai College's Maori students and community. It also assists in a range of activities (such as waka ama and kapa haka), which promotes a sense of Maori identity and unity within the college, and provides opportunities for Maori students to succeed in culturally appropriate ways.



MISSION STATEMENT AND VALUES

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

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

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

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

MOTTO

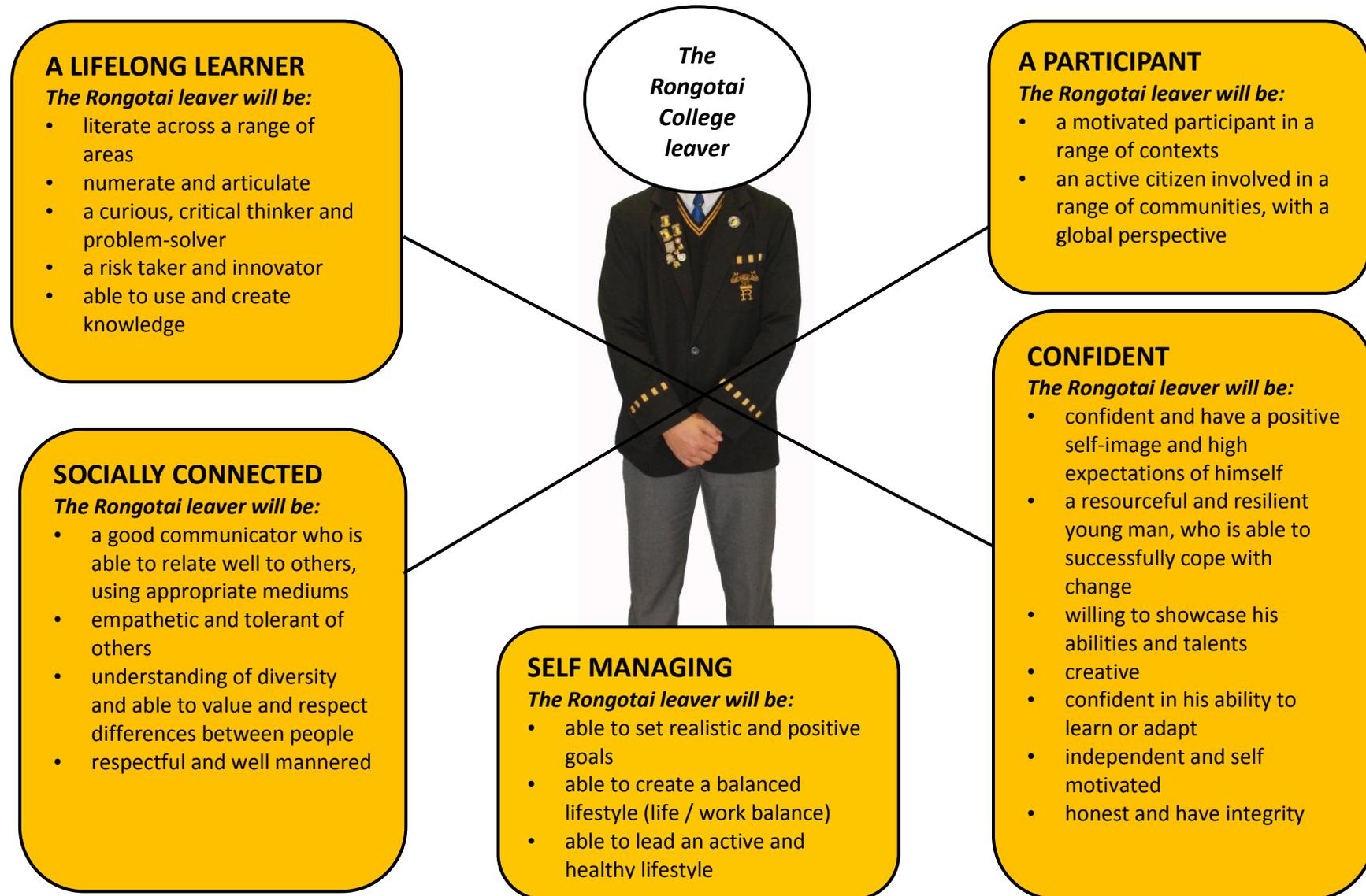
“Lumen accipe et imperti”

“Take the light and pass it on”

“Kapohia te mātauranga me hōaturā”



The Rongotai College Learner Vision 2019



STRATEGIC SECTION

The Board of Trustees 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 Act 1989. The Board of Trustees 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 2018 to cover the period 2018-2025. 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 of Trustees 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/board-of-trustees/governance-policies>). These are reviewed regularly, as their review date is reached, at Board of Trustees' meetings.

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 of Trustees.



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, Whanau Support Group and the Pasifika Parents' Support Group).

The college last consulted with its parent community in 2017. The results of this evaluation were used to inform the Strategic Plan, and are available from the Principal. The next consultation is due in 2019.

Staff evaluation and self-review OF aspects of the school's operation happens on a regular basis, with at 3 least 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

The Board of Trustees 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 of Trustees will ensure that the college's buildings and facilities provide a safe, healthy learning environment for students. The Board of Trustees 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 Act 1989.

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 of Trustees 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 of Trustees as part of the Department Annual Reporting cycle.



APPENDIX 1: RONGOTAI COLLEGE STRATEGIC PLAN: TOWARDS 2025

Mission Statement

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

STRATEGIC GOAL 1 Improving Academic Achievement	STRATEGIC GOAL 2 Promoting Student Engagement with Learning	STRATEGIC GOAL 3 Promoting Excellence In Teaching	STRATEGIC GOAL 4 Promoting the Development of Compassionate and Active Citizens	STRATEGIC GOAL 5 Strengthening Community Relationships	STRATEGIC GOAL 6 Developing a Learning Environment that Promotes Teaching Excellence
<p>Students at Rongotai College will experience real success in their learning, and priority learners are targeted and supported to experience educational success.</p> <p>Desired outcomes will be to:</p> <p>1.1 Continue to improve achievement for all students in NCEA.</p> <p>1.2 Continue to improve achievement in literacy and numeracy of Year 9 and 10 students.</p> <p>1.3 Continue to accelerate the achievement of Māori students, and for Māori to achieve as Māori.</p> <p>1.4 Continue to accelerate the achievement of Pasifika students.</p>	<p>Students at Rongotai College will be engaged learners.</p> <p>Desired outcomes will be to:</p> <p>2.1 Continue to provide a safe and supportive environment, where all learners feel connected, included and respected.</p> <p>2.2 Ensure that the Rongotai College curriculum effectively meets the needs of students and supports high levels of learner engagement.</p> <p>2.3 Support students to make good decisions about their futures.</p>	<p>Teachers at Rongotai College will continue to develop and refine effective, modern teaching.</p> <p>Desired outcomes will be to:</p> <p>3.1 Support all teachers to develop their knowledge, skills and practices, ensuring that high quality teaching excellence occurs.</p> <p>3.2 Improve the ICT and e-learning capability of staff through targeted professional learning and development.</p>	<p>The school culture of Rongotai College will emphasise core values and the personal development of students.</p> <p>Desired outcomes will be to:</p> <p>4.1 Promote a culture of excellence.</p> <p>4.2 Promote opportunities for all students to become active citizens.</p> <p>4.3 Promote compassion, tolerance and understanding by celebrating diversity and difference.</p> <p>4.4 Promote participation in co-curricular activities to encourage the development of well-rounded men.</p>	<p>Rongotai College will strengthen relationships with family, whānau and the wider community</p> <p>Desired outcomes will be to:</p> <p>5.1 Enhance existing communication between school and home.</p> <p>5.2 Continually develop and promote the involvement of parents and whānau in their son's learning.</p> <p>5.3 Promote the school positively so that it respected as a member of the wider community.</p> <p>5.4 Strengthen links, relationships and engagement with the wider Rongotai community.</p>	<p>Rongotai College will continually evolve to meet the needs and expectations of our community.</p> <p>Desired outcomes will be to:</p> <p>6.1 Identify and secure the changing technologies and resources needed to allow teaching excellence to occur.</p> <p>6.2 Progress the re-development of buildings, facilities, grounds and infrastructure of the school.</p> <p>6.3 Extend the culture of evaluation which promotes the continuous improvement of the performance of the college.</p>

APPENDIX 2: RONGOTAI COLLEGE ANNUAL PLAN 2019

Strategic Goal 1: Improving Student Achievement		
Desired Outcome	Targets	Improvement Strategies
<p>1.1 Continue to improve student achievement in NCEA</p>	<p>1.1.1 Roll-based achievement of students in NCEA will continue to improve.</p> <p>Specific further improvement targets will include:</p> <ol style="list-style-type: none"> 1. Enrolment-based achievement of students will be above the average of boys in decile 7 schools at all levels of achievement in NCEA. 2. 45% of all NCEA certificates gained will be endorsed 3. 17% of all certificates will be endorsed with Excellence 4. A continued increase in the percentage of students gaining Course endorsements. 5. 10 New Zealand Scholarships gained 6. 94% of all Level 1 students will gain the Literacy requirements, while 94% will gain the Numeracy requirements 	<ul style="list-style-type: none"> • Early identification of all students at risk of not achieving NCEA qualifications (with a focus on Year 11 students in 2019) and subsequently: <ul style="list-style-type: none"> ○ identifying students 'at-risk' of not achieving and contacting parents of students ○ providing support (including the Qualifications Attainment Programme) and mentoring through Academic Mentors and Māori and Pasifika Liaison teachers for appropriate students and through teachers paying close attention to the appropriate selection of standards students 'at-risk' of not achieving. • Early identification of academically talented academic students by Director of Academic Achievement, who will provide support and guidance for them to be challenged and extended. • Early identification of NCEA Level 2-3 Excellence students by Director of Academic Achievement, who will provide support and guidance for them to achieve to this goal. • Director of Academic Achievement will identify (with staff input) Scholarship candidates and organise a clear programme of tutorials in individual subjects • All students to set academic goals for year as part of Study Skills programme, with goals reported to parents and reviewed each term.. • Provide assistance to students with study and organisation through targeted "Study Skills" sessions at least two times per term. • Regularly monitor progress of all students towards achieving NCEA and provide updated NCEA results to students and parents, to check the status of students towards gaining qualifications.

<p>1.2 Continue to improve achievement in Literacy and Numeracy of Year 9 and 10 students</p>	<p>1.2.1 All Year 9 and 10 students will improve PAT Reading comprehension and Mathematics scores during 2019.</p> <p>A specific further improvement Target is:</p> <p>1.2.1.1 The average PAT Mean Scale Score for Year 9 and 10 students in Reading comprehension and Mathematics will increase by more than 6.0 between February and November</p> <p>1.2.2 All Year 9 and 10 students will improve writing curriculum levels during 2019 by one curriculum level.</p> <p>1.2.3 All Year 9 students will improve numeracy testing levels during 2019</p> <p>1.2.4 All Year 10 students will improve PAT mathematics scores during 2019</p> <p>A specific further improvement Target is:</p> <p>1.2.4.1 The average PAT Mean Scale Score will increase by more than 6.0 between initial testing and November</p>	<ul style="list-style-type: none"> • PAT testing undertaken in to establish baseline and subsequently to establish progress, allowing teachers to recognise the reading strengths and weaknesses of classes and individual students. This data will also be shared with other teachers of Year 9 and 10 learning groups. Teachers will use data to differentiate teaching programmes. • Writing tests will be undertaken in March (to establish baseline) and November (to establish progress), allowing teachers to recognise the writing strengths and weaknesses of classes and individual students. Teachers will use data to differentiate teaching programmes. This data will be shared with other teachers of Year 9 and 10 learning groups. • In Literacy, the following strategies will be used: <ul style="list-style-type: none"> ○ Continuation of the “Rewarding Reading Programme” for Year 9 ○ Parent-Teacher target-setting meetings, based on PAT and writing test results, will be discussed into Parent-Teacher Interviews. • In Numeracy, the following strategies will be used: <ul style="list-style-type: none"> ○ Secondary Numeracy Project (SNP) testing undertaken to recognise strengths and weaknesses of classes and individual students in Year 9 ○ Teachers using SNP testing results to differentiate teaching programmes and strategies ○ Teachers will use the effective pedagogies, SNP strategies and NZ Mathematics and Statistics Curriculum strategies in teaching programmes.
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<p>1.3 Continue to accelerate the achievement of Māori students, and for Māori to achieve as Māori.</p>	<p>1.3.1 Māori students will achieve as Māori</p> <p>Specific Improvement Targets will include:</p> <p>1.3.1.1 Māori students will achieve above the comparative data of Māori boys in decile 4-7 schools at all levels and indicators of achievement in NCEA</p> <p>1.3.1.2 95% of Māori students at Rongotai College will have achieved NCEA Level 2 by the end of Year 13</p> <p>1.3.1.3 Māori students at Rongotai College will achieve at the same level as other students at the College, or above.</p>	<ul style="list-style-type: none"> • Identification, monitoring and academic mentoring of Māori students at risk of not achieving NCEA as part of an overall strategy for improving the achievement of priority learners. • Professional Learning for staff in 2019 will provide opportunities for te reo Māori and tikanga • Centrally funded PLD will be used to reinforce the concept of Ako and culturally-responsive teaching, facilitated by an external provider (Alice Patrick) • Opportunities for Māori students to achieve and be acknowledged in culturally appropriate ways will be provided in curricular and co-curricular activities.
<p>1.4 Continue to accelerate the academic achievement of Pasifika students</p>	<p>1.4.1 Pasifika students will achieve above the comparative data of boys in decile 4-7 schools at all levels and indicators of achievement in NCEA</p> <p>Specific Improvement Targets include:</p> <p>1.4.1.1 90% of Pasifika students at Rongotai College will have achieved NCEA Level 2 by the end of Year 13</p> <p>1.4.1.2 95% of Pasifika students at Rongotai College will have achieved NCEA Level 1 by the end of Year 13</p> <p>1.4.1.3 Pasifika students at Rongotai College will achieve at the same level as other students at the College, or above.</p>	<ul style="list-style-type: none"> • Identification, monitoring and academic mentoring of Pasifika students at risk of not achieving NCEA as part of an overall strategy for improving the achievement of priority learners. • Continued consultation with Pasifika Parents' Asosi regarding strategies for improving achievement Pasifika, such as improving attendance. • Professional Learning for staff in 2019 will provide opportunities for aspects of Samoan language and Fa'a Samoa to be learned. • Greater monitoring on achievement and mentoring of Pasifika students



Strategic Goal 2: Promoting Student Engagement with Learning

Desired Outcome	Targets	Improvement Strategies
<p>2.1 Continue to provide an environment where all students feel connected, included and respected.</p>	<p>2.1.1.1 Continue to build a safe learning environment for students by monitoring student welfare, minimising bullying and developing a respectful school culture</p> <p>2.1.1.2 Reinforcement of The Rongotai Way so students are able to articulate BEST values and have opportunities for developing a sound understanding of school values.</p> <p>2.1.1.3 Ensure that School-wide Positive Behaviour for Learning remains embedded within the culture of the school.</p>	<ul style="list-style-type: none"> • Analyse data from the Wellbeing@school self review tool to inform practise and promote a safe and respectful school climate. • SMLT will continue to emphasise the Rongotai Way in assemblies, and the Rongotai Way poster is displayed on the wall in each classroom and in corridors. • Teachers will continue to be provided with Professional Development to allow consistent use of the language associated with BEST values in all areas of the school. • Lesson plans will be developed to allow teachers to teach BEST values through Form Periods. • Improve data and evidence collection and analysis on student behaviour from KAMAR • BEST cards will be distributed to Year 9 to 13 students, to acknowledge students who exhibit BEST values. • Close monitoring of attendance by Form Teachers, Deans and SMLT (through regular meetings), with appropriate consequences for lateness and intermittent truancy (such as attendance detentions, sports and cultural stand-downs, etc). • Monitoring and Mentoring of low attenders by Deputy Principal and Deans. • Dean-Subject Teacher meetings are held regularly to review progress of Year 9 and 10 learning groups and to discuss appropriate teaching and learning strategies for each group.



<p>2.2 Ensure that the Rongotai College curriculum effectively meets the needs of students and supports high levels of learner engagement.</p>	<p>2.2.1 Teaching programmes and course structures will meet the needs of all students</p>	<ul style="list-style-type: none"> • Review of all courses by SMLT and HODs to ensure best fit for students, including: <ul style="list-style-type: none"> ○ An evaluation of existing course will take place early in Term 2, including student input through questionnaires as part of 'Student Evaluation Week' ○ Based on this, new courses may be developed to meet the needs of students ○ Student voice on courses considered via evaluation of courses and (where change is anticipated) in focus groups. • Department Reports to be reflective when reporting student achievement to the Board of Trustees. • Complete full reviews of the Rongotai College Curriculum and Timetable structure during 2019, focussing on designing a responsive, future-focussed curriculum that encourages engaging and authentic learning processes.
<p>2.3 Support students to make good decisions about their futures.</p>	<p>2.3.1 Careers advice will be embedded across the school.</p>	<ul style="list-style-type: none"> • Careers profiles will be developed for all students, and careers counselling will be available for all students. • All students will be familiarised with and use careersnz website. • Vocational Pathways will be promoted to Year 12 and 13 students. • Careers-focussed student interviews will be available for all Year 12 and 13 students; brief details of interviews will be noted in KAMAR. • Students in Years 11-13 will be supported to access achievement data from KAMAR and to use that data to develop their educational pathway. • Careers advice will be provided for Year 11-12 students through the year group assemblies assemblies



Strategic Goal 3: Promoting Excellence in Teaching

Desired Outcome	Targets	Improvement Strategies
<p>3.1 Support all teachers to develop their knowledge, skills and practices through appropriate Professional Learning and Development, ensuring that high quality, modern teaching and learning occurs.</p>	<p>3.1.1 All teachers will be supported to develop their knowledge, skills and teaching practice related to contemporary learning and teaching strategies that support our vision and a culture of excellence</p> <p>3.1.2 All staff will be involved in the Rongotai Professional Learning programme.</p> <p>3.1.3 Kahui Ako within school leaders (WSL) will provide PLD for staff in 3 of the Achievement Challenges – Literacy, Numeracy and Science</p>	<ul style="list-style-type: none"> • Professional Development Committee encourages staff to engage in high quality Professional Development, ensuring links to school-wide goals and Teaching as Inquiry • The Rongotai Professional Learning programme will be aligned to Strategic, Annual, Department and Teacher Plans, and will be based on staff needs. • Professional Learning for staff in 2019 will involve Te Reo Māori, tikanga and developing cultural competencies through working with external providers having an input to our initiatives for raising Māori and Pasifika achievement into the future. • All teachers will continue to develop skills and experience in ‘Teaching as Inquiry’, and are engaged in undertaking robust inquiries that are reflected in their Teacher Growth and Capability documentation. • The appraisal process will be refined to reflect an emphasis on Teacher Growth and Accountability • Middle Leaders will enhance their evaluative capability through targeted Professional Development, and this will be reflected in department meeting minutes and department documents (Report to Board of Trustees, Management Doc) • Collaborate with Motu Kairangi Kahui Ako partners to develop approaches to support well-being, culturally responsive practice, student agency and smooth transitions and support the achievement challenges of the Kahui Ako. • Staff will be appointed to WSL positions and timetabled appropriately, and they will collaboratively develop PLD programmes for staff across the achievement challenges of the Kahui Ako



3.2 Improve the ICT and e-learning capability of staff through targeted professional development	3.2.1 All staff will adopt appropriate and relevant ICT into their teaching programmes	<ul style="list-style-type: none"> • Continue to embed a blended e-learning approach in teaching programmes, to utilise the benefits of student BYOD and school Chromebooks. • Targeted professional ICT development opportunities offered to staff as part of Professional Learning Programme. • Continued PLD related to the use of on-line learning tools for teachers to support BYOD teaching programmes. • PLD related to the use of digital tools to assist teachers in reflecting on their teaching will be implemented and included in the PLD programme.
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Strategic Goal 4: Promoting the Development of Compassionate Men and Active Citizens

Desired Outcome	Targets	Improvement Strategies
4.1 Promote a culture of excellence	4.1.1 A culture of Excellence is actively promoted and celebrated	<ul style="list-style-type: none"> • Staff will discuss and define what excellence means at Rongotai College. • Principal and staff will continue to raise the profile of academic success and re-affirm expectations of student achievement and excellence by articulating the school-wide shared understanding of high expectations for student achievement and the promotion of NCEA Endorsements and NZ Scholarship. • Principal promotes achievement and excellence in all areas of school life, through assemblies, newsletters and social media. • Teachers focus on raising expectations of achievement, work and behaviour in classrooms.
4.2 Promote opportunities for all students to become active citizens	4.2.1 Provide opportunities for students to actively contribute to the community	<ul style="list-style-type: none"> • Continuation of Social Action Day for Year 9 and extension if involvement to Year 10 • Further opportunities to develop leadership roles for will be identified and leadership encouraged. • Encourage collaboration with other educational providers (such as Evans Bay Inyermmediate) to allow boys to be active participants in the wider community.
4.3 Promote compassion and understanding by celebrating diversity and difference.	4.3.1 Enhance understanding of cultural diversity within the school community	<ul style="list-style-type: none"> • All staff model acceptance and understanding of cultural diversity. • Important cultural events and occasions will be celebrated, including events important to Māori (such as Matariki and Parihaka Day).



		<ul style="list-style-type: none"> Promotion of cultural and musical performances in assemblies and other functions. Staff Professional Learning in 2019 will encourage staff to use Te Reo in class, and to enhance knowledge of Tikanga.
4.4 Promote participation in co-curricular activities to encourage the development of physically and culturally well-rounded men	<p>4.4.1 Over 80% of students will be involved in sporting Co-Curricular activities.</p> <p>4.4.2 Involvement in Cultural activities will be encouraged.</p>	<ul style="list-style-type: none"> Director of Sport and teaching staff will ensure all opportunities for participation are articulated to students. Involvement in 2019 School Production is encouraged Participation in a range of activities is encouraged in newsletters and Daily Notices Maori cultural activities (such as Kapa Haka, Speech Competitions and Waka Ama,) will be supported, and students will be encouraged to participate.

Strategic Goal 5: Strengthening Community Relationships

Desired Outcome	Targets	Improvement Strategies
5.1 Enhance existing communication between school and home	<p>5.1.1 A minimum of 10 newsletters distributed during 2019.</p> <p>5.1.2 On-line presence (including social media) will continue to be increased to provide a greater source of information and communication.</p>	<ul style="list-style-type: none"> Newsletters distributed each month to all families/Whanau, either by email or post The school website will be updated at least weekly. Photographs of school events will be kept up to date and all relevant documents will be displayed. The Rongotai College presence on social media (such as Facebook, Twitter, Instagram) will be increased, with at least one posting per week related to important school events. Increased promotion and use of school calendar app.
5.2 Develop new ways of involving parents in the learning of their sons	5.2.1 Parents will be encouraged to use digital technology to gain more information about their sons' learning	<ul style="list-style-type: none"> Parent use of the Parent Portal will continue to be promoted and use by parents increased. Use of on-line learning tools (such as google docs) by staff will continue to be promoted Continued promotion of the use of digital tools for learning by students at school and home



5.3 Promote the school positively in the wider community	5.3.1 Rongotai College will be promoted positively in the wider community 5.3.2 Student participation in Community events (including environmental activities) will be encouraged and supported.	<ul style="list-style-type: none"> Continued use of “Our story on our terms” marketing and communications strategy. Regular articles in social media of school successes. Students will participate in at least 15 community events during the year. Student leaders will be involved in providing peer support of EBIS students.
5.4 Strengthen links and relationships with contributing schools	5.4.1 Links and relationships with contributing schools and the Motu Kairangi Kahui Ako are strengthened	<ul style="list-style-type: none"> Enhance and strengthen relationships and links with schools within Motu Kairangi Kahui Ako, through meetings, providing opportunities for information sharing and providing contact with Rongotai students as role models and mentors. DP/Director of Teaching and Learning will act as conduit with Motu Kairangi Kahui Ako, and will design and apply a clear set of expectations for With-in School leaders to ensure best practice is shared with all staff.

Strategic Goal 6: Developing a Modern Learning Environment

Desired Outcome	Targets	Improvement Strategies
6.1 Identify and secure the resources needed to allow modern Teaching and Learning to occur	6.1.1 Modern learning resources will be provided by the Board of Trustees	<ul style="list-style-type: none"> Through its capital expenditure, the Board will provide the resources identified by staff (as part of budgeting) that support modern learning. Data Projectors will be purchased and mounted in a further 5 classrooms / teaching spaces by the end of 2019. Further develop and implement the International Student Development Plan to increase the number of international students at Rongotai College to 20 by 2021.
6.2 Progress the re-development of buildings, facilities, grounds and infrastructure of the school	6.2.1 The Board of Trustees will use 5YA funding to continue a programme of classroom redevelopment designed to provide modern learning environments for staff and students.	<ul style="list-style-type: none"> Re-carpet all B Floor classrooms and complete the re-development and refurbishment of A30-32 and B21-22 classrooms as part of the 2017-2019 5YA. Work with our Property Managers (Ashbys) to advance the 2019-2022 5YA and 10-YPP, including replacement doors and air extraction system for Gymnasium, re-roofing Music and Tang-te-keo. Continuing to implement the Painting programme, with the re-painting of the Technology Block and Sport Changing Rooms being undertaken in 2019 Appropriate resources are provided by the Board of Trustees to properly maintain the school buildings.



<p>6.3 Extend the culture of evaluation which promotes the continuous improvement of the performance of the college</p>	<p>6.3.1 BOT will ensure that robust evaluation occurs</p>	<ul style="list-style-type: none"> • At least 3 Staff Meetings will be held to evaluate various school operations. For 2019, topics could include: <ul style="list-style-type: none"> ○ Evaluating NCEA results, focussing on areas of strength and for improvement; ○ Rongotai College curriculum ○ Rongotai College timetable structure ○ Reporting to Parents • Staff Forums to continued, allowing issues/areas to be raised by staff. • Work with Teaching staff and Middle Leaders to grow Evaluative Capability, and this to be reflected in Department documents (Management Doc and Report to BoT).
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