



School Report – Rangitoto College 28

About the school

Rangitoto College is a large, multi-ethnic secondary school on Auckland's North Shore.

The school offers a dual qualification pathway with the National Certificate of Educational Achievement (NCEA) and the International Baccalaureate Diploma (IB).

A new, experienced Principal was appointed in 2026.

About the review

Every New Zealand state and state integrated school is reviewed by ERO at least every four years to assess strengths and areas for improvement. The ERO team visits the school, gathers information by talking to students, parents, staff, and school board members, observing teaching in classrooms, and reviewing school information documents such as assessment data and school planning.

What do we review and report?

ERO reviews and reports on outcomes for students, school conditions that underpin success, and steps for school improvement. This report includes a snapshot, and overview and a full report and our School Reports focus on the following areas:

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| <ul style="list-style-type: none">• Achievement and progress including reading, writing and mathematics• Engagement and belonging• Equity• Attendance• Leadership and school improvement | <ul style="list-style-type: none">• The curriculum and quality of teaching• Assessment• Provision for students with additional needs• Governance and the school board• Health and safety |
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What do our judgements mean?

Excelling	Excelling means this school demonstrates consistently strong performance. This is the highest judgement.
Doing well	This means the school demonstrates mostly strong and consistent practice. Key conditions for success are in place and there is a focus on improvement.
Working towards	There are gaps in performance, aspects of improvement are evident but there is variability.
Improvement required	There are significant and sustained gaps in school performance and urgent improvement is required.

Rangitoto College: Snapshot

ERO makes judgements on 14 areas. The Snapshot below shows how many of ERO's judgements for this school are Excelling, Doing well, Working towards or Improvement required. The judgments are based on the ERO School Improvement Framework and evidence gathered by ERO during the evaluation.

Judgement	Number of areas													
Excelling														
Doing well														
Working towards														
Improvement required														
Student health and safety	Meets expectation. Rangitoto College is taking reasonable steps to ensure student health and safety.													

Rangitoto College: Overview

The Overview below shows for each of the 14 areas ERO's judgements on whether this school is Excelling, Doing well, Working towards or Improvement required and why. This provides more information about the judgements in the Snapshot.

Student achievement	Excelling	Overall achievement is very strong. Most students experience high levels of success in national qualifications.
Student progress	Excelling	Most students, including those who need extra support, make consistent progress and are well prepared for their next learning steps.
Foundational literacy	Excelling	Most students achieve literacy requirements for NCEA in Year 10.
Foundational numeracy	Excelling	Most students achieve numeracy requirements for NCEA in Year 10.
Attendance	Doing well	The school is approaching the target for regular attendance.
Engagement and belonging	Excelling	The school effectively promotes student engagement and wellbeing with practices that support participation and success for all students.
Equity	Excelling	Achievement outcomes are similarly high across student groups.
Leadership	Excelling	Leadership is strategic, evidence-informed, and drives sustained improvement in student outcomes and wellbeing.
Teaching	Excelling	High quality teaching practice contributes to high levels of student success across the school.
Curriculum	Excelling	Students have rich opportunities to learn across the breadth and depth of the curriculum and access meaningful pathways that enable success.

Assessment	Excelling	Assessment practices are well established and consistently used to support teaching and learning across the school.
Provision for students with additional needs	Excelling	Students with additional needs are well supported to make progress and achieve their learning goals.
School improvement	Excelling	School planning and conditions to support and sustain high quality education for students are driving excellent school performance.
Governance and the school board	Excelling	The Board sets clear strategic goals and consistently drives ongoing improvement through robust governance systems.

How do we report percentages?

Less than a third	Less than half	Small majority	Large majority	Most	Almost all
0 to 33%	34 to 49%	50 to 64%	65 to 79%	80 to 90%	Over 90%

Further information about this school and report can be found on the last page.

Rangitoto College: Full Report

Tēnā koutou e mau manawa rahi ki te kaupapa e aro ake nei, ko te tamaiti te pūtake o te kaupapa. Mā wai rā e kawē, mā tātau katoa. We acknowledge the collective effort, responsibility, and commitment by all to ensure that the child remains at the heart of the matter.

Outcomes for students

Achievement

Most students at Rangitoto College experience strong achievement outcomes across the curriculum. The school offers both National Certificate of Educational Achievement (NCEA) and International Baccalaureate (IB) Diploma pathways, enabling students to pursue programmes aligned with their strengths and aspirations. NCEA achievement is consistently well above national averages at Levels 2 and 3 and for University Entrance. The school's Year 11 Diploma model prepares students well for success in Level 2, with a large majority progressing to attain Level 3 and University Entrance. Outcomes are high and equitable across student groups. Achievement in the IB Diploma is also very strong, with almost all participating students gaining the diploma.

The school uses a range of assessment information to monitor progress and achievement, enabling leaders and teachers to identify patterns, strengths, and areas requiring further attention. There is a strong focus on supporting progress for all students, with targeted strategies in place to respond to identified needs and to promote equitable outcomes. Ongoing review of achievement information informs teaching and learning practices and supports continuous improvement.

Progress

Students in Years 9 and 10 make generally good progress across the breadth of the curriculum. Teachers use assessment information and professional judgement to monitor progress and identify students who require additional support. There is a clear focus on building strong foundations for learning, with deliberate attention to literacy, numeracy and key competencies that support success in senior learning. Targeted strategies and responsive teaching practices are used to support students at risk of underachievement, contributing to improved consistency in progress. Ongoing review of teaching programmes and learner outcomes enables the school to refine approaches and strengthen progress for all Year 9 and 10 students over time.

Students in Years 11 to 13 make sustained and positive progress, supported by systematic monitoring of achievement data and responsive teaching. Most learners maintain strong trajectories into senior schooling and are well prepared for success in senior qualifications and pathways beyond school.

Achievement in foundational literacy and numeracy

Achievement in foundational literacy and numeracy is strong, with most students meeting NCEA co-requisite requirements by Year 10.

There is clear evidence of acceleration for students who need additional support. Targeted programmes, including literacy intervention groups, ESOL pathways, and Year 11 acceleration classes, support students who do not initially achieve to meet requirements over time. These supports are strengthened by high-quality, consistent teaching, supported by structured assessment systems and a knowledge-rich curriculum.

Attendance

A large majority of students attend regularly, and the school is approaching the Government's regular attendance target. Attendance is improving and chronic absence is reducing.

Leaders and staff use attendance, wellbeing, and pastoral information to identify patterns early and coordinate timely actions, supported by a clear attendance management plan.

Engagement and belonging

The school takes a deliberate, evidence-based approach to fostering engagement and a strong sense of belonging. A knowledge-rich curriculum, supported by pastoral systems and structured wellbeing programmes, promotes participation and supports students to attend regularly and engage meaningfully in learning. Systems such as targeted mentoring, extended tutor time, and sequenced interventions provide layered support for wellbeing and inclusion.

Equity

Achievement outcomes are high and generally equitable across the school.

The school uses systematic data analysis to identify students at risk of underachievement, including English language learners and those with additional learning needs. Targeted interventions, ESOL pathways, and differentiated programmes reduce barriers and support equitable outcomes for diverse learners.

School conditions for success

Leadership

Leadership is highly effective and provides clear, improvement-focused direction. Leaders align the school's vision, strategic priorities, and initiatives, ensuring coherence across planning and practice. Strategic and annual planning are robust and supported by well-aligned, schoolwide processes that drive progress and prioritise equitable student outcomes. Leaders make systematic use of evidence, including achievement data and evaluative tools, to inform decision-making and monitor impact.

A collaborative and experienced leadership team underpins sustained organisational stability and effectiveness. Leadership capability is deliberately developed through structured professional learning and the use of internal and external expertise. Leaders maintain a strong focus on continuous improvement, regularly evaluating effectiveness and identifying next steps to strengthen outcomes for students.

Teaching

Teaching quality is high and consistent, supporting strong learner progress and achievement. Teaching is characterised by explicit instruction, clear expectations, and strong relational practice, promoting engagement and effective learning environments. A knowledge-rich curriculum provides clear sequencing, enabling students to build understanding over time.

Assessment information is used systematically to monitor progress, identify learners at risk, and inform targeted teaching responses. Students are supported to understand their progress and next steps through structured feedback processes.

Professional learning is coherent and ongoing, aligned to teaching principles and curriculum priorities, strengthening consistency and effectiveness across classrooms.

Curriculum

The curriculum provides broad and meaningful learning options, including dual pathways and opportunities for extension and acceleration. It responds well to learners' needs, with regular assessment and targeted support helping identify and support students who need extra help.

The curriculum reflects community and whānau perspectives through consultation and partnerships that inform planning and curriculum design. These approaches support more culturally responsive practices and help students connect with their learning.

Clear pathways through the senior school include both academic and vocational options, supported by structured programmes and guidance. Literacy and mathematics are a priority, with coordinated support and teaching approaches that strengthen these skills across learning areas.

Assessment

Assessment practices are systematic and used effectively to understand student learning and inform next steps. Assessment information is used purposefully to support teaching decisions and improve outcomes for students.

Leaders and teachers track student progress over time through coordinated, schoolwide systems that make achievement information accessible and support early identification of need. These processes enable consistent monitoring and timely responses across the school.

Assessment tools and practices are appropriate and reliable, supported by structured, data-informed processes. Professional learning, including coordinated teacher development and guidance, strengthens assessment capability and supports consistent practice across learning areas.

Provision for students with additional needs

Students with additional needs are well supported and included in learning. Personalised support, differentiated programmes, and tailored pathways enable them to make progress and achieve their goals.

Needs are identified through transition information, assessment, teacher observations, and referrals within a centralised system. A learning support register and learning profiles guide targeted support, while individual education plans (IEPs) and engagement plans are used to plan and review provision. Progress and interventions are monitored through coordinated tracking systems shared across staff.

The school works with parents and whānau through regular communication and collaborative planning, supporting shared understanding of learner needs and responsive support.

Governance

The Rangitoto College Board demonstrates effective stewardship, with a clear focus on improvement and student outcomes. Strategic planning is evidence-informed and aligns priorities, resourcing, and monitoring processes to support ongoing progress. Robust systems enable the board to oversee performance and ensure accountability through the use of achievement and evaluative information.

The board works closely with school leadership, with clear roles and shared understanding of priorities supporting coherent decision-making. Leaders contribute through regular reporting and involvement in board processes, strengthening alignment between governance and operations.

The board engages with the community through consultation that informs strategic direction. This supports responsiveness to community aspirations and ensures decision-making reflects the needs and priorities of learners and their families.

Next steps for improvement

All schools look to continue to improve, even those that are excelling. The table below sets out ERO's recommended next steps.

Improvement priority	Every six months / annually	Expected outcomes
Further develop teacher capability to support learning through effective cultural and language-responsive approaches.	Evaluate the impact of initiatives on student progress, wellbeing, engagement and language development to refine approaches used.	All students, including English language learners, are supported through inclusive, language and culture-rich teaching pedagogy.
Embed the school's framework of teaching and learning principles.	Review and refine the implementation of teaching and learning principles.	The teaching and learning principles are used intentionally and effectively to enhance the quality of teaching and learning.
Further improve regular attendance.	Leaders and the Board monitor the impact of attendance initiatives, and adjust where needed, with a focus on reaching the government target by 2030.	Sustained regular student attendance, aligned to government targets.

Regulatory and legislative requirements

This section of the report reviews the school's policies, procedures, documentation, and checks that it meets all regulations, maintains a safe environment, and supports students' wellbeing.

During this review the Board has attested to meeting regulatory and legislative requirements in the following areas:

Board administration	Yes
Curriculum	Yes
Attendance	Yes
Management of health, safety and welfare	Yes
Personnel management	Yes

Provision for international students

The school is a signatory to the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 established under section 534 of the Education and Training Act 2020. The school has attested that it complies with all aspects of the Code and has completed an annual self-review of its implementation of the Code.

At the time of this review there were 237 international students attending the school, and no exchange students.

Rangitoto College has effective systems and processes to review and monitor the provision of high-quality education for international students. Students' progress and achievement are closely monitored, and many international students achieve high levels of academic success. International students are well integrated into the school and participate in a variety of cultural and sporting activities and leadership opportunities. Their wellbeing is prioritised, and the school has robust systems in place to support ongoing success.

School Improvement

ERO has confidence that Rangitoto College can bring about the improvements outlined in this report. The school demonstrates a comprehensive, deliberate and successful approach to increasing student attendance, and improving achievement outcomes and foundational school conditions that support students' success.

The next public report on ERO's website will be within four years.

Me mahi tahi tonu tātau, kia whai oranga a tātau tamariki
Let's continue to work together for the greater good of all children



Sharon Kelly
Director of Schools

20 July 2026

Further information about the school

Type of school	Secondary school Co-educational
Year levels	Years 9 to 13
School roll	4188
Student population	Asian 50%, New Zealand European / Pākehā 43%, 6% Māori, 4% MELAA, 3% Pacific. Students can identify with more than one ethnicity.
Equity Index (EQI)	This school's EQI is 399 which places it in the lowest range. This means very few students at this school face socioeconomic barriers to achievement.
Immersion & Bilingual Education	Rangitoto College does not offer the provision of te reo Māori in Māori medium settings.
Last ERO report	Profile Report November 2022

School information

Education Counts provides further information about the school's student population, student engagement and student achievement, school enrolments and school zones educationcounts.govt.nz/home.

What does EQI mean?

The Equity Index (EQI) is a number assigned to each school, ranging from 344 to 569. It estimates the extent to which students face socio-economic barriers to education and achievement. The Higher EQI the more barriers students in the school face.

EQI is **NOT** a measure of school quality or performance. It's about funding and support needs for the school.