

Roscommon School Education Review

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About the School

Location	Manurewa, Auckland	
Ministry of Education profile number	1470	
School type	Contributing (Years 1 to 6)	
School roll	539	
Gender composition	Boys 53% Girls 47%	
Ethnic composition	Māori	37%
	NZ European/Pākehā	2%
	Samoan	35%
	Cook Island Māori	11%
	Tongan	8%
	Niue	2%
	South East Asian	2%
	Indian	1%
	other Pacific	1%
	other	1%
Special Features	Immersion programmes in te reo Māori	
	Bi-lingual programmes in Samoan and Tongan	
	Social Worker in Schools (SWIS)	
Review team on site	February 2014	

Date of this report	2 May 2014	
Most recent ERO report(s)	Education Review	May 2011
	Education Review	May 2009
	Education Review	February 2006

The Purpose of an ERO Report

The purpose of ERO's reviews is to give parents and the wider school community assurance about the quality of education that schools provide and their children receive. An ERO school report answers the question "How effectively is this school's curriculum promoting student learning - engagement, progress and achievement?" Under that overarching question ERO reports on the quality of education and learning outcomes for children and for specific groups of children including Māori students, Pacific students and students with special needs. ERO also reports on the quality of the school's systems for sustaining and continuing improvements.

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1 Context

What are the important features of this school that have an impact on student learning?

Kia ora, talofa lava, malo e lelei, kia orana, fakalofalahi atu, bula vinaka.

Tēnā koutou te kura o Roscommon, arā te poari, ngā mātua, te tumuaki, ngā kaiako me ngā tamariki. He mihi nei ki a koutou e pou kaha ana kia whai ai te mātauranga mō ō koutou tamariki.

Roscommon School has a clear vision of their school whakatauki/motto, Whakapono ki a koe, Believe in Yourself, to prepare students to be successful learners. The school provides a caring and welcoming culture for its predominantly Māori and Pacific students.

The Māori, Samoan and Tongan language units are a demonstration of the school's strong commitment to biculturalism and bilingual education. Immersion and bilingual learning programmes reflect the aspirations and values of the school's Māori and Pacific communities. Trustees support teachers to study second language learning and bilingualism at tertiary level to help realise the school's vision for providing high quality bilingual education.

Students are confident, friendly and respectful. They benefit from a settled and positive school tone. Special features of the school's setting include the visual artwork promoting the school's values, the spacious library and the attractive and well maintained gardens and grounds.

School trustees, staff and the community are proud of their school and the opportunities that it provides for students. Students participate in a variety of programmes that enrich their academic, sporting and cultural experiences, extend their talents and draw the community together. Extensive pastoral care and health services support the learning and wellbeing of students and their families.

2 Learning

How well does this school use achievement information to make positive changes to learners' engagement, progress and achievement?

The school is increasing its capacity to use student achievement information to make positive changes to students' engagement, progress and achievement.

Students are keen and willing learners and enjoy positive relationships with each other and their teachers. They are able to work independently and collaboratively. Increasingly students are using achievement information to set learning goals. Teachers should continue to share achievement information with students to increase their engagement in learning and to strengthen the use of goal setting.

Teachers assess students' learning regularly. Achievement information is analysed and reported to the board by senior leaders. However, the variety of assessment tools used in the different bilingual, mainstream and immersion language programmes makes collation and analysis of school-wide achievement information complex.

School leaders acknowledge the need to establish more effective and reliable assessment and reporting systems to better promote students' learning. They agree that it will be useful to:

- set more relevant and meaningful targets for groups of students who are at risk of not achieving
- track student progress over time against targets
- further develop strategies for accelerating the progress and achievement of target students.

Considerable work has been done to implement the National Standards and Ngā Whanaketanga Rumaki Māori (NWRM). School leaders and ERO agree that further professional development is required to develop moderation processes of overall teacher judgements across year levels. They should ensure that reports to parents about student progress in relation to the National Standards and NWRM are written in plain language.

Student achievement information indicates that there is some good achievement in reading and panui. School data also show that a large number of students achieve below expected levels, particularly in writing and mathematics, and that achievement in pangarau is low for immersion students. Teachers could use some of the successful teaching and learning strategies evident in reading to improve students' achievement in writing, mathematics and pangarau.

3 Curriculum

How effectively does this school's curriculum promote and support student learning?

The school's curriculum gives equal status to the English-based New Zealand Curriculum (NZC) and the Māori curriculum, Te Mātauranga o Aotearoa (TMoA). It supports student engagement in learning and has a strong focus on reading, writing, mathematics and oral language.

The curriculum strongly affirms the identity of Māori and Pacific learners. He Pua Mai i Rangiatea, the Māori immersion unit, enables Māori students to succeed as Māori. The Tongan and Samoan units similarly affirm students' home languages and cultural identity. Parents actively contribute to the school's curriculum and frequently visit classrooms to support their children's learning.

Teachers are student-focussed and committed to strengthening their practice. They are benefiting from well focused, school-wide professional development. Increasingly teachers are taking opportunities to share their knowledge and skills to enhance outcomes for students and improve teaching practice.

School leaders and ERO agree that it is timely to review the overall curriculum design and evaluate curriculum initiatives. School leaders should ensure that the curriculum:

- aligns clearly to the school's charter and the values and principles of the NZC
- provides increased opportunities for students to develop critical thinking skills and to take a greater role in leading their own learning.

It could now be helpful to develop a set of agreed school-wide expectations for teaching practice and planning that promote self-managing learners. School leaders should increase the robustness of performance management systems that is linked to the implementation of agreed practices for effective teaching and to the allocation of management units.

How effectively does the school promote educational success for Māori, as Māori?

Thirty-seven percent of the students identify as Māori. There is a clear commitment to biculturalism and promoting success for and as Māori. The language, culture and identity of Māori learners are well supported. He Pua Mai i Rangiatea provides a cultural setting where students are immersed in te reo Māori me ona tikanga.

Students take pride in the recognition and acknowledgement of Māori values and tikanga. They proudly participate at school pōwhiri, with senior students leading whaikōrero, waiata

and haka.

School leaders and ERO agree that the development of a school-wide education plan for Māori success would provide a more coordinated and strategic approach to further raising success for Māori students. The plan should specify achievement targets, and identify aspirations for success for Māori as Māori.

4 Sustainable Performance

How well placed is the school to sustain and improve its performance?

The school is well placed to implement the school's vision for change and development. School leaders and trustees are open to learning.

The school's inclusive culture and high whānau engagement provide a good foundation for sustaining and improving student learning and wellbeing. The principal is fully supported by the board. Central to school leadership and governance is the emphasis on both bilingual learning and raising student achievement.

The school structure provides good opportunities for teachers to be leaders. Team and unit leaders have clear responsibilities, and the roles of senior leaders are aligned to supporting each team. Literacy and numeracy leaders and others with pastoral and learning support roles also share responsibility for developing and sustaining effective teaching practices.

To further improve school performance and sustainability, the principal and board of trustees acknowledge the need to develop and implement an effective self-review process to support ongoing improvement. A well planned review cycle could help to ensure that appropriate emphasis is given to reflecting on school direction and the effectiveness of improvements. It would also be useful to review the board's operations and give higher priority to its role in setting, evaluating and monitoring strategic and annual goals. These goals should include those related to accelerating the progress of students who are currently underachieving.

ERO supports the school's initiatives for:

- trustees to access further training and support to increase their understanding of effective governance
- the principal to access external support to increase educational leadership across the school.

Board assurance on legal requirements

Before the review, the board of trustees and principal of the school completed the ERO Board Assurance Statement and Self-Audit Checklists. In these documents they attested that they had taken all reasonable steps to meet their legislative obligations related to:

- board administration
- curriculum
- management of health, safety and welfare

- personnel management
- financial management
- asset management.

During the review, ERO checked the following items because they have a potentially high impact on student achievement:

- emotional safety of students (including prevention of bullying and sexual harassment)
- physical safety of students
- teacher registration
- processes for appointing staff
- stand-downs, suspensions, expulsions and exclusions
- attendance.

In order to improve practice, trustees and school leaders must ensure that:

- police vetting of all non-teaching staff is carried out every 3 years.

When is ERO likely to review the school again?

ERO is likely to carry out the next review in three years.

Dale Bailey
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Northern Region

2 May 2014