

# Roscommon School - 21/12/2017

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## On this page:

[School Context](/review-reports/roscommon-school-21-12-2017/#school-context) (/review-reports/roscommon-school-21-12-2017/#school-context)

[Evaluation Findings](/review-reports/roscommon-school-21-12-2017/#evaluation-findings) (/review-reports/roscommon-school-21-12-2017/#evaluation-findings)

[1 Equity and excellence – valued outcomes for students](/review-reports/roscommon-school-21-12-2017/#1-equity-and-excellence-valued-outcomes-for-students)

(/review-reports/roscommon-school-21-12-2017/#1-equity-and-excellence-valued-outcomes-for-students)

[2 School conditions for equity and excellence](/review-reports/roscommon-school-21-12-2017/#2-school-conditions-for-equity-and-excellence)

(/review-reports/roscommon-school-21-12-2017/#2-school-conditions-for-equity-and-excellence)

[3 Board assurance on legal requirements](/review-reports/roscommon-school-21-12-2017/#3-board-assurance-on-legal-requirements)

(/review-reports/roscommon-school-21-12-2017/#3-board-assurance-on-legal-requirements)

[4 Going forward](/review-reports/roscommon-school-21-12-2017/#4-going-forward) (/review-reports/roscommon-school-21-12-2017/#4-going-forward)

[About the school](/review-reports/roscommon-school-21-12-2017/#about-the-school) (/review-reports/roscommon-school-21-12-2017/#about-the-school)

## School Context

Roscommon School is a large contributing (Year 1 to 6) school in Manurewa. Its roll consists of students who are mainly of Māori and/or Pacific heritage. The school's roll has continued to increase since ERO's 2014 review.

The school's vision is to create conditions for students to believe in themselves, 'Whakapono ki a koe'. The vision is underpinned by values of Whanaungatanga (relationships), Hiranga (excellence), Ako (teaching and learning from each other), Kaitiakitanga (sustainability), Aroha (love), Puawaitanga (blossoming), Oranga (wellbeing), Ngākau tapatahi (honesty/integrity), and Oho-ake (awakening).

The school aims to create a curriculum that reflects students' cultures, backgrounds and interests. The intent is to develop students' wellbeing and resilience, self-management and relationship skills.

Leaders and teachers regularly report to the board schoolwide information about outcomes for

students in the following areas:

- achievement in reading, writing and mathematics, in both English and Māori medium
- provision for students' additional learning needs
- progress and achievement in relation to school targets
- engagement and wellbeing for success.

Roscommon School has a te reo Māori immersion education focus in the unit, He Pua Mai i Rangiatea, and a bilingual education focus in the Samoan unit, Fotu o Nu'u Pule. Both units now provide for students from Year 1 to Year 8.

The board of trustees consists of newly appointed members and an experienced chairperson. Since 2014, teachers have participated in professional learning in writing and mathematics. Many teachers are qualified in Teaching English in Schools for Speakers of Other Languages (TESSOL).

## Evaluation Findings

### 1 Equity and excellence – valued outcomes for students

#### 1.1 How well is the school achieving equitable and excellent outcomes for all its students?

Roscommon School is making very good progress towards achieving equitable and excellent outcomes for students.

Over the last three years, school data show a positive upward trend in reading and mathematics achievement for all students. The majority of students achieve expectations in relation to the *New Zealand Curriculum* (NZC) and/or the Māori curriculum, *Te Marautanga o Aotearoa* (TMOA). Relevant assessment practices underpin this good progress.

School writing data show some variability. There has been a trend of disparity for boys in writing achievement in both English and Māori medium classes. The school has a focus on lifting writing achievement in He Pua Mai i Rangiatea. The school has good planning in place to raise achievement, and recent data show increased parity for these students.

Students achieve very well in relation to other valued outcomes identified in the school's

graduate profile and the NZC. Students are:

- respectful, enthusiastic and active learners who demonstrate high levels of cognitive engagement in their learning
- achieving success in sporting, the arts and cultural activities
- confident in their language, culture and identity
- showing leadership in their learning and service to others.

## 1.2 How effectively does this school respond to those Māori and other students whose learning and achievement need acceleration?

Roscommon School responds very effectively to students whose learning and achievement need acceleration.

The school successfully lifts students' achievement levels as they move through the school. By the end of their senior year at the school, most students achieve at expected levels. This is achieved through a multi-dimensional approach to accelerating learning that supports each child to develop as a learner and reach their potential.

School data show a positive lift in Māori children's achievement as they move through the school. The leadership team prioritises responding to the learning requirements of all Māori children. Teachers have high expectations for them to experience success as Māori.

School leaders place a focus on targeted teaching. As a result, teachers have improved the way they cater for students' diverse learning requirements. Teachers accelerate students' learning and monitor progress and outcomes through targeted teacher inquiries.

Learning through their first language helps to accelerate progress for many students. School information shows that accelerated learning for students in Fotu o Nu'u Pule occurs early in their school life.

Over half of the students are bilingual or new learners of English. Good strategies are in place to support these students to make progress in their learning. Appropriate links are made between the classroom programme and specialist English language support. Teachers monitor these students' progress and achievement to ensure they have full access to the curriculum.

Leaders and teachers respond well to students with additional learning needs. This is helping them to improve and sustain their learning over time. Almost all these students show positive shifts in their wellbeing, confidence and engagement in learning.

# 2 School conditions for equity and excellence

## 2.1 What school processes and practices are effective in enabling achievement of equity and excellence?

Highly effective school leaders are deeply connected to, and committed to serving, the school community. The school whakataukī, 'Whakapono ki a koe' is reflected in the school's inclusive culture. School leaders are acutely aware of students' potential. Student success is promoted, encouraged and nurtured at all levels.

Students are engaged and challenged in their learning. Teachers use effective teaching practices to promote students' active involvement in their learning. They provide students with frequent opportunities to collaborate, discuss, question, think critically and problem solve. Students are expected to share their learning with peers and teachers.

Teachers' self-reflection and evaluation contribute to improving the school's curriculum design and increasing the use of effective teaching strategies. An increasingly responsive and rich curriculum challenges students and actively engages them in learning. Students have learning opportunities that connect with their cultural identity, home language, and interests. Students also appreciate opportunities to learn through Education Outside the Classroom (EOTC).

School leaders and teachers are highly effective at engaging with the community. They recognise and value the integral role that whānau play in the life of the school and in supporting and nurturing children's learning. Parents are involved in strategies to support learning at home, and in sharing and celebrating learning.

## 2.2 What further developments are needed in school processes and practices for achievement of equity and excellence?

School leaders and teachers acknowledge that a next step is to extend opportunities for students to develop and express themselves within a challenging and creative curriculum. This development has the potential to give balance to the emphasis the school has given to literacy and numeracy. Increasing opportunities for students to actively engage in critical and creative thinking would contribute to the school's goal of developing students' character, achievement, leadership and collaboration.

The school has a culture of applying reflective thinking and evaluation to the curriculum and teaching practices. This very good evaluation practice could now be extended to evaluation of other key areas of operation, including strategic planning, stewardship and student wellbeing.

Strengthening internal evaluation through the use of indicators of effective practice would provide clearer direction for ongoing improvement at a strategic level.

## 3 Board assurance on legal requirements

Before the review, the board 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 the following:

- board administration
- curriculum
- management of health, safety and welfare
- personnel management
- finance
- asset management.

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

- emotional safety of students (including prevention of bullying and sexual harassment)
- physical safety of students
- teacher registration and certification
- processes for appointing staff
- stand down, suspension, expulsion and exclusion of students
- attendance
- school policies in relation to meeting the requirements of the *Vulnerable Children Act 2014*.

## 4 Going forward

### Key strengths of the school

For sustained improvement and future learner success, the school can draw on existing strengths in:

- a strong school culture of Whanaungatanga, Ako and Mahi that creates an effective learning environment for confident and engaged students
- teachers' professional culture of collaboration and reflection that promotes consistently good quality teaching practice and high expectations for learning

- meaningful community partnerships that provide good support for students' learning
- dual language pathways that value, nurture and harness students' language, culture and identity to enhance their learning.

## Next steps

For sustained improvement and future learner success, development priorities are in:

- enhancing the curriculum to broaden students' learning, challenge and deepen their thinking and promote their creativity
- extending internal evaluation to focus on stewardship and strategic planning and reporting to support school development and decision making.

## ERO's next external evaluation process and timing

ERO is likely to carry out the next external evaluation in four-to-five years.

Graham Randell

Deputy Chief Review Officer Northern

Te Tai Raki - Northern Region

21 December 2017

## About the school

Location
Manurewa, Auckland
Ministry of Education profile number
1470
School type
Contributing (Years 1-6)

School roll

628

Gender composition

Boys 55%

Girls 45%

Ethnic composition

Māori

Samoaan

Cook Island

Māori

Tongan

other

36%

35%

10%

9%

10%

Provision of Māori medium education

Yes

Number of Māori medium classes

5

Total number of students in Māori medium (MME)

81

Total number of students in Māori language in English medium (MLE)

0

Number of students in Level 1 MME

81

Number of students in Level 2 MME

0

Review team on site

November 2017

Date of this report

21 December 2017

Most recent ERO report(s)

Education  
Review  
Education  
Review  
Education  
Review

May 2014

May 2011

