



School Evaluation Report

School Name: Rosmini College

Profile Number: 39

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.

Context

Rosmini College is a Catholic boys' school in Takapuna that provides a special character education for students from Years 7 to 13.

Its mission is to support and develop well-rounded young men who have the values, attitudes, knowledge and skills to fulfil their lives and are empowered to serve others, while keeping true to the maxims of Antonnio Rosmini of a genuine encounter with Christ.

There are two parts to this report.

Part A: An evaluative summary of learner success and school conditions to inform the school board's future strategic direction, including any education in Rumaki/bilingual settings.

Part B: The improvement actions prioritised for the school's next evaluation cycle.

Part A: Current State

The following findings are to inform the school's future priorities for improvement.

Learner Success and Wellbeing

Most students achieve high academic outcomes, attend regularly and are purposefully engaged in learning, with a large majority of Māori students achieving the same.

- Almost all students achieve National Certificates of Educational Achievement (NCEA) in Levels 1, 2 and 3 and most achieve University Entrance qualifications; the school has yet to get Pacific student achievement to the same level as others in the school.
- The large majority of students in Years 7 to 10 achieve curriculum level expectations for reading, writing and mathematics; disparity for Pacific and Māori learners is evident at this level.
- Regular attendance is higher than the Ministry of Education 2024 target; the school works with learners and parents to ensure learners understand the importance of attending and support them to overcome any issues.

Conditions to support learner success

School leadership works collaboratively and strategically to improve outcomes for learners.

- Students have a strong sense of respect for the school and benefit from a learning environment, culture and curriculum that is derived from the school's mission, vision and values.
- School leaders set and pursue coherent improvement goals with implementation plans that achieves desired outcomes for student success.
- The school attracts, retains and develops effective teaching staff with a culture of strong relational trust and collaboration that supports positive outcomes for students.

The school's curriculum and teaching practices are increasingly responsive to students' learning needs, interests and aspirations.

- A comprehensive range of assessment information is used to evaluate and report the progress of each learner, so parents and whānau can work in partnership for successful learner outcomes.
- Learners are engaged through effective teacher practices, with timely and specific feedback provided to individuals.
- There are increasing provisions that support learners to gain sound foundation skills, including literacy and mathematics, and knowledge and appreciation of te ao Māori.

A purposeful and respectful school culture and learning climate supports the achievement of students.

- Leaders and teachers engage in professional learning to improve confidence and capability in te reo me ona tikanga Māori, mātauranga Māori and te ao Māori knowledge and capability.
- The school connects with parents, whānau, old boys and the community to extend wider school provisions, opportunities, and the commitment students make to service in the community.
- The board represents and serves the school community to plan, make resourcing decisions and enact the school's mission and strategic direction.
- Leaders and teachers increasingly use effective strategies to support access to learning for all, including Māori and Pacific learners, and students with learning support needs.

Part B: Where to next?

The agreed next steps for the school are to:

- improve achievement for Māori, Pacific and other learners who need support, by implementing initiatives and strategies
- continue to grow student and staff capability in te reo Māori, tikanga Māori, te ao Māori and mātauranga Māori
- ensure learner experiences are positive and mana enhancing by regularly gathering, analysing and acting on learner wellbeing surveys and other data to strengthen pastoral care.

The agreed actions for the next improvement cycle and timeframes are as follows.

Within six months:

- monitor attendance and achievement data against improvement goals to ensure improved attendance and successful learning and engagement for Pacific students in line with the school's expectations
- use a monitoring process to review and report on how effectively teachers are integrating te reo Māori, te ao Māori and mātauranga Māori in programmes
- use suitable methods such as wellbeing surveys and behaviour information to gather data and inform annual implementation planning and initiatives.

Annually:

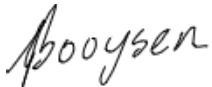
- continue to embed restorative and culturally responsive practices schoolwide
- evaluate the impact of teaching and pastoral interventions on improving student achievement, particularly in addressing levels of inequity of student outcomes
- report to the board on the annual and over time attendance, progress and achievement of Pacific students.

Actions taken against these next steps are expected to result in:

- higher rates of student attendance and engagement, particularly for Pacific students
- further development of an inclusive learning environment where Māori students experience culturally responsive teaching practices and curriculum content that reflects and affirms their identity and successes
- increased consistency in the delivery of culturally responsive teaching practices
- data and evidence that shows improved consistency in behaviour management practices and enhanced learner wellbeing.

ERO's role will be to support the school in its evaluation for improvement cycle to improve outcomes for all learners. The next public report on ERO's website will be a School Evaluation Report and is due within three 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



Shelley Booyesen
Director of Schools

26 August 2024

About the School

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