



## PLANNING, POLICY & REVIEW SCHOOL SUMMARY RAKAHANGA SCHOOL 2012

### To the parents, caregivers and community of Rakahanga School

During the 12<sup>th</sup> – 14<sup>th</sup> September, the Ministry of Education's Planning and Development Division (P&D) undertook a full education review of the school's staff, systems, teaching programmes and resources. The following is an executive summary of our findings.

#### Review Purpose and Coverage

The purpose of this review was to address progress made towards the recommendations of the previous review in July 2011 and to investigate the school's processes and practices in the Ministry of Education's National Focus Areas for 2012. The Planning and Development reviews do not cover every aspect of school performance and each PPR report may cover different issues. The aim is to provide information on aspects that are central to student achievement and useful to this school.

#### Summary of Findings

The school of 15 students benefits from its small size in that it allows strong relationships to build between the teacher and students. The island provides opportunities to students for outdoor activities and the study of the environment, the marine life and its natural habitat. An exciting Science study was staged last year and continued this year to learn about turtles. This has led to the start of a scientific research project on the island.

Students appear confident and friendly young people, each given a chance to show their leadership skill once a week. However, the teacher is challenged daily with the task of teaching years 1 up to Year 11 students on his own. He teaches and delivers basically 9 essential learning areas daily within a definite time frame. It is suggested the teacher could work within an integrated thematic approach or provide each child with an Independent Education Plan (IEP) programme to allow for the flow of learning from one subject to another at the student's curriculum levels with assessment tasks already identified in IEPs.

A number of compliance directives from the previous report in 2011 have been met and a number still need to be addressed. Students are at a disadvantage with the lack of a full time Cook Islands Maori language teacher. A proactive school committee is needed to assist the Principal in areas where they could provide support and assistance.

**National Focus Areas:** The Principal, the teacher of the school needs to set in place self review and monitoring processes including school wide assessments. For tracking students' movements adherence to instructions within the School Manual is crucial. There are currently no ECE children in the school.

#### Future Action

P&D has outlined a number of compliance directives that must be addressed with a number of recommendations that may or could enhance quality learning of the students. The school will undergo a full education review in 2014 to ensure quality teaching performance.

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Anna Katoa,  
Review Officer

Handwritten signature of Jim Matheson in black ink.

Jim Matheson  
Acting Director Planning and Development