

CONFIRMED
EDUCATION REVIEW
REPORT

Previous ERO reports	Education Review	November 2005
	Education Review	May 2003
	Discretionary Review	June 1999
	Accountability Review	June 1998
	Assurance Audit	December 1993
	Review Report	July 1991

scholarship level. Māori students achieve above the expected levels for Māori students nationally and at or just below that of other students at the school. The board has the expectation that Māori students will achieve as well as non Māori.

The percentage of boys leaving school in 2005 and 2006 with no formal qualifications was higher than for similar schools. Since the on-site stage of the review, published

This is a positive trend.

The school managers need access to sufficient, analysed school-wide achievement information about the progress of the Years 9 and 10 boys so that the board can develop measurable and challenging targets for these groups of students. There is a need for this information to be available and used to improve the quality of programmes and student achievement. Years 9 and 10 boys sit an international standardised external test that measures their academic potential and attitude.

clearly the vision for learning and teaching. The headmaster, supported by the board and senior managers, is leading initiatives to do this. The introduction of more efficient management processes will help ensure the vision guides the practice. Specific and measurable school-wide achievement targets now need to be set for key groups of students including Pacific and Years 9 and 10 students.

The headmaster is committed to improving learning and teaching across departments. He has introduced a committee structure for key areas of management such as curriculum and pastoral care. Managers and committees are clarifying their roles and responsibilities so that they are actively supporting the headmaster to improve practice and build on the initiatives that are being developed. The management of the school is becoming more collaborative and teachers are accepting that professional leadership is not the role of the principal alone and should be shared across all staff with management responsibilities.

ation and opportunities for boys. The newly introduced requirements for heads of department to report more specifically on learning and teaching to the board will help the trustees know if their expectations are being met. They will be able to use this information to set achievement based targets

Areas for improvement

- < *Framework for learning and teaching.* The board, headmaster and teachers have developed a draft framework for learning and teaching and this is out for consultation with the wider community. There is a need to record their shared vision, beliefs and guidelines for learning and teaching and the charter needs to broaden learning opportunities for boys. The teachers have begun to develop a vision for learners that is linked to the revised New Zealand Curriculum. They are working towards stating principles that will extend across all departments. The headmaster said that this framework would be in place by the end of 2008. [Recommendation 6.1]
- < *Strategic planning.* The strategic plan does not have a clear focus on learning and teaching across the school. Current strategic goals include a focus on high achievement for senior students. The specific and measurable achievement

Pacific students. The board expects these students to achieve as well as all students. The annual plan identifies the need to develop teaching approaches that

to teachers to help them extend their teaching approaches. The external contracts such as *Gifted and Talented* and *Information and Communications Technologies*, that the teachers have recently taken part in, provide good examples of best practice teaching approaches. [Recommendation 6.1]
- < *New, developing management processes.* Within the last year the headmaster has introduced management committees such as those for curriculum and pastoral care to support student learning and wellbeing. However, at the on-site stage of the review the lines of responsibility and accountability between the committees and the committees and management were not clear to all staff. As the roles and responsibilities of these committees become more defined they should provide more transparent management structures than have previously existed in the school. The senior management team is clarifying its role in decision-making. The headmaster and senior managers aim to have clearly understood lines for decision making and reporting. As these management systems become established they need to be reviewed so the board can be assured they are efficient and contributing to learning and teaching. [Recommendation 6.2]
- < *Analysis and use of achievement information.* The headmaster and heads of departments (HODs) need to analyse and use information more to improve student achievement and the quality of programmes. At the beginning of Year 9, substantial information is gathered and used to group boys and identify particular learning needs. However, there is limited analysis to show progress and achievement of groups of students over time. The board does not receive reports of analysed achievement information for Years 9 and 10 boys. Heads of

effectively to evaluate the quality of department programmes. The headmaster is beginning to gather school-wide information using an international standardised test at Years 9 and 10 that should assist in identifying school-wide trends and patterns of achievement over time. [Recommendation 6.3]

In the senior school there is considerable variation in how well HODs analyse and

their time at school, and that it was a more comfortable and accepting environment in which to be Māori.

- ◁ *Bicultural identity.* Students and staff spoken with by ERO report growth in pride and confidence amongst Māori students. The school hosted the recent Nga Manu Korero competitions with support and encouragement from the whole school community. Students are comfortable using te reo Māori and cultural practices such as hongi in the school environment. The kapa haka group performs regularly, and is well received by staff and students. Senior Māori students mentor junior students both formally and informally.
- ◁ *Student achievement.* shows Māori students achieving better than Māori students in similar schools. Māori achievement is at, or just below, that of High School. There are high expectations for achievement, and Māori students have high retention rates for completion of senior schooling.
- ◁ *Consultation.* Senior staff initiated a number of formal consultation meetings with whānau as part of the consultation process. They included a wish for more student voice in planning and evaluation of Māori programmes and activities. In 2008 the whānau were again consulted. The Tū Kānohi Ora programme has led to ongoing consultation.

Area for further improvement

- ◁ *Bicultural environment.* There is little evidence of te reo Māori or tikanga Māori in learning programmes other than timetabled te reo Māori. Students expressed a wish to see their language and culture more widely represented in other subject areas. They would also like to see Māori art works in the physical environment. They would like to see more use of te reo Māori in formal greetings in assemblies, and an emphasis on correct pronunciation.

The Achievement of Pacific Students

During the review, ERO evaluated the extent to which the school has knowledge of and strategies for promoting the achievement of its Pacific students. Pacific students continue to achieve above the expectation for Pacific students nationally but below that of other students at CBHS. There are 18 Pacific students enrolled at the school.

Area of good performance

- ◁ *Support for Pacific students* be acknowledged and supported. The cultural group performed at the school. The principal has a specific responsibility for Pacific students. He actively seeks the involvement of parents and other members of the Pacific community in supporting Pacific students. For example, this year he has met with parents to seek their support in the continued development of the cultural group, and in providing ideas for improving Pacific student achievement and making Pacific culture more visible in the school. The next step is to develop specific plans to achieve these goals.

Thinking about the Future

ERO is currently discussing with secondary schools how they are thinking about the future and what it might mean for their students.

The school reports that, after thinking about the future and what it might mean for students, it has done the following:

- ◁ the school is investigating alternative ways of structuring the school day to allow more efficient use of the school plant and expertise.

Provision for International Students

Compliance with the *Code of Practice for the Pastoral Care of International Students* and the Provision of English Language Support

Christchurch Boys' High School is a signatory to the *Code of Practice for the Pastoral Care of International Students* (the Code) established under section 238F of the Education Act 1989. This is a requirement of all schools that enrol international students in terms of the Act. Schools are also required to provide English language support for their international students.

The school complies with all aspects of the Code.

Areas of good performance

- ◁ *Pastoral care.* Students receive effective pastoral care. The director of international students maintains regular contact with senior managers, deans and guidance counsellors in order to monitor the wellbeing, learning and attendance of international students. She meets regularly with students individually, and as a group. The weekly group meetings offer students the opportunity to share ideas, discuss issues and provide support for each other. The students are well integrated into the school and participate in a wide range of sporting and cultural activities. Students spoken with by ERO were appreciative of the support and guidance they received from the director of international students and teachers.
- ◁ *Homestay provision.* The homestay coordinator has robust procedures for the selection and monitoring of homestays. She, and the director of international students, provide sound guidelines and advice to caregivers and students about appropriate boundaries and behaviours in the homestay environment. The homestay coordinator maintains good communication with caregivers, is readily accessible to them and responsive to their requests and concerns. Caregivers spoken with by ERO valued the support she provided.
- ◁ *English language provision.* Students are provided with suitable programmes for English for Speakers of Other Languages (ESOL). Programmes provide opportunity for students to gain credits on the National Qualifications Framework at each year level. Programmes are flexible in order to cater for individual student needs. Students are also supported by after school tutor support in commerce subjects and a peer-tutoring programme. The director of international students has identified the need to improve liaison with some subject area teachers about student learning needs. ESOL teachers regularly monitor student

progress. The director of international students includes information about senior student achievement in her annual report to the board of trustees.

Provision for Students in the School Hostel

In this review ERO evaluated the extent to which the school hostel provides a safe physical and emotional environment that supports learning for students accommodated in the hostel.

5 Board Assurance on Compliance Areas

Overview

Before the review, the board of trustees and principal of Christchurch Boys' High School completed an ERO *Board Assurance Statement* and *Self-Audit Checklist*. 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; and
- < asset management.

During the review, ERO checked the following items because they have a potentially

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

Compliance

ERO identified at the time of the on-site stage of this review that:

- < not all teachers held a current registration certificate; and
- < appraisal was not being completed annually for all teachers.

Since the on-site stage of the review, the headmaster states that all teachers now hold a current registration certificate and that all appraisals were completed by the end of 2008.

Although the board receives some information about the physical safety of the school through safety checks carried out by the property manager, there is no regular or recorded hazard check.

Teachers complete a process for risk analysis when taking groups of boys away from the school but completed forms are not always signed, and high risk trips are not always reported to the board for its consideration.

ERO identified the following areas of non-compliance. In order to address these the board of trustees must at all times:

- 5.1 ensure that all teachers have a current practising certificate; and
[s120a 4(3) Education Act 1989]
- 5.2 comply with Ministry of Education requirements for the appraisal of all teachers.
[s77C State Sector Act 1988; NZ Gazette No 180: Dec 1996]

31 March 2009

31 March 2009

work place learning opportunities. The scope of the curriculum is supporting the increasingly diverse needs of senior students.

Adams House, the school hostel, is a modern and well managed facility that provides a high standard of support and care for 120 boys. The school effectively provides for a significant number of international students.

Senior students achieve higher than students in similar schools in literacy and numeracy at Level 1 NCEA, and as well as students in similar schools in national qualifications. In 2007, a small number of students achieved very well at the highest scholarship level. Māori students achieve above the expected levels for Māori students nationally and at or just below that of other students at the school. The board has the expectation that Māori students will achieve as well as non Māori.

The percentage of boys leaving school in 2005 and 2006 with no formal qualifications was higher than for similar schools. Since the on-site stage of the review, published

This is a positive trend.

The school managers need access to sufficient, analysed school-wide achievement information about the progress of the Years 9 and 10 boys so that the board can develop measurable and challenging targets for these groups of students. There is a need for this information to be available and used to improve the quality of programmes and student achievement. Years 9 and 10 boys sit an international standardised external test that measures their academic potential and attitude.

ching. The headmaster, supported by the board and senior managers, is leading initiatives to do this. The introduction of more efficient management processes will help ensure the vision guides the practice. Specific and measurable school-wide achievement targets now need to be set for key groups of students including Pacific and Years 9 and 10 students.

The headmaster is committed to improving learning and teaching across departments. He has introduced a committee structure for key areas of management such as

3fETQq0.00000887 0 595.25q0.00000887 0 01.6 Tm0 g0 GTBT/F1 p1 0 0 dF1 1

Future Action

ERO will determine the nature and timing of the next review on receipt of the school's response to this report.

Review Coverage

ERO reviews do not cover every aspect of school performance and each ERO report may cover different issues. The aim is to provide information on aspects that are central to student achievement and useful to this school.

If you would like a copy of the full report, please contact the school or see the ERO website, <http://www.ero.govt.nz>.

Isabell Sinclair Irwin *Signed*
Area Manager
for Chief Review Officer

