

EDUCATION REVIEW REPORT:  
CHRISTCHURCH BOYS' HIGH SCHOOL  
NOVEMBER 2005

- [1. About the School](#)
- [2. The Education Review Office \(ERO\) Evaluation](#)
- [3. School Specific Priorities](#)
- [4. Areas of National Interest](#)
- [5. Board Assurance on Compliance Areas](#)
- [6. Recommendations](#)
- [7. Future Action](#)

[Community Page](#)

**Disclaimer**

Individual ERO school and early childhood centre reports are public information and may be copied or sent electronically. However, the Education Review Office can guarantee only the authenticity of original documents which have been obtained in hard copy directly from either the local ERO office or ERO Corporate Office in Wellington. Please consult your telephone book, or see the ERO web page, <http://www.ero.govt.nz>, for ERO office addresses.

**School Statement**

Prior to the review ERO offers schools the opportunity to provide some background in the form of the school's location and context, significant achievements since the last review, and issues being considered by the Board of Trustees.

Christchurch Boys' High School has not provided a school statement.

This report has been prepared in accordance with standard procedures approved by the Chief Review Officer.

**1. About the School**

Location	Riccarton, Christchurch
Ministry of Education profile number	327
School type	Secondary (Year 9-13)
Decile rating <sup>[1]</sup>	10

Teaching staff:		
Roll generated entitlement	78.08	
Other	7.24	
Number of teachers	103	
School roll	1355	
Number of international students	65	
Gender composition	Male 100%	
Ethnic composition	NZ European/Pākehā	78%
	Asian	13%
	Māori	7%
	Pacific	2%
Special features	Boarding hostel for 132 students	
Review team on site	August 2005	
Date of this report	28 November 2005	
Previous ERO reports	Education Review	May 2003
	Discretionary Review	June 1999
	Accountability Review	June 1998
	Assurance Audit	December 1993
	Review Report	July 1991

## 2. The Education Review Office (ERO) Evaluation

Christchurch Boys' High School is a large, well-established school set in spacious grounds in suburban Christchurch. The school has a long tradition of providing secondary education for boys. The nearby hostel is modern, very well looked after and provides a high standard of accommodation and care for 132 students.

This review focused on school specific areas covering the quality of teaching in sampled curriculum areas, how the school meets the learning needs of junior students and how well senior students are achieving in external qualifications. Areas of national interest were the achievement of Māori and Pacific students, implementation of the health and physical education curriculum, the hostel, international students, and adult and community education. Some compliance aspects related to student safety were also reviewed.

Senior students achieve well in national qualifications. Overall results for 2004 were above the national average in almost every aspect. At all levels in the National Certificates of Educational Achievement (NCEA) the proportion of students achieving qualifications was higher than for students in similar schools. A small number of students was very successful at the highest scholarship level. Middle managers analyse and use senior school achievement data effectively to improve learning for senior students.

Managers are developing systems for tracking and analysing student achievement in the junior school. The board set achievement targets in this area in 2004 that were met, and has appropriate targets in place for 2005. Departments have goals based on student achievement. Effective systems are in place to provide extension and/or support for students needing it. Improving student achievement is a school-wide focus.

In the classes observed by ERO, the teaching techniques ranged from ineffective to very good. Relationships between students and teachers were generally mutually respectful. In some classes teachers' enthusiasm for their subject, use of multi-level planning and use of a variety of teaching styles were major contributors to the high level of student engagement and interest. These good practices should be more widely adopted.

The school is built on a traditional boys' education culture, which is currently subject to analysis and development in order to retain the best of the past and also move forward. The balance between the academic, sporting and cultural aspects of school life is under review. There is a school-wide focus on

incorporating ideas from the research on boys' education. Staff and students spoken to by ERO are positive about the school and the direction it is heading.

The leadership style of the headmaster and senior management team is consultative and focused on enhancing student achievement and supporting a wide range of extra curricular activities. Managers and the board make good use of surveys of parents, staff and students to set priorities, goals and targets for improving teaching and learning. The board is also engaged in an ongoing process of review and development as it clarifies its governance role and delegates management functions.

### ***Future Action***

ERO is confident that the board of trustees can manage the school in the interests of the students and the Crown and bring about the improvements outlined in this report.

ERO will review the school again as part of the regular review cycle.

## **3. School Specific Priorities**

### ***The Focus of the Review***

Before the review, the board of Christchurch Boys' High School was invited to consider its priorities for review using guidelines and resources provided by ERO. ERO also used documentation provided by the school to contribute to the scope of the review.

The detailed priorities for review were then determined following a discussion between the ERO review team and the board of trustees. This discussion focused on existing information held by the school (including student achievement and self-review information) and the extent to which potential issues for review contributed to the achievement of the students at Christchurch Boys' High School.

ERO and the board have agreed on the following focus areas for the review:

- learning and teaching in Years 9 and 10: meeting students' specific needs; and
- senior student achievement.

ERO's findings in these areas are set out below.

### ***Learning and Teaching in Years 9 and 10: Meeting Students' Specific Needs***

#### **Background**

The board believes that the school has progressed since the last review, particularly in the areas of programmes for gifted and talented students and in the inclusion of ideas about boys' education. It felt that the existing learning support programme continued to be effective in providing assistance for those students needing it.

After discussion with ERO, these three areas became the review focus for the junior school. In the 2003 review ERO sampled classes in science, English and mathematics. ERO decided to observe classes in technology, social studies, health and physical education in order to underpin its evaluation of learning and teaching in the junior school.

#### **Areas of good performance**

- *The learning environment.* The purposeful learning environment and effective classroom management encourage students to achieve well. School leaders are providing a focus on learning and teaching. Students are motivated to learn and were observed to be on task and cooperative. They spoke positively about their teachers and their classes. Surveys of their attitudes to learning give valuable feedback to the senior managers and teachers. Teachers and students have high expectations, and students benefit from a positive learning environment.

- *Student access to the curriculum.* Students of all abilities have access to most areas and levels of the New Zealand curriculum. Teachers are well informed within their subject areas. They have a breadth and depth of knowledge that provides students with the opportunity to have their learning extended and enriched. Planning of programmes and provision of alternative courses caters for the abilities and interests of a wide range of students. ERO observed some examples of effective teaching practice that can be shared with others. Students spoken to by ERO appreciated the many and varied learning opportunities available to them.
- *Focus on boys' education.* There is an active spirit of enquiry into the issues around the best teaching practice for boys. Professional development has been undertaken. Teachers are at the early stages in terms of the implementation of these initiatives. Recent developments have included a more balanced range of cultural, academic and sporting activities that include students of varying backgrounds and interests. There is a growing recognition of cultural and academic successes as well as sporting success. In most classes, teachers are using topics that interest boys. In other classes, for example, health and physical education, active learning tasks increase student engagement. Teachers are open to new ideas and teaching strategies that will improve achievement for students.
- *Relationships.* There is a culture of respect in the school. The students said that they learn in a safe environment and expressed appreciation for their teachers. They knew how to access assistance. They showed respect for each other and the staff also modelled good relationships. There is a genuine concern for the wellbeing of the students and this was reflected in the commitment of the headmaster and staff to the extra-curricular activities. Students of different ethnic origins are being well integrated into the school community. The 'Fine Young Man' values are helping to foster these good relationships.
- *Support programmes.* The identification of students who require support for their learning needs is part of the school culture. Students, teachers and parents are made aware of the opportunities for learning support. Students are selected and diagnosed on the basis of a wide range of learning and behavioural needs. Their progress is carefully monitored by their teachers and by regular entries in the learning support register. Peer tutors and extra tuition support students in reading and mathematics. Learning support is also available to students for whom English is a second language. The learning support department has also targeted social studies in helping to develop differentiated units of work to better suit the range of learning needs in the junior classes.
- *Learning extension.* Students are identified for extension programmes in consultation with their parents and teachers. They are made aware of the opportunities that are available to them through the gifted and talented programme. They have access to workshops on giftedness, study skills and motivation, as well as a range of challenges outside the school programme. Individual learning plans are done for each student and a report written to monitor progress. The programme has been well researched, is based on a multi-category concept of giftedness and is culturally inclusive. It has recently gained funding to provide professional development for teachers. This professional development aims to encourage teachers to differentiate the learning programmes within their classes to better cater for the learning needs of all students.

### **Areas for improvement**

- *Range of effective teaching techniques.* Despite the focus on the learning needs of boys, many teachers were still not implementing a variety of teaching techniques to include all types of learners. Some classes observed were still teacher-centred in their approach. The teachers did not actively involve their students in the learning process. In these classes some students were disengaged and the teachers did not check out their understanding during the lesson. Learning aims were not always evident and there was limited group work. Feedback to students was not specific to the learning intentions and resources were sometimes too difficult for the students. They expressed the wish that their lessons be more varied and active for them. Students were not always given the best opportunity to learn and be fully engaged.  
[Recommendation 6.1]
- *Planning.* Managers have identified the need for differentiation in programme planning. Initiatives in the learning support and gifted and talented programmes have provided professional development and ideas to address these issues. Despite these initiatives, many classroom teachers were still teaching to

one level, with the exception of health and physical education. The lack of planned provision for different levels meant that not all students were able to achieve and succeed at their ability level.

*[Recommendation 6.1]*

- *Assessment.* The lack of information and analysis means that teachers are unable to report on the aggregated achievement for each year level. To address this, common assessments are now being introduced in social studies to measure students' progress in the knowledge and skills strands. This will enable teachers to get a more accurate picture of the progress of students across the whole cohort. The use of nationally benchmarked exemplars and assessment tools would also contribute to the range of assessment tasks. School-wide guidelines are needed to ensure that this practice is shared and adopted by other departments in Years 9 and 10. *[Recommendation 6.2]*

## **Senior Student Achievement**

### **Background**

The National Certificates of Educational Achievement (NCEA) are New Zealand's official national qualification for secondary school students. The National Certificates of Educational Achievement are part of the National Qualifications Framework (NQF).

ERO evaluates the progress made to implement the qualifications framework in schools, the use made of student achievement information available from those qualifications, and actual student achievement within the framework.

In addition to looking at the school's data and the way it is used, ERO visited classes and spoke to managers in science, physical education, French, Japanese and music in order to evaluate the quality of learning and teaching at the senior level.

### **Areas of good performance**

- *Student achievement.* Senior students achieve well in external qualifications. Overall results for 2004 were above the national average in almost every statistic. At all levels in NCEA the school's results were better than the average for all students, male students and students at boys' schools. A small number of students were very successful at the highest scholarship level.
- *Student engagement in learning.* Students in senior classes observed by ERO were generally on task. Teachers exhibited very good subject knowledge. Relationships were generally professional and respectful. Students responded positively to questioning, including some challenging questions, in most observed classes. In some classes teachers' enthusiasm for their subject, use of multilevel planning and use of a variety of teaching styles were major contributors to the high level of student engagement and interest. The high number of students in Year 12 and Year 13 helps the school provide a range of classes at curriculum levels that suit students. The use of pre-requisites for entry into some senior classes also motivates students in Years 11 and 12.
- *Departmental analysis and use of NCEA data.* Middle managers analyse and use senior school achievement data effectively. This includes a detailed report to the headmaster on results from the previous year and goals for the current year. Departments use the data to help ensure students undertake courses for which they are suitably prepared. In some departments the data is used to analyse skills and modify courses. Good use of the NCEA data helps promote student achievement by ensuring that they are in courses where they are likely to be successful while being intellectually challenged.
- *Opportunities for students in foreign language learning.* The school provides a number of opportunities for students of Chinese, French and Japanese to raise their level of achievement, and to learn more about other cultures, by using these languages in real-life situations with first language speakers. For example, there are biennial trips to Tahiti and Japan, and a group has been to China. There are frequent exchanges between the school and sister schools and cities in Japan. Native speakers are timetabled into senior Japanese classes, and a teaching assistant from France works with French classes. Students also have the opportunity to learn Spanish in Years 11–13.

### **Areas for improvement**

- *Variety of teaching methods.* Given the generally high levels of student engagement in all observed classes, some teachers missed opportunities to use a variety in their range of teaching strategies. Senior students learning would be enhanced by the use of a more varied range of teaching techniques, as mentioned in the previous focus area. [*Recommendation 6.1*]
- *Management of achievement data.* Although departments reported to the headmaster using the same headings, there was wide variation in the depth and content of reports from different departments. There were some gaps in reporting all subjects within the department report. A more consistent approach to these reports is likely to make them more useful to the headmaster and board in identifying strengths, weaknesses and areas for further action. [*Recommendation 6.2*]
- *Reporting of achievement data.* The board was provided with an overview analysis of the 2004 NCEA results. At the time this was prepared, senior managers indicated to ERO that they were also proactive in analysing and promoting the achievement of the school's scholarship candidates. Consequently the board did not receive specific information about the results of different departments, some of which performed significantly better than others. Such information would be useful to the board in its resourcing decisions.

## 4. Areas of National Interest

### Overview

ERO provides information about the education system as a whole through its national reports. This information will be used as the basis for long-term and systemic educational improvement.

ERO collected information about Christchurch Boys' High School. These findings are included in this report to ensure that information about the school is transparent and widely available.

### Current Areas of National Interest

ERO is currently collecting information for national reports on:

- improving Māori student achievement;
- improving Pacific student achievement;
- implementation of the *Health and Physical Education in the New Zealand Curriculum*;
- provision for students in the school hostel;
- provision for international students; and
- Adult and Community Education (ACE).

### Improving Māori Student Achievement

#### Background

During the review, ERO evaluated the extent to which the school has knowledge of the strategies for promoting the achievement of its 101 Māori students.

#### Areas of good performance

- *Student achievement.* The school's analysis of 2004 NCEA results indicates high levels of Māori student achievement compared to the national averages for Māori and comparable levels of achievement compared to their non-Māori peers within the school. In addition, high levels of Māori student retention to the senior school is an indicator of an environment that supports Māori student achievement.
- *Cultural identity.* The school's initiatives for improving Māori student achievement effectively support the wider school culture and values development. A new school haka defines the meaning of the school to the students. A kapa haka group provides students with extended opportunities for learning te reo Māori and leadership for the more able students. Performances by this group serve to celebrate students' achievements and to develop wider cultural awareness and appreciation within the school. Māori

students spoken to by ERO during the review noted that there is no focal point within the wider physical environment that reflects the school's strengthened bicultural emphasis.

- *Te reo and tikanga Māori programmes.* Students at all year levels have access to lessons of interest in te reo and tikanga Māori. The board has employed effective specialist teachers to maintain the quality and consistency of programme delivery. The next step is for the board and senior managers to plan strategically to cater for the increased interest in the junior programme option.

### **Area for improvement**

- *Plans and targets for improving Māori student achievement.* The 2003 ERO report noted that the board had not consulted with its Māori community to develop plans and targets for improving the achievement of Māori students. This formal process has still to occur. Trustees have yet to receive reports that inform them about the specific progress Māori students are making in their learning and achievement. [Action 5.1]

## **Improving Pacific Student Achievement**

### **Background**

During the review, ERO evaluated the extent to which the school has knowledge of and strategies for promoting the achievement of its 27 Pacific students.

### **Area of good performance**

- *Support for students' cultural achievement.* Pacific students' cultural achievement is acknowledged and supported. A student request for support with singing tutoring has created a wider range of opportunities for Pacific students. A cultural group has been established where students are taught skills in singing in a supportive environment. Within the group the singing and performance achievements of individual students can be appropriately displayed and celebrated. Senior managers have been instrumental in liaising with specialists and accessing support to ensure this initiative is sustained. The group provides a basis for providing other forms of support to students such as peer and specialist mentoring support.

### **Area for improvement**

- *Pacific student achievement.* The school's NCEA data showed that Pacific student achievement in 2004 was comparable to the national average for Pacific students but lower than that of their non-Pacific peers within the school. The next step for the school is to develop formal guidelines for monitoring and reporting on this information. Although the percentage of Pacific students is small, attention to their specific needs would help to improve their overall achievement. [Recommendation 6.2]

## **Implementation of the Health and Physical Education in the New Zealand Curriculum**

### **Background**

*Health and Physical Education in the New Zealand Curriculum* has been a requirement in schools since December 2001 and is compulsory for students to Year 10. During the review ERO investigated the extent to which *Health and Physical Education in the New Zealand Curriculum* is being implemented throughout the school so that the aims of the curriculum are met.

At Christchurch Boys' High School, health and physical education are administered and taught by separate subject departments.

### **Areas of good performance**

- *Quality of planning.* The quality of curriculum planning in both health and physical education is excellent and helps to ensure that students have full access to the national curriculum. Detailed course and unit outlines are based on consistent themes from the curriculum, such as the development of social and personal skills, and a healthy lifestyle. The programmes are progressive and recognise the ways in which boys grow and mature as they move up the school. Teachers are free to adapt the planning to suit the needs and abilities of their own classes, for example, in the amount of written work, or the degree of

responsibility expected of boys in sports education.

- *Variety of teaching techniques to encourage student learning.* Reviewers observed teachers in both health and physical education consistently using a wide variety of effective teaching techniques to involve students actively in learning. In the best examples, lessons had a logical progression, with the learning aims stated clearly at the beginning and regularly reviewed and reinforced as the session went on. The pace was lively, with regular changes of activity. Open questions encouraged students to think and give their ideas. Teachers encouraged students with frequent positive comments on good skills, ideas, and effort.
- *Physical education department self review.* Teachers in the department are involved in a continuing process of self review. This is aimed at modifying and improving the programmes offered, in order to give students the best possible opportunities to achieve. Student and staff feedback is sought in a variety of ways. There is an awareness of student needs related, for example, to different skill, fitness and literacy levels, stages of personal development, and career plans.
- *Recent progress in the implementation of the health curriculum at Years 9 and 10.* The board and senior managers are providing good support for the health curriculum. It is now being taught by specialist teachers who have a particular interest in this subject. Outside experts are brought in as appropriate. There is generous provision for other resources, although the size and location of the classrooms is not ideal. The student workbooks are attractive and use material which is modern and related to boys' interests. Feedback from students shows that they see the programme as relevant and interesting. Recent parent feedback gave enthusiastic support to the programme.

### **Areas for improvement**

- *Monitoring of student achievement in Years 9–10.* At present the physical education and health departments are not able to report to the board and parents on the achievement of students in relation to national curriculum levels. Some current reporting focuses on completion of tasks rather than on students' achievement and progress in particular attitudes, skills and knowledge. [Recommendation 6.2]
- *Community consultation.* Boards of trustees are required by legislation to consult with their community at least every two years about how the school will implement the health curriculum. At present, this consultation is overdue, although a parents' evening held earlier this year did provide some valuable parent feedback. The board needs to ensure that its community is surveyed more widely to help identify the learning needs of students in relation to this curriculum. [Action 5.2]

### **Provision for Students in the School Hostel**

#### **Background**

The hostel, Adams House, is located a short walk away from the school. It is fully self-contained and managed independently from the school. The hostel is full, accommodating 132 students. There are no international students in the hostel.

#### **Areas of good performance**

- *Physical environment.* With the exception of part of one block, all buildings are of high quality, in mint condition and are very well looked after by staff and students. The grounds are spacious with a good range of hard and grass surfaces available for recreational use. The gardens are beautifully maintained. Students have a good range of private and semi-public spaces, including a quiet area in the grounds, a computer room, a music practice room and appropriate common rooms for each age group.
- *Management structure.* The hostel is effectively managed. A full-time manager has responsibility for all aspects of the hostel operation, including domestic staff and finances. A newly formed hostel management committee, reporting to the board of trustees, is about to take over the overview role previously provided by a board sub-committee. The roles and responsibilities of staff are clearly documented. There is a strong emphasis on student welfare and safety.
- *Management of students.* Students, staff and parents are well informed about the day-to-day running of

the hostel. Documented procedures are comprehensive and informative. The responsibilities of supervising staff and prefects are clearly outlined. Routines observed by ERO operated smoothly with a minimum of staff intervention. Parents are kept well informed of hostel matters and their sons' progress and behaviour through termly newsletters and written reports. They are encouraged to contact the hostel manager at any time if they have any queries or concerns.

## **Provision for International Students**

Compliance with the *Code of Practice for the Pastoral Care of International Students*

### **Background**

Christchurch Boys' High School is a signatory to the *Code of Practice for the Pastoral Care of International Students* 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. The school complies with all sections of the code relating to welfare, accommodation and grievance procedures.

### **Areas of good performance**

- *Pastoral care.* The director of international students is committed to the welfare of the students. She maintains regular contact with parents, guardians and home stays, and liaises with the headmaster, deans, form teachers and the guidance counsellor. The students and the international committee meet weekly with the director to discuss issues, share ideas and offer support where needed. The students spoken to by ERO talked favourably of the support that they get from the director and their teachers.
- *Management of code compliance.* The standard of documentation and organisation for all aspects of the code is very high. Comprehensive policies, procedures and record keeping ensure that the school maintains full compliance with the code of practice. The director reports to the headmaster annually and evaluates the programmes through the use of student and staff surveys. The students are well integrated into the school and participate in a wide range of activities both inside and outside the classroom. Students knew where to access help and felt safe in the school and in their home stay accommodation.
- *Communication with parents.* Parents are kept well informed about their son's progress and welfare while at the school. Newsletters, communication by e-mail and reports on progress are sent regularly to parents. The director, headmaster, designated caregiver and other staff meet parents on annual visits overseas. Positive relationships have been established between the school and the parent communities.
- *Monitoring accommodation.* The director of international students oversees the work of the homestay liaison person, the school's agent and homestay hosts. The school follows sound procedures for the selection and monitoring of homestay accommodation. There is good advice and guidelines that explain how to overcome cultural differences, problems that may arise and where to seek help. The school's agent visits the homestay families, liaises with the students and also provides temporary accommodation if needed. She makes herself available to students at all times.
- *Language support for students.* Students have the opportunity to study English as a second language as well as other languages. The school has several qualified ESOL teachers. They liaise with other subject teachers to develop strategies to help support the learning of international students. They have a structured programme for learning English and encourage the students to adopt learning strategies, like peer-assessment, that will benefit them in other classes. The director makes herself available to international students as part of the school-wide learning support programme.

### **Area for improvement**

- *Facilities for international students.* As yet there is no designated space set aside for international students to gather and socialise. The classroom in which English as a second language is taught is also not adequate. Students would benefit from facilities that would better serve their pastoral care and learning needs.

## **Adult and Community Education (ACE)**

### **Background**

New funding and quality assurance arrangements for ACE providers are being progressively implemented over a three-year period, 2005-2007.

The quality assurance arrangements are set out in the NZQA publication *Quality Assurance Arrangements for Providers of Adult and Community Education* (March 2005). From 2008 these requirements will become a requirement of continued funding.

From 1 August 2005 ERO reviews of schools that receive ACE funding and provide ACE programmes/activities will include an evaluation of the extent to which the ACE quality assurance arrangements are being met.

Christchurch Boys' High School has one ACE course and contracts hours out to an adult literacy provider. Both of these programmes meet government priorities, and their popularity shows that they are meeting community needs.

The current ACE policies and procedures are sound, though in some cases informal and undocumented. The coordinator has an excellent understanding of the new requirements and is planning to attend the training available. The school's accountant is being employed to help implement the new procedures. If the school decides to remain an ACE provider, it should have no difficulty in meeting the 2008 target.

### **Area of good performance**

- *Efficient management of the ACE provision.* All current documentation relating to the ACE programmes is appropriate, up-to-date, very well organised, and readily accessible. ACE funding has a separate ledger line in the school's accounts and is regularly reported in detail to the board.

### **Area for improvement**

- *Documentation.* The next step for the school is to document the procedures which are already in place. This would cover, for example, lines of accountability, provision of health and safety information to students, contracts with tutors and offsite providers, records of visits to classes, tutor self reviews, and regular surveys of students.

## **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 high impact on students' achievement:

- 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.

## Area of good performance

- *Health and safety management plan.* The board has hired a specialist consultant to prepare a health and safety management plan for the school. The draft plan is comprehensive and detailed, and is particularly user-friendly in its organisation and layout. It is specifically linked to current legislation and provides best practice guidelines for policies and procedures. Implementation of this plan should ensure that the school is taking all reasonable steps to look after the safety of its students and employees.

During the course of the review, ERO identified areas of non-compliance. In order to address these the board of trustees must:

- 5.1 in consultation with the school's Māori community, develop and make known plans and targets for improving the achievement of Māori students;  
*[1(v) National Administration Guidelines – National Education Guidelines 1993]*
- 5.2 consult with the school community about the implementation of the health curriculum; and  
*[s60B Education Act 1989, as amended by the Education Standards Act 2001]*
- 5.3 amend the child abuse policy to make it clear that any person may report their concerns directly to a social worker or a member of the police.  
*[s15 Children, Young Persons and Their Families Act 1989]*

## 6. Recommendations

ERO and the board of trustees have developed the following recommendations. That:

- 6.1 the senior and middle managers continue to investigate, implement and monitor initiatives to widen the range of teaching approaches to improve learning opportunities for students; and
- 6.2 the senior management team improves the systems and practices for the collection and analysis of achievement data and then uses this information to improve the quality of programmes and student achievement.

## 7. Future Action

ERO is confident that the board of trustees can manage the school in the interests of the students and the Crown and bring about the improvements outlined in this report.

ERO will review the school again as part of the regular review cycle.

Isabell Sinclair Irwin

*Signed*  
Area Manager  
**for Chief Review Officer**

28 November 2005

---

28 November 2005

## **To the Parents and Community of Christchurch Boys' High School**

These are the findings of the Education Review Office's latest report on **Christchurch Boys' High School**.

Christchurch Boys' High School is a large, well-established school set in spacious grounds in suburban Christchurch. The school has a long tradition of providing secondary education for boys. The nearby hostel is modern, very well looked after and provides a high standard of accommodation and care for 132 students.

This review focused on school specific areas covering the quality of teaching in sampled curriculum areas, how the school meets the learning needs of junior students and how well senior students are achieving in external qualifications. Areas of national interest were the achievement of Māori and Pacific students, implementation of the health and physical education curriculum, the hostel, international students, and adult and community education. Some compliance aspects related to student safety were also reviewed.

Senior students achieve well in national qualifications. Overall results for 2004 were above the national average in almost every aspect. At all levels in the National Certificates of Educational Achievement (NCEA) the proportion of students achieving qualifications was higher than for students in similar schools. A small number of students was very successful at the highest scholarship level. Middle managers analyse and use senior school achievement data effectively to improve learning for senior students.

Managers are developing systems for tracking and analysing student achievement in the junior school. The board set achievement targets in this area in 2004 that were met, and has appropriate targets in place for 2005. Departments have goals based on student achievement. Effective systems are in place to provide extension and/or support for students needing it. Improving student achievement is a school-wide focus.

In the classes observed by ERO, the teaching techniques ranged from ineffective to very good. Relationships between students and teachers were generally mutually respectful. In some classes teachers' enthusiasm for their subject, use of multi-level planning and use of a variety of teaching styles were major contributors to the high level of student engagement and interest. These good practices should be more widely adopted.

The school is built on a traditional boys' education culture, which is currently subject to analysis and development in order to retain the best of the past and also move forward. The balance between the academic, sporting and cultural aspects of school life is under review. There is a school-wide focus on incorporating ideas from the research on boys' education. Staff and students spoken to by ERO are positive about the school and the direction it is heading.

The leadership style of the headmaster and senior management team is consultative and focused on enhancing student achievement and supporting a wide range of extra curricular activities. Managers and the board make good use of surveys of parents, staff and students to set priorities, goals and targets for improving teaching and learning. The board is also engaged in an ongoing process of review and development as it clarifies its governance role and delegates management functions.

### ***Future Action***

ERO is confident that the board of trustees can manage the school in the interests of the students and the Crown and bring about the improvements outlined in this report.

ERO will review the school again as part of the regular review cycle.

### ***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**

## **GENERAL INFORMATION ABOUT REVIEWS**

### **About ERO**

ERO is an independent, external evaluation agency that undertakes reviews of schools and early childhood services throughout New Zealand.

### **About ERO Reviews**

ERO follows a set of standard procedures to conduct reviews. The purpose of each review is to:

- improve educational achievement in schools; and
- provide information to parents, communities and the Government.

Reviews are intended to focus on student achievement and build on each school's self review.

### **Review Focus**

ERO's framework for reviewing and reporting is based on three review strands.

- **School Specific Priorities** – the quality of education and the impact of school policies and practices on student achievement.
- **Areas of National Interest** – information about how Government policies are working in schools.
- **Compliance with Legal Requirements** – assurance that this school has taken all reasonable steps to meet legal requirements.

### **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.

### **Review Recommendations**

Most ERO reports include recommendations for improvement. A recommendation on a particular issue does

not necessarily mean that a school is performing poorly in relation to that issue. There is no direct link between the number of recommendations in this report and the overall performance of this school.

---

[\[1\]](#) Decile 1 schools draw their students from areas of greatest socio-economic disadvantage, Decile 10 from areas of least socio-economic disadvantage.