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Subject: Education Review Report



**EDUCATION REVIEW REPORT:
CHRISTCHURCH BOYS' HIGH SCHOOL
MARCH 2009**

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

1. About the School

Location	Christchurch
Ministry of Education profile number	327
School type	Secondary (Years 9 to 15)
Decile rating ^[1]	9
Teaching staff:	
Roll generated entitlement	78.5
Other	7.7
Number of teachers	93
School roll	1260
Number of international students	75
Gender composition	Boys 100%
Ethnic composition	New Zealand European/Pākehā 72%; Māori 8%; Asian 10%; Other 10%
Special features	Hostel Adult and Community Education Programme

Review team on site	July 2008	
Date of this report	31 March 2009	
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

2. The Education Review Office (ERO) Evaluation

Christchurch Boys' High School, established in 1881, has a tradition of academic and sporting achievement.

This review focused on the quality of learning and teaching in Years 9 and 10, how well the curriculum meets the needs of senior boys and teacher professional learning and development. ERO also reviewed the progress and achievement of Māori and Pacific students, provisions for international students, and the provision for students in the school hostel.

Since the Education Review in 2005, the headmaster and teachers have improved the culture in which boys learn. Boys are encouraged and supported to take personal responsibility for their learning, behaviour and relationships with others. They are given a range of opportunities to show leadership and to engage in service to others. The school culture is developed by teachers cooperatively working with all boys to adopt and live the values of what the school has identified as 'fine young men'.

The senior boys ERO spoke to said they identified with these values, that the headmaster and senior masters were approachable, supportive and fair and that relationships among boys and with staff had considerably improved during their time at school. Students that ERO spoke to said they are supported in achieving highly and are made to feel included and valued. This is shown by the bicultural approach evident in aspects of school life.

A group of Māori boys ERO spoke to said they feel well supported within the school, and said it was a more comfortable and accepting environment now in which to be Māori.

Teachers have taken part in professional development that aims to encourage teaching approaches that suit the interests, abilities and needs of all boys. Where teachers have achieved this improvement and demonstrated high quality teaching boys are engaged in learning at the appropriate level.

The curriculum for senior boys provides a range of pathways to higher learning, further training and employment. The number of subjects and qualifications available has increased since the last ERO review. Academic courses cover a range of subjects at suitable levels of challenge. The careers department helps boys' transition to life beyond school. Connections with local business give further support by providing 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 statistics show the 2007 percentage was similar to other high decile boys' schools. 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.

The school's charter needs to outline 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.

The board's aim is to achieve high quality education 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 for groups of students. Other aspects of self review need strengthening so trustees know what is working well and what needs to be improved.

The board and headmaster are determined to continue to build on the initiatives already happening at Christchurch Boys' High School. For example, improving the quality of education further and implementing the revised New Zealand Curriculum.

Future Action

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

3. The Focus of the Review

Student Achievement Overall

ERO's education reviews focus on student achievement. What follows is a statement about what the school knows about student achievement overall.

In 2007 Years 11, 12, and 13 students achieved National Certificates of Educational Achievement (NCEA) at similar rates to students in similar boys' schools (decile band 8 to 10). Year 12 students achieved slightly higher than students at similar schools. Year 11 students gained similar numbers of merit and excellence endorsements to their certificates as students in similar schools. Year 12 students gained slightly more excellence endorsements to their certificates than students at similar schools.

A high percentage of students achieved the compulsory literacy and numeracy credits at NCEA Level 1, particularly numeracy (93%). Students' literacy achievement was slightly lower (86%) but still higher than students in similar schools.

In 2007 students achieved university entrance at about the same percentage as students in similar schools.

Students in 2007 gained 23 scholarships and two outstanding scholarships. This was a higher percentage of scholarship entries with successful results than in other New Zealand schools (6% higher). Students have the opportunity to study for an international qualification in English and mathematics. Many achieve well in this qualification.

In 2005 and 2006, more students left school with little or no formal attainment than students in similar schools. Since the on-site stage of this review, published statistics show the 2007 percentage was similar to other high decile boys' schools. This is a very positive trend.

Achievement data supplied by the school shows that in 2007 Māori students achieved above the expected levels for Māori students nationally and at, or just below, that of other Christchurch Boys' High School students. Pacific students achieve at the expected levels for Pacific students nationally but below that of other Christchurch Boys' High School students.

The board and headmaster do not as yet require heads of departments to specifically monitor and report on the progress and achievement over time of the Years 9 and 10 students. As a result, there is no school-wide picture of the achievement and progress of these groups of students. This information is necessary as a basis for making decisions about where to improve the quality of teaching and improve student achievement. The headmaster reports that the school is looking at ways to gather this information and using it as a basis for decision making.

School Specific Priorities

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 area for the review:

- the quality of learning and teaching in Years 9 and 10 and the quality of the senior curriculum.

ERO's findings are set out below.

The Quality of Learning and Teaching

Background

Since the 2005 ERO review, teachers have focussed their professional development on improving the quality of learning and teaching. In particular, they have discussed ways to help them teach at different levels to better meet the interests, abilities and needs of individuals and groups of boys within their classes. Teachers have also extended the options for supporting gifted and talented boys. The senior curriculum has been broadened to include a wider range of subjects and some additional qualifications.

The board and headmaster asked ERO to provide feedback on the extent to which professional development initiatives were contributing to improve learning and teaching for boys, particularly in Years 9 and 10. They also wanted ERO to evaluate how well the curriculum is meeting the needs of senior boys.

Areas of good performance

- *Relationships.* ERO observed positive relationships among students and with teachers. These supported learning and achievement. Teachers ERO observed showed respect to boys and set high expectations for learning and behaviour. Boys were encouraged to take responsibility for their relationships with other boys. They have opportunities to work cooperatively with one another and to relate to other boys through a range of school programmes and activities. Senior boys are given opportunities to lead and to act as role models for junior boys. Senior boys ERO spoke to said the headmaster and senior masters were approachable, supportive and fair. They felt that relationships among boys and with staff have improved considerably during their time at the school.
- *School culture.* Since the 2005 ERO review, the headmaster and staff have successfully developed the school's culture to make sure that boys have opportunities to consider and develop attitudes and values such as respect, responsibility, pride, effective communication and good manners. These are some of the attributes that define the 'fine young man' that the school expects each boy to be. The boys ERO spoke to said they identified with these values and felt that the school supported them well to achieve highly in their learning and behaviour. The board sets high expectations for boys' success, participation and wellbeing. There is a strong emphasis on supporting them to take responsibility for themselves.
- *Breadth of the curriculum.* The school's wider curriculum promotes boys' personal growth and helps them understand and adopt community values. Boys are actively encouraged to participate in a range of academic, sporting, cultural and other activities that help them develop personal and leadership qualities and engage in community service. The school gives formal recognition for both contribution and achievement. ERO spoke to boys who said they appreciated the opportunities they have to participate and achieve.
- *Teaching approaches.* In classrooms where high quality teaching was observed students said that their learning was enjoyable and successful. Teachers recognised and celebrated successful learning. Features of these programmes included the teacher:
 - sharing the purpose of learning with boys;
 - teaching boys the skills for independent learning;
 - providing learning opportunities at a range of levels so that interests, abilities and needs are catered for;
 - improving learning through self, peer and teacher assessment; and
 - involving boys in evaluating their own learning and the quality of teaching.

Heads of departments need to encourage all teachers in their department to provide this quality of teaching. [Recommendations 6.3 and 6.4]

- *Senior curriculum.* The needs, interests and abilities of boys are being effectively catered for by the senior curriculum. A number of courses that are industry based have been added since the last ERO review. These include agriculture, sports studies and food technology. The Gateway Programme offers the opportunity for some boys to experience the work place while still at school. English and mathematics departments offer a range of courses and assessment opportunities at different levels of the curriculum. This enables boys to achieve through unit and achievement standards from the New Zealand Qualifications Framework. International qualifications are also available. Some boys study university papers. Partnerships developed between the school and local businesses provide good opportunities for boys to learn about and experience the business environment.
- *Responding to learning needs.* Students with particular needs are provided with extra learning support. Teachers are given useful school entry information about boys' achievement and most use this to prepare teaching programmes at different levels. Boys identified as gifted or talented are given extra assistance and opportunity to participate in additional challenging activities. Boys at risk of not achieving receive extra tuition in withdrawal situations and with teacher aides within the class programme. All boys receive very good assistance to identify their career aspirations and appropriate learning pathways. The next step for teachers is to formally evaluate how effective these programmes are in responding to needs and the reporting the outcomes to the board.

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 reflect the current developments within the school's curriculum. The intention is 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 targets are intended to apply to key groups of students including Māori and 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 will better support boys' learning needs. There now needs to be clear directions 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 departments (HOD's) could also use achievement information more 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 use achievement information to evaluate boys' progress, the effectiveness of planned programmes, the quality of teaching and to inform department planning. Some good practices in the English department could be extended across the school.

- *Self review processes.* A senior manager is improving the template for department review to include comparative data about boys' progress and achievement and information about the quality of teaching and learning. These improvements should provide useful information about what is working well and what needs to improve. [Recommendation 6.4]

4. Areas of National Interest

Overview

ERO provides information about the education system as a whole to Government to be used as the basis for long-term and systemic educational improvement. ERO also provides information about the education sector for schools, parents and the community through its national reports.

To do this ERO decides on topics and investigates them for a specific period in all applicable schools nationally.

During the review of Christchurch Boys' High School ERO investigated and reported on the following areas of national interest. The findings are included in this report so that information about the school is transparent and widely available.

The Achievement of Māori Students: Progress

In this review, ERO evaluated the progress the school has made since the last review in improving the achievement of Māori students and in initiatives designed to promote improved achievement. The proportion of students who identify as Māori has increased from 3% in 2003 to 8% in 2008. There are currently 105 Māori students. During this period, the school has increasingly provided opportunities for all students to develop respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgement of the unique place of Māori. The board expects Māori students to achieve as well as non Māori. At the senior level in 2008 Māori students achieved as well as their peers. In the second half of 2008 a group of Māori students was taking part (with students from five other Christchurch schools) in an initiative, Tū Kanohi Ora, to foster achievement. This initiative may offer a model for future target setting.

Areas of progress

- *Leadership.* The te reo Māori teacher and Māori students spoke of the support and encouragement from the headmaster and senior leaders in developing a higher profile for Māori in the school. Students value the leadership and care of the te reo Māori teacher. Senior students said that a lot of progress had happened over 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.* The school's analysis of NCEA results since the last review shows Māori students achieving better than Māori students in similar schools. Māori achievement is at, or just below, that of all boys at Christchurch Boys' 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 in 2006. These meetings established protocols and goals for 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 Kanohi Ora programme has led to ongoing consultation. The board realises it needs to maintain contact with Māori boys' whānau.

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.* Pacific students' cultural achievement continues to be acknowledged and supported. The cultural group performed at the Christchurch Schools' Pacifica Celebration again this year. A senior manager 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.

Professional Learning and Development

In this review ERO evaluated how well CBHS is managing professional learning and development. This includes how well the school makes decisions about professional learning and development, the extent to which these decisions are influenced by principles of effective practice, and the changes that have occurred for students and teachers as a result.

Background

The school has created a professional development committee to assist decision making about the goals and plans for staff development. Prior to the committee's establishment decisions were based on individual and department identified needs. Since the 2005 ERO review, staff professional development needs have been identified through the appraisal process.

Areas of good performance

- *Professional development committee.* The recent establishment of a committee addresses the need to align professional learning to the school's goals. This allows for informed decision making from a representative group of staff. This committee is developing terms of reference to ensure that it takes account of school policy, strategic planning and information from the appraisal process.
- *School-wide initiatives.* The school has accessed a number of national programmes for staff development. Major school-wide initiatives in gifted and talented education, and in the development of information and communication technology, have involved all staff. These initiatives have heightened awareness of the need for planning and implementing differentiated learning. Teachers are developing skills to introduce a variety of learning opportunities to address the needs of groups and individuals. Other programmes have addressed classroom management strategies and boys' learning.

Areas for improvement

- *Action planning.* At the time of the on-site stage of the review, the professional development committee had just been formed. Decisions now need to be based on a clear set of goals or targets. Terms of reference for this committee need to be refined, so that philosophy, procedures and lines of accountability and reporting are effective and transparent. This would enable planning and decisions to be aligned with other school-wide strategic planning. [Recommendation 6.4]
- *Evaluation of impact of professional development.* Teachers' anecdotal reflections suggest positive results. Planned programmes such as *Information and Communication Technologies* and *Gifted and Talented Students* have been evaluated comparing local and national effectiveness. A more rigorous evaluation of the effectiveness of school, department and personal professional development initiatives would allow decision makers to reflect on approaches that are effective, and ensure efficient use of resources, targeted at identified needs. [Recommendation 6.3]

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.

School hostels are required to be licensed by the Ministry of Education and comply with minimum standards specified in the hostel regulations.

The school hostel, Adams House, accommodates 120 students, 10% of the school roll.

Areas of good performance

- *Hostel management.* The hostel is well managed. The management committee includes the board chairman and the headmaster. The fulltime hostel manager lives on-site, is a former teacher at the school and has strong liaison with the school. He attends guidance and deans' meetings. He oversees a group of experienced staff and is responsible for all hostel operations. There are clear requirements and procedures for the running of the hostel. Parents can have regular contact with the hostel manager. There is strong parental involvement in the hostel that is supported by a group of thirty parents meeting every six weeks to discuss hostel issues and developments.

- *Physical environment.* The hostel is located within walking distance of the school in attractive grounds. The buildings are relatively new, purpose-built and spacious with good storage and study facilities. All rooms are networked for computer use and there is a well equipped computer room and small reference library. Students have good sporting facilities that include a beach volleyball court, a weights room and all weather tennis courts and cricket areas. Outdoor areas can be floodlit so students can enjoy outdoor activities in the early evening. There are attractive common room areas for each year level where students can access a wide range of television channels. The overall atmosphere is friendly and welcoming.
- *Student satisfaction.* Year 9 to 13 hostel students interviewed during the review were positive about the hostel's physical environment and their relationships with hostel staff. They spoke of a family atmosphere and positive supportive relationships among boys. They considered the hostel rules fair and liked the reward system and the opportunities for leadership within the hostel. They saw themselves as part of a large, cohesive family.

Because of the high national demand for hostel places there are no international students 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 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.

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]

In order to improve current practice, the board of trustees should:

- 5.3 maintain a hazards register that identifies the hazards and the actions taken to eliminate or minimise them, and report the outcomes to the board;
- 5.4 formalise any delegations it makes to the headmaster and senior staff for outdoor activities;
- 5.5 develop clear lines of accountability for the approval of RAMS and all EOTC activities; and
- 5.6 consider setting targets for students' achievement in Years 9 and 10 so that progress can be more easily monitored.

6. Recommendations

The board of trustees have developed the following recommendations to improve student achievement:

- 6.1 the board, headmaster and teachers continue to develop a vision for learning and teaching that provides clear direction through the school's charter and strategic planning;
- 6.2 the headmaster, senior managers and teachers review the school's management structures for efficiency, decision making and accountability processes relating to learning and teaching;
- 6.3 the managers and teachers analyse and make better use of achievement information to evaluate the progress boys make over time; to set department and school-wide targets to improve student achievement; and to evaluate and improve the quality of teaching; and
- 6.4 the board, headmaster and senior managers evaluate the effectiveness of all aspects of the school curriculum so that they know where improvements are needed.

7. Future Action

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

Signed

Isabell Sinclair Irwin
Area Manager

for Chief Review Officer

31 March 2009

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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**.

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This review focused on the quality of learning and teaching in Years 9 and 10, how well the curriculum meets the needs of senior boys and teacher professional learning and development. ERO also reviewed the progress and achievement of Māori and Pacific students, provisions for international students, and the provision for students in the

school hostel.

Since the Education Review in 2005, the headmaster and teachers have improved the culture in which boys learn. Boys are encouraged and supported to take personal responsibility for their learning, behaviour and relationships with others. They are given a range of opportunities to show leadership and to engage in service to others. The school culture is developed by teachers cooperatively working with all boys to adopt and live the values of what the school has identified as 'fine young men'.

The senior boys ERO spoke to said they identified with these values, that the headmaster and senior masters were approachable, supportive and fair and that relationships among boys and with staff had considerably improved during their time at school. Students that ERO spoke to said they are supported in achieving highly and are made to feel included and valued. This is shown by the bicultural approach evident in aspects of school life.

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Teachers have taken part in professional development that aims to encourage teaching approaches that suit the interests, abilities and needs of all boys. Where teachers have achieved this improvement and demonstrated high quality teaching boys are engaged in learning at the appropriate level.

The curriculum for senior boys provides a range of pathways to higher learning, further training and employment. The number of subjects and qualifications available has increased since the last ERO review. Academic courses cover a range of subjects at suitable levels of challenge. The careers department helps boys' transition to life beyond school. Connections with local business give further support by providing work place learning opportunities. The scope of the curriculum is supporting the increasingly diverse needs of senior students.

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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 statistics show the 2007 percentage was similar to other high decile boys' schools. 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.

The school's charter needs to clearly outline 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.

The board's aim is to achieve high quality education 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 for groups of students. Other aspects of self review need strengthening so trustees know what is working well and what needs to be improved.

The board and headmaster are determined to continue to build on the initiatives already happening at Christchurch Boys' High School. For example, improving the quality of education further and implementing the revised New Zealand Curriculum.

Future Action

ERO will determine the nature and timing of the next review on receipt of the board'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>.

Signed

Isabell Sinclair Irwin
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.