

**16/10/2012 - Christchurch Boys' High School
Christchurch**

Confirmed

**Education Review Report:
Arotake Paerewa**

*Kumēa te paetawhiti kia tata
Whakamaua te paerewa kia tīna
Tukuna te paehiranga kia topa!*

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The purpose of ERO's reviews is to give parents and the wider school community assurance about the quality of education that schools provide and their children receive. An ERO school report answers the question "How effectively is this school's curriculum promoting student learning - engagement, progress and achievement?" Under that overarching question ERO reports on the quality of education and learning outcomes for children and for specific groups of children including Māori students, Pacific students and students with special needs. ERO also reports on the quality of the school's systems for sustaining and continuing improvements.

Findings

1 Context

What are the important features of this school that have an impact on student learning?

Christchurch Boys' High School is a well-established school with a rich tradition. Boys experience a culture that is inclusive and supportive.

The school has a long-standing and close relationship with its community. Parents are well informed about their sons' education and welfare and they have good opportunities to communicate with teachers. The parent teacher and old boys' associations are very active in supporting school developments and events.

There is a boarding hostel attached to the school that caters for 10% of boys at the school. The school has a long-established programme for international students. The number of these students has dropped recently.

The school experienced some damage to its library and assembly hall as a result of the Canterbury earthquakes. Major developments and refurbishments are planned over the next few years. The school roll dropped slightly after the earthquakes.

2 Learning

How well are students learning – engaging, progressing and achieving?

Overall, students engage well and are motivated to achieve. School values are well established within the school's culture to promote the school's vision of the 'fine young man'. Pastoral care is well managed to support students and to help them to focus on their learning in a safe and positive environment.

National Certificates of Educational Achievement (NCEA) information shows that overall, students achieve at or above the level of students at similar schools. A recent focus on improving achievement levels at Year 13 has helped to improve results. Most Māori students achieve above the levels of their peers in similar schools.

School leaders have identified that the achievement levels of Pacific students need to improve. Individual mentoring processes have been put in place to lift the achievement of these students.

Many individual students and school teams achieve significant success in a variety of sporting codes and cultural activities and events.

The school has started to monitor the progress and achievement of students in Years 9 and 10. Assessment and reporting of their achievement is aligned to the curriculum levels of the New Zealand Curriculum. Some heads of departments (HODs) are introducing other assessments to improve the tracking of students' progress. Further work in this area would help senior leaders and HODs to extend and improve the assessment plan for Years 9 and 10 students, and to better analyse achievement trends and patterns.

Achievement targets are not being developed and used as effectively as they should be to raise student achievement. Some HODs and teachers are not aware of students who are targeted for accelerated progress. Better communication of targets and more robust monitoring of individual students would help HODs and teachers to evaluate the progress of these students over time.

3 Curriculum

How effectively does this school's curriculum promote and support student learning?

The school's curriculum is increasing in breadth to better meet students' interests, needs and abilities. Students can choose from a good range of academic and vocational courses and qualifications. Partnerships with the business community and tertiary providers also increase the range of opportunities for students to extend their academic learning, and to find out about and access vocational opportunities.

The quality of teaching observed by ERO in a sample of classrooms was good. Lessons were purposeful and well structured. Relationships were respectful between students and teachers.

Some targeted students benefit from having access to well-coordinated additional learning support. The board and learning support teacher are considering how best to sustain these programmes with more limited resources.

Students are benefiting from initiatives to provide a more comprehensive school-wide careers programme that supports individual students to make informed course choices and career decisions.

Senior leaders have identified the need to review the curriculum philosophy and extend curriculum guidelines. This should include a process to ensure the school-wide curriculum continues to develop in ways that provide appropriate pathways for all students.

How effectively does the school promote educational success for Māori, as Māori?

The school, with the support of an active whānau group, has developed an effective strategic plan that provides clear direction for the school to promote educational success for Māori students, as Māori. The board has endorsed the plan and the implementation of the strategies should continue to help promote educational success for Māori students, as Māori.

4 Sustainable Performance

How well placed is the school to sustain and improve its performance?

The board's sound governance practices are helping the school to sustain and improve its performance. The board is aware that some school leadership and management issues need to be resolved to support ongoing school improvement.

The board is raising its expectations for school personnel and is introducing more systematic self review. Trustees are providing appropriate governance and clear strategic direction for the school. The board and headmaster are working in partnership towards common goals. Trustees are active in undertaking training to support them in their roles.

Trustees are aware of the need to make sure that planning and reporting at all levels of the school are clearly aligned to the board's strategic goals.

The next steps for the board, headmaster and senior leaders are outlined below.

Management structures

The board and headmaster have identified the need to review some management structures and responsibilities. This issue was noted in the March 2009 ERO review. Actions taken to address these have met with mixed success.

To maximise the success of proposed changes it will be important that:

- the rationale for these changes and their intended outcomes are well communicated
- clear expectations are established regarding roles and responsibilities and the interface between various managers and committees
- strong lines of accountability are established and good provision is made for evaluating the impact of these changes.

Leadership and management practices

During the review it became increasingly apparent that aspects of leadership and management practices require further development. These include the need to:

- improve communication and clarify decision-making processes
- develop a wider range of change management strategies
- make greater use of action plans, with clear criteria for evaluating success, to promote ongoing school improvement.

ERO has asked the board to provide a report by the end of 2013 to confirm that the management structure is in place and that staff confirm there are significant improvements.

Curriculum review

The principal and senior leaders have identified, and ERO agrees, that curriculum review practices need extending and improving. In working to improve these practices, appropriate priority needs to be given to:

- extending the scope of the curriculum review programme and clarifying the purposes of reviews

- developing clearer guidelines for curriculum review at senior leader, department and teacher levels
- making sure that more regular departmental reviews are completed to better evaluate and improve the quality of teaching and learning
- increasing the use made of analysed achievement information and review findings to set goals and targets.

Provision for international students

The 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. There are 27 international students attending the school. At the time of the review there was an acting director.

The school has attested that it complies with all aspects of the Code.

ERO's investigations confirmed that the school's self-review process for international students is thorough.

Provision for students in the school hostel

The school hostel, Adams House, accommodates 132 students, 10% of the school roll. It is owned by Christchurch Boys, High School.

The hostel continues to maintain and build on the strengths noted in previous ERO reports.

Strengths include:

- management practices that sustain good practice, promote teamwork and lead to ongoing improvements
- relationships and routines that help to promote a safe physical and emotional environment and provide good support for students
- links between the hostel and the school and the efforts made to support students' learning
- communication practices that help to promote positive relationships with parents
- the growing opportunities students have to develop their leadership skills.

Board assurance on legal requirements

Before the review, the board of trustees and principal of the school completed the *ERO Board Assurance Statement and Self-Audit Checklists*. 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
- asset management.

During the review, ERO checked the following items because they have a potentially high impact on student achievement:

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

When is ERO likely to review the school again?

ERO is likely to carry out the next review in three years.



Graham Randell
National Manager Review Services
Southern Region

16 October 2012

About the School

Location	Christchurch	
Ministry of Education profile number	327	
School type	Secondary (Years 9 to 13)	
School roll	1272	
Number of international students	27	
Gender composition	Boys 100%	
Ethnic composition	NZ European/Pākehā	69%
	Māori	10%
	Pacific	2%
	Asian	10%
	Other Ethnicities	9%
Special Features	School Hostel - Adams House	
Review team on site	August 2012	
Date of this report	16 October 2012	
Most recent ERO report(s)	Education Review	March 2009
	Education Review	November 2005
	Education Review	May 2003