

# Te Ara Huarau | School Profile Report – Unconfirmed

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**School Name:** Christchurch Boys' High School

**Profile Number:** 327

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## Background

This Profile Report was written within eight months of the Education Review Office and Christchurch Boys' High School working in Te Ara Huarau, an improvement evaluation approach used in most English Medium State and State Integrated Schools. For more information about Te Ara Huarau see ERO's website.

[www.ero.govt.nz](http://www.ero.govt.nz)

## Context

Christchurch Boys' High School is a secondary school for learners from Years 9 to 13. The school has a history of offering education for over 130 years. It has an attached boarding hostel, Adams House.

Christchurch Boys' High School's strategic priorities for improving outcomes for ākonga are:

- continuing to increase the meaningful impact of teaching interactions at Christchurch Boys' High School
- creating a context of belonging and identity that takes strength from New Zealand's bicultural heritage and tikanga that enables equitable and high levels of success for all students.

You can find a copy of the school's strategic and annual plan on Christchurch Boys' High School's website.

ERO and the school are working together to evaluate the conditions required to support evidence-based evaluation of teaching.

The rationale for selecting this evaluation is:

- to define the principles of high-quality teaching through the adaption of the best practice models of culturally responsive evidence-based teaching
- to embed these principles in the development and use of the Christchurch Boys' High School Teaching Profile
- ensuring that the Christchurch Boys' High School's 'fine young men' are morally courageous and strive for personal and community success.

The school expects to see evidence of teaching and learning that shows teachers understand and are enacting the Christchurch Boys' High School Teaching Profile in everyday classroom practice. This will include positive and measurable impacts on student achievement, including those learners identified as needing to make accelerated progress.

## Strengths

The school can draw from the following strengths to support the school in its goal to further improve the outcomes, capability and confidence of its learners.

- A culture of high expectations of and for learners.
- A strong culture and identity with values that are embedded schoolwide.
- Work underway within the school to develop knowledge and capability of students and staff in relation to Te Tiriti o Waitangi ako based partnerships.
- Plans in place to create and implement a contextually appropriate teaching profile.

## Where to next?

Moving forward, the school will prioritise:

- consultation with staff, students, families and whānau to develop the Christchurch Boys' High School Teaching Profile which aligns with the school values, Te Kotahitanga Teaching Profile and Teaching Council Standards for the Education Profession
- developing skills of teaching observation and professional conversations in ways that align with the Christchurch Boys' High School Teaching Profile
- building partnerships and connection to community that contributes to a sense of place and identity for all students, including Māori and Pacific learners.

ERO's role will be to support the school in its evaluation for improvement cycle to improve outcomes for all learners. ERO will support the school in reporting their progress to the community. The next public report on ERO's website will be a Te Ara Huarau | School Evaluation Report and is due within three years.

Kathy Lye  
Acting Director Review and Improvement (Southern)  
Southern Region | Te Tai Tini

## About the School

The Education Counts website provides further information about the school's student population, student engagement and student achievement. [educationcounts.govt.nz/home](https://educationcounts.govt.nz/home)