



## **ERO External Evaluation**

### **Christchurch Boys' High School, Christchurch**

The purpose of ERO's external evaluations is to give parents, whānau and the wider school community assurance about the quality of education children and young people receive. ERO reports on the equity and excellence of learning outcomes for all students and for specific groups including Māori students, Pacific students and students with additional learning needs. This includes a focus on accelerating learning for students. ERO also reports on the quality and effectiveness of the school's processes and practices for continuing and sustaining improvement. The report gives evaluation findings that answer four key questions about the school's performance.

#### **School Context**

Christchurch Boys' High School has a roll of 1415 boys in Years 9 to 13. Adams House, the boarding accommodation located off site, caters for up to 136 boarders.

The school's vision is to develop men who can lead New Zealand and the world to be a better place, with an increased focus on consolidating the vision for learning and wellbeing, while balancing the strong sense of tradition with innovation.

Valued outcomes for the school are to have successful learners, supported by: staff as role models, an aspirational curriculum, quality leadership and an inclusive school community.

Key strategic aims for leaders and teachers are based around developing work ethic and culture, ensuring positive relationships and wellbeing, improving literacy and achieving the best educational outcomes for students.

Leaders and teachers regularly report to the board, schoolwide information about outcomes for students in the following areas:

- achievement in literacy, mathematics and other learning subjects
- achievement within the NZ Qualifications Framework
- additional learning needs
- wellbeing.

The school has faced significant property challenges, most of which are ongoing, since the Canterbury earthquakes in 2011 and 2012. These have been managed by the board, leaders and teachers in ways that have minimised any possible negative impact.

## **Evaluation Findings**

### **1 Equity and excellence – achievement of valued outcomes for students**

#### **1.1 How well is the school achieving equitable and excellent outcomes for all its students?**

The school is effectively supporting most students, including Māori, to achieve equitable and excellent outcomes in the National Certificates of Educational Achievement (NCEAs) Levels 1 to 3.

School achievement information for the last three years shows that over time most students, including Māori, achieve NCEA Levels 1 to 3, and that the majority of Pacific students achieve NCEA Levels 1 and 2.

The school has effective systems for identifying those students in Years 9 and 10 who need additional learning support in literacy, numeracy and science. These students are closely monitored and provided with appropriate, targeted support programmes in literacy.

#### **1.2 How well is the school accelerating learning for those Māori and other students who need this?**

Most students whose learning needs acceleration, including Māori, achieve the NCEA literacy requirements over a two-year timeframe.

The school is in the early stages of developing and understanding overall achievement patterns, including acceleration of progress, in Years 9 and 10.

### **2 School conditions for equity and excellence – processes and practices**

#### **2.1 What school processes and practices are effective in enabling achievement of equity and excellence, and acceleration of learning?**

The school's curriculum is responsive to the needs and interests of students. Students are provided with a broad range of learning opportunities within and beyond the school. Māori and Pacific students have many opportunities to participate in culturally-based events and activities, and see their cultures valued within the school environment.

Leaders promote a school culture that has the needs and aspirations of students at its heart. They support an environment that is conducive to student learning and wellbeing through ongoing reinforcement of clear and consistent expectations.

Meaningful and positive relationships between students and teachers ensure that the school's focus on pastoral care and wellbeing is central. The school's values are clearly evident and characterised by a culture of respect and empathy. An inclusive environment contributes to a strong sense of belonging for students.

Teachers closely track and monitor individual students' achievement and progress. This helps to inform the different approaches they use to engage students in their learning. A range of strategies is used to support student learning and engagement, and communicate with parents and whānau.

Leaders, teachers and the board gather and make effective use of feedback from a range of sources to inform decision making and improve practice. Regular opportunities for internal and external professional learning are building capacity for ongoing improvement and having a positive impact on meeting the school's priority areas for development.

Trustees contribute high levels of capacity and expertise to the board. A regular cycle of review is presented to trustees to ensure they are very well informed about learning and wellbeing outcomes for students. Targeted professional learning and external expertise have helped with the development of, and support for, the annual plan and identification of priorities for future improvement.

## **2.2 What further developments are needed in school processes and practices for achievement of equity and excellence, and acceleration of learning?**

To further promote positive outcomes for students and the whole school community during a time of significant development and change, the board and leaders have actively focused on and should continue to ensure that there are deliberate and robust:

- ways of knowing about and monitoring how well change is being implemented and managed
- systems to ensure staff are well supported to implement changes, including to their own practice, philosophies and professional development
- reporting to the board to enable trustees to remain well informed and responsive, especially with regard to curriculum and wellbeing.

The school's curriculum needs review in relation to senior students' access to learning pathways according to their needs as they progress through the school. This should better support students to meet their personal learning goals and aspirations within and beyond their time at the school.

The school's appraisal process for registered teachers is variable. Senior leaders agree on the need for improved practices and processes that meet the requirements of the Teaching Council. This should also take into account elements of the school's annual planning priorities through the identification of common goals and shared understandings.

## **3 Other Matters Provision for students in the school hostel**

The school-owned, off-site hostel, Adams House, accommodates up to 136 students. At the time of the review it was fully occupied. The hostel is set in attractive surroundings and has modern and well-maintained facilities.

The school has attested that all requirements of the *Education (Hostels) Regulations 2005* have been met. ERO confirms that there are robust processes in place to manage students' safety and support their learning.

Students spoke to ERO very positively about the hostel's inclusive culture and the strong sense of belonging within a family-like environment. They also appreciate the high level of pastoral support they receive. Students are provided with a balanced programme that enables them to increasingly develop independence, while experiencing a wide range of facilities and extra-curricular opportunities.

## Provision for international students

The school is a signatory to the *Education (Pastoral Care of International Students) Code of Practice 2016* (the Code) established under section 238F of the Education Act 1989. The school has attested that it complies with all aspects of the Code.

At the time of this review, there were 54 international students attending the school, including nine short-stay students.

ERO's investigations confirmed that the school's processes for reviewing compliance against the Code are robust, well documented and lead to change where needed. International students experience positive relationships with the school community. They are generally very well supported in both their pastoral care and to achieve their academic and personal goals during their time at the school. Students who spoke to ERO said they felt welcomed and cared for. Teachers provide constructive and appropriate academic programmes. There are effective systems to ensure that the health, wellbeing and learning of international students are closely monitored.

Students are provided with many opportunities to be involved in aspects of New Zealand culture and life as part of their international experience.

## 4 Board assurance on legal requirements

Before the review, the board 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 the following:

- board administration
- curriculum
- management of health, safety and welfare
- personnel management
- finance
- asset management.

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

- emotional safety of students (including prevention of bullying and sexual harassment)
- physical safety of students
- teacher registration and certification
- processes for appointing staff
- stand down, suspension, expulsion and exclusion of students
- attendance
- school policies in relation to meeting the requirements of the Vulnerable Children Act 2014.

## 5 ERO's Overall Judgement

On the basis of the findings of this review, ERO's overall evaluation judgement of Christchurch Boys' High School's performance in achieving valued outcomes for its students is:

Well placed

[ERO's Framework: Overall School Performance is available on ERO's website.](#)

## 6 Going forward

### Key strengths of the school

For sustained improvement and future learner success, the school can draw on existing strengths in:

- promoting a positive and inclusive school culture that builds a sense of belonging for students
- maintaining the school's valued traditions alongside innovation for meeting the learning and wellbeing needs, and the aspirations of students
- using feedback effectively in a range of areas to inform decision making and future improvements.

### Next steps

For sustained improvement and future learner success, priorities for further development are in:

- extending and embedding the use of data management practices to ensure clarity about patterns of overall progress and achievement of Years 9 and 10 students
- adapting the curriculum to ensure that it better supports the learning pathways and aspirations of students who choose alternative options beyond their time at school.



Alan Wynyard  
Director Review and Improvement Services Southern  
Southern Region  
19 June 2019

## About the school

Location	Christchurch										
Ministry of Education profile number	327										
School type	Secondary (Years 9 to 13)										
School roll	1415										
Gender composition	Boys 100%										
Ethnic composition	<table> <tr> <td>Māori</td> <td>11%</td> </tr> <tr> <td>NZ European/Pākehā</td> <td>71%</td> </tr> <tr> <td>Asian</td> <td>6%</td> </tr> <tr> <td>Pacific</td> <td>2%</td> </tr> <tr> <td>Other ethnicities</td> <td>10%</td> </tr> </table>	Māori	11%	NZ European/Pākehā	71%	Asian	6%	Pacific	2%	Other ethnicities	10%
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Students with Ongoing Resourcing Funding (ORS)	Yes										
Provision of Māori medium education	No										
Review team on site	March 2019										
Date of this report	19 June 2019										
Most recent ERO report(s)	<table> <tr> <td>Education Review</td> <td>October 2015</td> </tr> <tr> <td>Education Review</td> <td>August 2012</td> </tr> </table>	Education Review	October 2015	Education Review	August 2012						
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