

ERO External Evaluation

Christchurch Adventist 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 Adventist School is in central Christchurch and caters for Years 1 to 13. The junior school caters for learners in Years 1 to 8. The school roll is 249 students from a range of diverse cultures.

The vision, to 'provide Christ-centred education growing life-long learners, who are equipped to serve Christ beyond our one hallway in an increasingly diverse world', reflects the special character of the school. The values of haepapa (responsibility), whakaute (respect), pono (integrity), and kairangi (excellence) underpin its vision.

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

- school leaver qualifications
- achievement in relation to school assessment guidelines
- achievement within the New Zealand Qualifications Framework
- valued outcomes related to the special character of the school
- progress of students who receive learning support (including English language learners).

The school has taken part in a Ministry of Education funded programme in the last three years for literacy development.

Since the 2016 ERO review the board has had a mix of experienced and new trustees. At the time of the review there was an acting principal leading the school. There have been several changes in teaching staff.

The school is a member of the Christian Education Network Community of Learning | Kāhui Ako.

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?

Senior school data for 2016-2018 shows consistently high levels of achievement in the National Certificate of Educational Achievement (NCEA) for levels 1-3, University Entrance, and literacy and numeracy. Endorsements for students achieving excellence and merit is more variable with high levels of excellence and merits achieved at NCEA Level 1. NCEA Level 2 results show increased endorsements with excellence. Achievement of excellences at NCEA Level 3 have been lower.

Most students in Years 9 and 10 achieve at expected curriculum levels in literacy and maths. As achievement information for Years 9 and 10 is presented on an individual basis the school was unable to show patterns and trends of achievement over time.

In the junior school, over the last three years, the majority of students have been achieving at expected curriculum levels in reading, writing and mathematics. In 2018 there has been a downward trend in writing, and disparity for girls in reading and mathematics.

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

The school effectively accelerates the progress of those Māori and others students who need this.

Processes to identify, track and support students at risk of not achieving are well embedded. The school has implemented a range of programmes aimed at accelerating learning for those who need this.

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?

Students participate and learn in collaborative inclusive learning communities. Relationships are respectful and productive. Difference and diversity are valued (whakaute). This is evident in the teaching, modelling and celebration of the special character, goals and values which are integrated through all aspects of school life (manaaki). Leaders, teachers and trustees actively include students, parents and whānau, and the Adventist church community in reciprocal and collaborative learning-centred relationships.

Leadership collaboratively develops and pursues the school's vision, goals and targets for equity and excellence. Leaders ensure an orderly and supportive environment is in place that is conducive to student learning and wellbeing. Teaching programmes are structured so that students have maximum opportunity to learn and achieve at or above the appropriate standard.

Students have effective, sufficient and equitable opportunities to learn. They provide useful feedback to teachers about their learning experiences. Where their culture/first language differs from the culture/language of instruction they are well supported to access additional support for learning. Senior students are well supported in developing their further education and/or career pathways.

Assessment activities provide meaningful evidence of achievement and progress and a basis for determining next learning steps. Appropriate tools and methods are used to gather, store and retrieve a range of reliable student learning information.

The board actively represents and serves the school and education community in its stewardship role. Student learning, wellbeing, achievement and progress are trustees' core concerns. They scrutinise the effectiveness of the school in achieving valued student outcomes which reflect the special character of the school.

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

ERO has identified, and the school agrees, that trustees, leaders and teachers need to continue to develop:

- strategies for raising achievement in writing and overall NCEA endorsements by strengthening the literacy strategy
- the school's Māori action plan to ensure culturally responsive practice is evident in curriculum planning and evaluation
- the appraisal policy to ensure it reflects current practice
- processes to collate Years 9 and 10 achievement data to identify trends and patterns over time.

Trustees, leaders and teachers need to continue to strengthen internal evaluation practices. This includes:

- measuring and reporting on progress in achieving the annual and strategic goals
- ensuring teaching as inquiry is aligned to strategic goals
- including student feedback about the impact of programmes on their learning.

3 Other Matters

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. The school's processes for reviewing compliance against the code are well documented and lead to change where needed. Students receive a welcoming and personalised introduction to the school and the community. Valued outcomes for international students include instruction aligned to the special character of the school, academic and language learning.

At the time of this review, there were two international students attending the school.

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 Children's Act 2014.

5 ERO's Overall Judgement

On the basis of the findings of this review, ERO's overall evaluation judgement of Christchurch Adventist 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:

- the positive culture for learning and wellbeing that supports students to learn
- leadership that collaboratively develops and pursues the school's vision, goals and targets for equity and excellence
- a board that actively represents and serves the school and education community in its stewardship role.

Next steps

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

- strengthening the implementation of the literacy strategy to raise achievement in this area
- further developing the school's Māori action plan to ensure culturally responsive practice is evident in curriculum planning and evaluation
- building evaluation capability to provide specific information about the impact of learning programmes and targeted actions to raise student achievement.



Dr Lesley Patterson
Director Review and Improvement Services Southern
Southern Region
7 October 2019

About the school

Location	Christchurch												
Ministry of Education profile number	317												
School type	Composite (Years 1 to13)												
School roll	249												
Gender composition	Male 51%, Female 49%												
Ethnic composition	<table> <tr> <td>Māori</td> <td>7%</td> </tr> <tr> <td>NZ European/Pākeha</td> <td>22%</td> </tr> <tr> <td>Pacific</td> <td>20%</td> </tr> <tr> <td>Asian</td> <td>25%</td> </tr> <tr> <td>Latin American</td> <td>8%</td> </tr> <tr> <td>Other</td> <td>18%</td> </tr> </table>	Māori	7%	NZ European/Pākeha	22%	Pacific	20%	Asian	25%	Latin American	8%	Other	18%
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Other	18%												
Students with Ongoing Resourcing Funding (ORS)	No												
Provision of Māori medium education	No												
Review team on site	July 2019												
Date of this report	7 October 2019												
Most recent ERO reports	Education Review June 2016 Education Review December 2012 Education Review October 2008												