

Chisnallwood Intermediate Education Review

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1 Context

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

The school continues to maintain high levels of stability and experience within the board and staff. The school's community extends beyond Eastern Christchurch.

The principal and staff are working closely with external agencies to make the necessary changes to the school's buildings and programmes in preparation for more future-focused learning. The board has been highly proactive in putting a building programme in place to support the school's move in this direction.

The school has maintained its international partnerships and continues to provide significant opportunities for students and staff to travel to other countries to exchange knowledge and share students' musical, artistic, cultural and sporting talents.

The principal and staff are actively involved in Ōtākaro, the local cluster of schools and use this involvement to share professional knowledge and build meaningful relationships with schools that students will transition from or to.

The board and principal have successfully addressed the areas identified in the 2012 ERO report. The school's leaders and teachers have strengthened assessment and reporting systems, and have developed a greater understanding of, and capacity for carrying out internal evaluation, including seeking and using the feedback from key people such as students, parents and the community.

2 Learning

How well does this school use achievement information to make positive changes to learners' engagement, progress and achievement?

The principal and teachers effectively use achievement information to identify student needs and make planning and resourcing decisions. Student progress is monitored and well tracked over time. Detailed written reports to parents cover all curriculum areas including te reo Māori, learning languages and digital technology.

In 2014, most students achieved at or above National Standards in literacy and mathematics. Some groups of boys and Māori students who are not achieving at expectations in reading, writing or mathematics, received specific learning support. Results show that in 2015, most students made accelerated progress in literacy and mathematics.

There is an increasing focus across the school on students managing their own learning. Students are able to extend their personal learning, interests and strengths through the:

- digital classrooms
- electronics and robotics suite
- music suite
- radio station
- physical education and sports programme

3 Curriculum

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

Teachers provide a wide range of rich and authentic learning experiences. Programmes provide for students who are talented in, or passionate about subjects such as physical education, music or art. Specialist camps, at the school-owned outdoor education centre, are organised for students to extend their learning and abilities. Where appropriate, specialist groups of students are also supported to attend international festivals.

Teachers use a range of effective teaching practices, such as differentiated and challenging programmes, to support students' learning. They give emphasis to ensuring students see the connections their rich learning opportunities have as authentic career-possible experiences.

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

Students have positive relationships with their classroom teachers and the Māori tutor. Supportive tuakana teina relationships among students are highly evident throughout the school.

All students have meaningful opportunities to learn and experience te reo and tikanga Māori from the Māori tutor's expert knowledge. The lead teacher of Māori provides good support for teachers to use te reo Māori and incorporate bicultural perspectives into their programmes.

The school's whare provides an authentic context for students to be exposed to tikanga Māori through the messages within the stories depicted by the whakairo (carvings) and raranga (weaving) in the whare.

How effectively does the school promote Pacific success?

The board, principal and staff value and respect the cultural backgrounds of all students. Positive relationships exist between students and teachers. There are opportunities for Pacific students to share their culture with their peers particularly through the school's Pasifika performance group. Students are well supported by the Pacific members of staff and the Pacific community. The board proactively supports staff to attend specific professional development that enriches both their cultural knowledge and professional practice. The senior leaders are aware that the cultures of Pacific students could be made more obvious in classrooms and around the school.

4 Sustainable Performance

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

The school is very well placed to sustain and improve performance.

The principal provides strong leadership. He uses the strengths of the staff to effectively provide distributive leadership across the school, based on their shared high expectations for learning and teaching.

The school has built and maintained strong connections with the community including positive links with past pupils. Student learning is greatly enhanced by the knowledge and expertise shared by members of the community. Effective use of digital technology ensures information between school and home is current and efficiently shared.

Professional learning and development is well aligned with the school's priorities and teachers' appraisal goals. Senior leaders have attended the Education Council sessions and are at present incorporating the Council's requirements in the school's current appraisal process. The identification of practices and strategies that successfully support students' learning is beginning to form an integral part of the appraisal process.

The school has made very good progress in developing and implementing a useful evaluation system that reflects the high expectations the board and staff have for ongoing improvement. Long-serving trustees are highly knowledgeable about their governance roles and have effective systems in place to carry out their responsibilities.

A particular challenge for the board relates to managing the demographic changes resulting from the 2011 earthquakes. With this in mind, the board is developing a succession plan to ensure the school's ongoing strength in leadership and governance.

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

At the time of the review there was one international student attending the school. The programme for international students is regularly reviewed. The school meets the requirements outlined in the Code of Practice.

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
- processes for appointing staff
- stand-downs, suspensions, expulsions and exclusions
- attendance.

Conclusion

Students participate in a rich, varied and well-planned range of experiences that successfully promote their learning. The school provides a highly supportive and stimulating learning-focused environment. Effective governance and leadership have placed the school in a strong position to sustain and continue to improve the quality of education it provides for students.

ERO is likely to carry out the next review in four-to-five years.

Chris Rowe
Deputy Chief Review Officer Southern (Acting)

7 December 2015

School Statistics

Location	Christchurch	
Ministry of Education profile number	3314	
School type	Intermediate (Years 7 to 8)	
School roll	643	
Number of international students	1	
Gender composition	Boys 53%; Girls 47%	
Ethnic composition	Pākehā	69%
	Māori	21%
	Samoan	4%
	Other Pacific	2%
	Other Ethnicities	4%
Review team on site	October 2015	
Date of this report	7 December 2015	
Most recent ERO report(s)	Education Review	September 2012
	Education Review	October 2008
	Education Review	October 2005