

CONFIRMED

**PRIVATE SCHOOL
REVIEW REPORT**

ST ANDREW'S COLLEGE

December 2010

Location: Christchurch

Ministry of Education profile number: 318



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1 Background

Introduction

The Chief Review Officer has a statutory duty to report on the performance of private schools throughout New Zealand.

Under section 35A of the Education Act 1989, private schools are required to be "efficient". The Act defines "efficient", in relation to a private school as -

- (a) Having suitable premises, staffing, equipment, and curriculum; and
- (b) Usually providing tuition for 9 or more students who have turned 5 but are under 16; and
- (c) Providing suitably for the inculcation in the minds of students of sentiments of patriotism and loyalty; and
- (d) Giving students tuition of a standard no lower than that of the tuition given to students enrolled at schools of the same class.

This report focuses on the extent to which the school meets this requirement and other statutory obligations.

This review report was prepared in accordance with standard procedures approved by the Chief Review Officer.

2 Efficient

Suitable curriculum

The school's curriculum is based on the New Zealand Curriculum and well documented. It reflects the special character of the school through its articulation of the guiding values. These values promote and support positive, respectful relationships and the development of lifelong, self-regulated learners.

The curriculum is designed to respond to the learning needs, abilities and interests of all students. It provides for a wide range of curricular and co-curricular learning opportunities, including sport, music, visual and performing arts, leadership, service and education outside the classroom. Students with special needs or abilities are well provided for through the provision of learning support and extension opportunities.

The school is successful in preparing students to gain qualifications on the New Zealand Qualifications Framework. Analysis of National Certificates of Educational Achievement (NCEA) data at a school-wide and subject department level shows that, overall, students achieve at a high standard at all levels of the NCEA. The

board, senior managers and teachers are focused on improving the proportion of excellence and merit grades. Curriculum leaders are required to report in depth on student achievement in their annual reports to the rector.

Expectations for learning and teaching practices have been developed across the college. These are particularly clear in the preparatory school where students' achievement is measured against National Standards.

The board and senior managers have identified the need to further develop the curriculum so that it better reflects the unique nature of New Zealand's bicultural heritage. They also want to ensure students develop the skills of reflective, self-regulated, lifelong learners.

Suitable Tuition

The board and senior managers have a comprehensive programme for strategic planning and self review. The rector has sharpened the strategic focus on the quality of teaching and student achievement, particularly in the secondary school. A plan for teaching and learning, with clearly defined goals, is developed annually. Curriculum and other programme leaders report directly against these goals in their annual reports to the rector. The rector and senior leaders are providing personal mentoring and support for curriculum leaders in the secondary school.

In classes visited by ERO, relationships between teachers and students were positive, affirming and respectful. High levels of student on-task behaviour were observed. Teachers had high expectations for achievement and behaviour.

Students benefit from an extensive pastoral care network that provides strong support for their wellbeing and learning.

Individual students' achievement and progress is closely monitored. Teachers use achievement information to provide appropriate programmes and levels of support for students.

Information and communication technologies (ICT) are well integrated into classroom practices to support and extend learning. The board has plans to further develop ICT as effective learning tools for students.

The professional development programme is focused on extending the use of learning and teaching practices that help teachers to meet the college's curriculum and achievement expectations. Since the 2008 review, the rector and senior leaders have focused on improving the standard and consistency of teaching school-wide, but particularly in the secondary school. ERO observed greater use of effective teaching practices in the secondary school than had been observed in previous reviews. These approaches included developing students' thinking and learning skills and involving students in evaluating their learning. Teachers are also extending their use of achievement information to inform their teaching and help students identify their next steps in learning. Senior managers are working to further extend these practices so that they are used more consistently across all classrooms.

The quality of teaching observed by ERO in the preparatory school was of a consistently high standard. Students benefit from having access to specialist teaching across curriculum areas such as art, music, languages and technology. A next step for

the principal and teachers is to develop clear guidelines for self review at management and classroom level.

Teachers could provide greater continuity in learning for students as they move from the preparatory school to the secondary school. The board and rector are attempting to address this issue. An initiative to achieve greater continuity of learning for students is being implemented. Outcomes have yet to be evaluated.

Patriotism and Loyalty

The college continues to reflect and reinforce Christian, community and nationally-held values. These are evident in the college charter. The college museum cares for artefacts of historical significance to the college and the Canterbury region. Past pupils' involvement in the New Zealand forces is recorded, celebrated and commemorated. The college's culture and traditions also reflect its Scottish and Presbyterian heritage. Emphasis on community service widens students' appreciation of the community beyond the school and encourages a sense of responsibility.

Students in the preparatory school, and in Years 9 and 10, are given some experience of te reo and tikanga Māori. However, the board and rector wish to better reflect New Zealand's bicultural heritage in the school's curriculum programmes and environment. They see that it is important to prepare students for their role as members of a bicultural society.

Premises and equipment

The premises meet the board's suitability criteria for property. However, extensive, well-planned, resourced and monitored property developments are in progress. Since the 2008 review, a new science and mathematics block has been completed, boarding facilities refurbished, sports facilities upgraded and a new sports pavilion built. A new mountain lodge has been built at Castle Hill and the preparatory school is in the process of being rebuilt.

Teachers and students have good access to quality learning resources and ICT in all learning areas. Students learn in well-equipped multipurpose and specialist teaching spaces.

Well-organised and monitored programmes are in place for the maintenance of premises and the maintenance and replacement of equipment. Systems for hazard identification and remediation are robust.

Staffing

The board has specific guidelines for the employment of staff. Teachers must be qualified, registered and able to contribute to the school's special character and its co-curricular programme.

Teachers are expected to participate in the college's extensive and well-resourced professional development programme. The college programmes are enhanced by the use of external expertise. Further work is necessary to fully implement the college's expectations for teaching and learning. Evidence of this vision is less apparent in classroom programmes and practices in the secondary school.

The preparatory school implements a robust appraisal programme for teachers. A more consistent implementation of the appraisal process in the secondary school would help to ensure it provides effective monitoring and support for all teachers.

The board provides a significant amount of extra teacher and teacher-aide staffing to support the learning of identified individuals and groups of students.

3 Other Matters

Provision for International Students

Compliance with the *Code of Practice for the Pastoral Care of International Students* and the Provision of English Language Support

St Andrew's College 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. This is a requirement of all schools that enrol international students in terms of the Act. Schools are also required to provide English language support for their international students.

St Andrew's College provides its international students with high quality pastoral care, targeted English for speakers of other languages (ESOL) support and appropriate mainstream learning programmes. The staffing provision is generous. Students' achievement, progress, wellbeing and involvement in school life are closely monitored.

The school has attested that it complies with all sections 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

In this review, ERO evaluated the extent to which the school hostel provides a safe physical and emotional environment that supports learning for students accommodated in the hostel.

The Ministry of Education has licensed the hostel after confirming it complies with minimum standards specified in the hostel regulations.

The St Andrew's College boarding school accommodates 162 students, 12% of the college roll. It is owned and operated by the college board of governors.

The boarding houses are an integral part of the college culture. The boarding school management is responsive to the personal and learning needs of students. A 2009 external review found that the hostel provides a safe environment with effective systems for monitoring students' safety and wellbeing.

4 Conclusion

St Andrew's College is deemed to be efficient as defined in Section 35a of the Education Act 1989. The school complies with all components of its suitability

statement and continues to provide a suitable standard of care and education for students.

Graham Randell

Graham Randell
National Manager Review Services
Southern Region

14 December 2010

About the School

School type	Private Composite (Years 1 to 13)	
Decile ¹	10	
Numbers of teachers	114	
School roll	1359	
Number of international students	10	
Ethnic composition	New Zealand European/Pākehā 84%; Other 9%; Asian 5%; Māori 2%	
Gender composition	Boys 63%; Girls 37%	
Review team on site	October 2010	
Date of this report	14 December 2010	
Previous three ERO reports	Private School Review	February 2008
	Private School Review	February 2005
	Accountability Review	October 2001

14 December 2010

¹ Decile 1 schools draw their students from areas of greatest socio-economic disadvantage, Decile 10 from areas of least socio-economic disadvantage.