

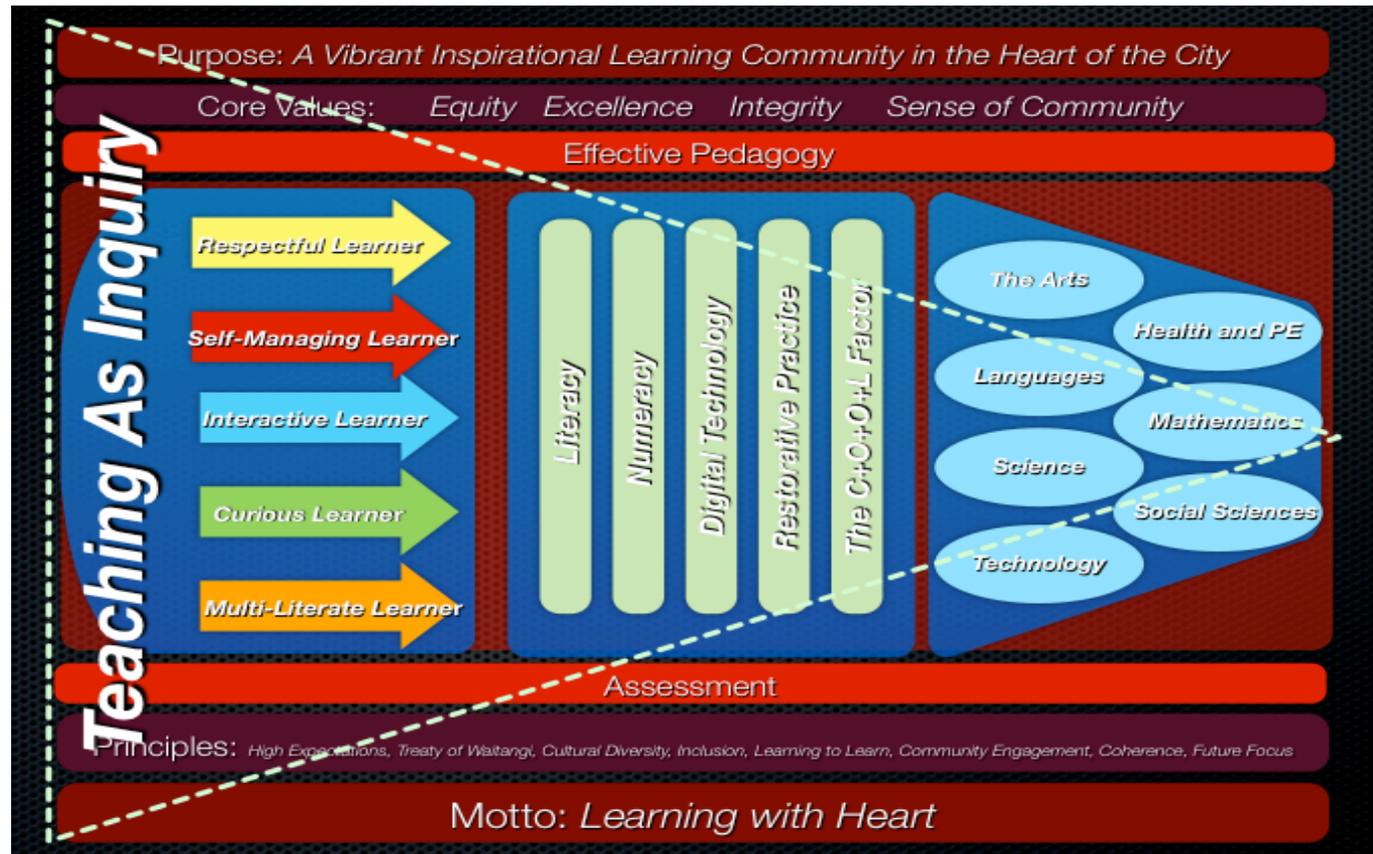
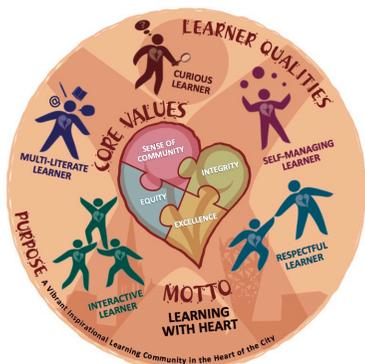
Annual Report 2017 ^{v1}

Christchurch East School



Introduction:

Christchurch East School is a progressive school with a proud history and it is the combination of these two factors that has enabled our school to navigate successfully through the past seven years of the post-earthquake era into the rebuild process. Through the combined efforts of our board, staff, students, whānau and wider community we have seen our roll continue to grow and our staffing stabilise. Christchurch East School continues to be a good employer, maintaining and complying with our school's Equal Employment Opportunities policy. While the recovery and rebuild of the inner city has provided many challenges and opportunities for the school, we are proud of the achievements we have made to date, which has been confirmed in our latest ERO report. We believe in our curriculum, systems and most importantly our people, who continue to grow our school towards our purpose statement of being a *Vibrant Inspirational Learning Community in the Heart of the City*.



Contextual Information

Consolidation of the way in which we assess Anniversary OTJs against the National Standards for the past two years means that Anniversary National Standards data from this year is not comparable to data prior to this period.

In previous years, students could only be assessed as At or Above the National Standard at 40 weeks. From 2015 onwards, students may also be assessed as Below the National Standard at 40 weeks.

In previous years, students could only be assessed as Below, At or Above the National Standard at 80 weeks. From 2015 onwards, students who have not reached the 40 week standard by 80 weeks may be assessed as Well Below (ie more than one year below expected levels).

Our school's ESOL population continues to grow, both with students who meet the Ministry of Education requirements for funding and also those who do not. In 2017, we had 120 ESOL students on the roll, as well as a further 27 eligible students who were on the waiting list to be processed, who met the Ministry of Education funding criteria, and a further 20 students on the school roll who did not meet the Ministry of Education funding criteria for various reasons. These 167 students equate to 54% of the school roll. We know from Ministry documentation:

'It generally takes between five and seven years for a learner of average intelligence who has strong foundations in their first language to reach the same level as a native speaker of the same age and acquire academic proficiency in an additional language.'

(Page 4 The English Language Learning Progressions Introduction; A resource for mainstream and ESOL Teacher, MoE Learning Media 2008)

This, along with the following information, provides a diverse context for teaching and learning which needs to be considered when reviewing student achievement:

- Our current roll is 310 (December 2017).
- This year, 117 pupils have enrolled at our school.
- 24% of those newly enrolled pupils (28 of 117) have already moved on to other schools.
- This means that 38% of our current school roll has enrolled this year.
- In addition, many of these students who are new to our school are entering at Below or Well Below expected levels/National Standards. This effect becomes more pronounced as the students increase in age.

Mike Agar
Principal
March 2018