

**New Plymouth  
Seventh-day Adventist  
Christian School**

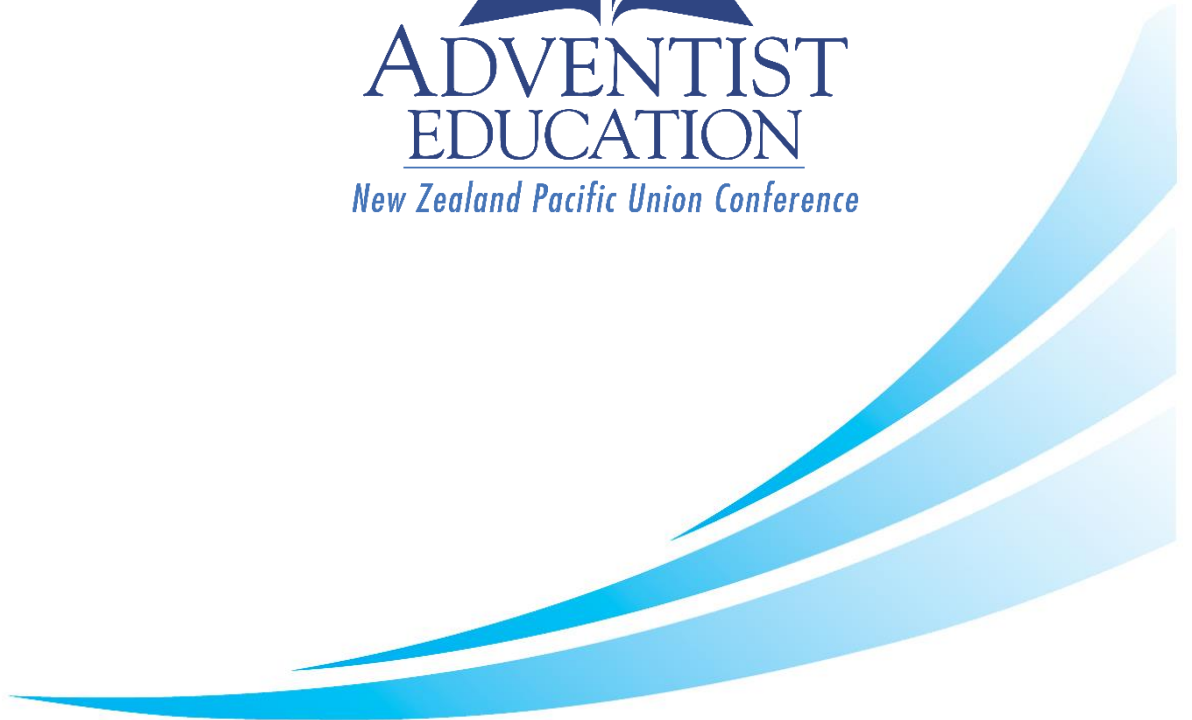
• 41 Saxton Road • RD 1 New Plymouth 4371 • New Zealand •

***ACCREDITATION REPORT***

**October 2018**



*New Zealand Pacific Union Conference*



## **VISITING COMMITTEE STATEMENT**

# **New Plymouth Seventh-day Adventist Christian School**

**The Visiting Committee met and evaluated the  
New Plymouth Adventist Christian School on 30 - 31 October 2018.**

### **Members of the Visiting Committee**

Rosalie McFarlane, Director of Education, NZPUC

Dan C Carrasco, Associate Education, NZPUC

**The New Plymouth Adventist Christian School is recommended for re-accreditation for  
the Term and under the conditions placed on page three of this report.**

Dan C Carrasco  
Associate Director of Education  
New Zealand Pacific Union Conference



# CONTENTS

VISITING COMMITTEE STATEMENT.....	1
CONTENTS.....	2
ACCREDITATION RECOMMENDATION.....	3
Period.....	3
Conditions.....	3
ASSURANCE STATEMENT.....	4
ABOUT THE SCHOOL.....	5
Background.....	5
Integration History.....	5
Leadership.....	5
Demographics.....	5
ENROLMENT TRENDS.....	6
FINANCIAL TRENDS.....	7
FINDINGS.....	10
Overview.....	10
Commendations.....	11
Visiting Committee Recommendations.....	<b>Error! Bookmark not defined.</b>
School Generated Recommendations.....	12
APPENDICES.....	13
School Self Study Documentation.....	13
ERO Review Report, October 2014.....	13
Parent and Student Satisfaction Surveys.....	13

# ACCREDITATION RECOMMENDATION

## **Period**

It is the unanimous professional judgement of the Visiting Accreditation Committee that the New Plymouth Adventist Christian School be granted re-accreditation for a period of 3 years from August 2018 until September 2021 subject to the terms and conditions stated below.

## **Conditions**

1. That in the event of a change of school principal, the Union Director of Education will initiate a post-accreditation visit for the purpose of reviewing the self-study document and official report with the new principal. Such a visit is to be scheduled as soon after the new principal is appointed as is practicable.
2. That a post-accreditation visit by the Union Director of Education take place before May 2020. The purpose of the visit will be to receive a written report from the school and to determine progress made by the school in implementing the recommendations.

## ASSURANCE STATEMENT

The Visiting Accreditation Committee acknowledges that New Zealand Seventh-day Adventist Schools receive in-depth evaluation from the New Zealand Education Review Office (ERO) as an Integrated School in New Zealand. The current ERO Report September 2017 is to be considered as part of this accreditation process and is included as an appendix to this Accreditation report.

The period of accreditation recommended by the General Conference Board of Regents through the South Pacific Division Commission on Accreditation was reached by considering not only the aggregate of items presented in the New Zealand Proprietors accreditation Module but generally on several more fundamental criteria. These major areas may be summarised as follows:-

1. The institution meets operating standards as mandated by the New Zealand Ministry of Education.
2. The Board of Trustees functions in harmony with denominational policy and practice as well as complying with Ministry of Education mandated procedures and is carrying out its delegated responsibilities effectively.
3. The school's stated philosophy and objectives are in harmony with Seventh-day Adventist philosophy and objectives and further there is evidence that the Adventist ethic and perspective is upheld and presented to students.
4. The school plant, facilities (including library) and equipment are adequate for the curriculum offered and for current student enrolment.
5. The financial operation of the school, including Board of Trustees capital and operating, is in harmony with the school's special character.
6. The future viability of the school in terms of projected enrolment, church and community support is reasonably secure.
7. There is evidence of student learning not only in formal curriculum areas, but also in such areas as wholesome attitudes and Christian values.
8. The Board of Trustees has had a role in administering and conducting the self-study process in a responsible way and has involved the school's constituency.
9. The Administration and Board of Trustees have effectively implemented the recommendations contained in the previous Self Study and Accreditation Report.

# ABOUT THE SCHOOL

## Background

The very first school in New Plymouth opened in 1905 with six pupils and closed a few months later. There was a school which ran briefly in 1927. The Conference approved the reopening of a school in New Plymouth in 1942 which operated until 1966. The school reopened in 1981 on approximately 8ha at 41 Saxton Rd, New Plymouth. The school shares the property with the New Plymouth Seventh-day Adventist Church and the New Plymouth church community gardens. For marketing community exposure, in 2018, the school board recommended a modification to its school name to New Plymouth Adventist Christian School.

## Integration History

On 2 August 1993 the school became integrated as the *New Plymouth Seventh-day Adventist Christian School* with a roll of approximately 33 and a maximum roll of 45 (10% non-preferential maximum). In February 1994 a Supplementary Agreement was made increasing the school's maximum roll to 50.

## Leadership

After six years of school stable leadership by Mrs Teresa Pollock, Mr James Roche was appointed as principal for 2016. After a concerted recruitment effort by the school board Mrs Renee Timmins-Goddrick was appointed principal commencing in January 2017.

The Board has been chaired between Mr Tich Mabunu, Pastor Bruce Mason and Mrs Amy Rose since the stable chairmanship of Mr Ken McLean from 2013 through to the end of 2015. The North New Zealand Conference had appointed Pastor Bruce Mason as the school Chaplain since 2013 who has been involved in the school board since 2016.

## Demographics

The current roll of the school is 32 (New Zealand residents) a decline roll of 5 students since the 2015 Accreditation Review considering that the school year commenced with 15 students. The maximum roll approved by the New Zealand Ministry of Education is 50 with up to 5 non-preferential students. The school currently has no foreign fee-paying students enrolled.

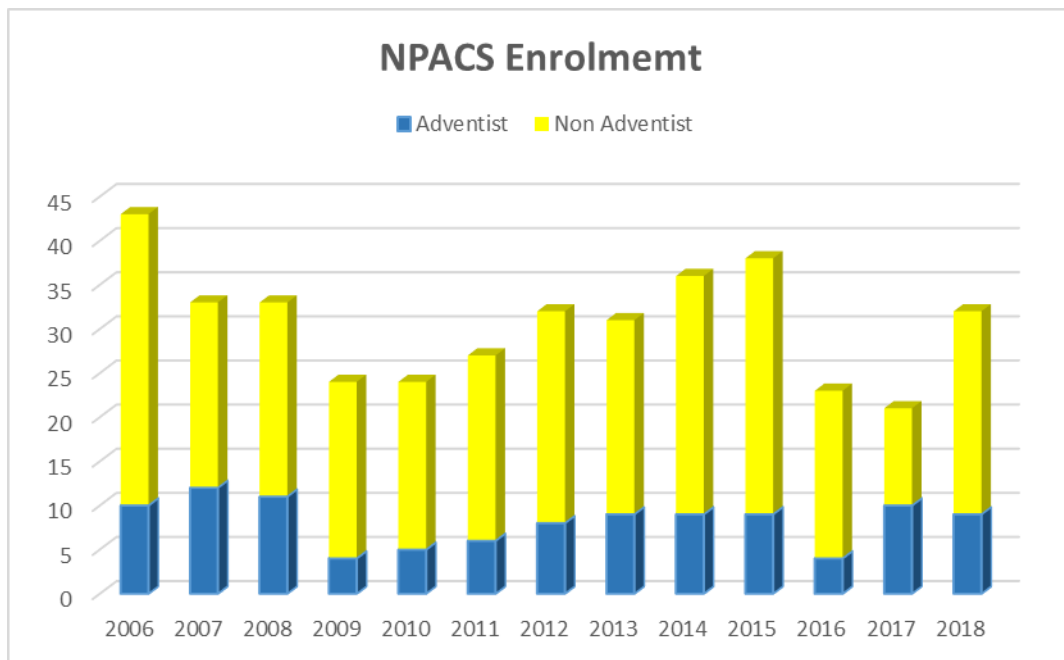
The school draws its pupils from the wider New Plymouth area. The school van service operates to provide transport support for some of the students. The school's roll is made up of approximately 28% Seventh-day Adventists which is a small increase from 24% since the last review. The remainder of the school consists predominantly of other Christian families with a limited number of non-Christians (currently 1 non-preference).

The ethnicities of the community supporting the school reflect a combination of the demographics of the local Seventh-day Adventist Church and those of the area in which the school is located. Ethnically the school has changed from the previous accreditation visit. There are approximately 44% New Zealand European, an increase of 8 % from the previous visit. The New Zealand Maori has also increased from 12% to 32 %. There are various ethnic representation groups: Asian (9%), Pasifika (3%), Australian (3%) and American (3%).

Students come from a wide range of family structures. Family support to implement educational provisions for the pupils is strong. The community expects the school to provide a balanced education, in a holistic manner within the Seventh-day Adventist Christian world-view.

The school experiences strong parental support for the values and education with a special character that it is providing.

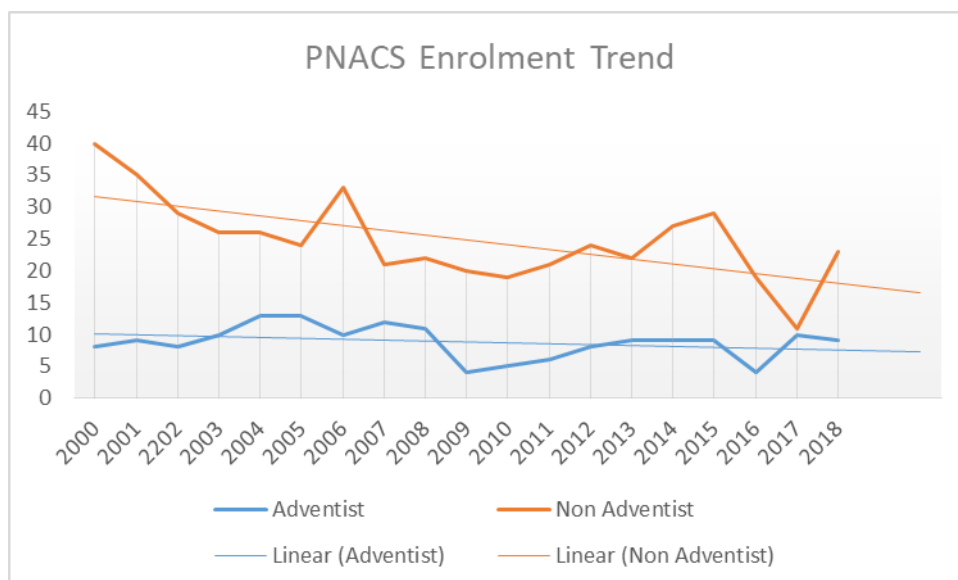
## ENROLMENT TRENDS



The school has experienced a positive growth since over the last two years. 2018 enrolment is evidence of community confidence. Since the last Accreditation Review, the school has had two principals. The current principal and new chair are strategically implementing a marketing plan to rebuild the student enrolment.

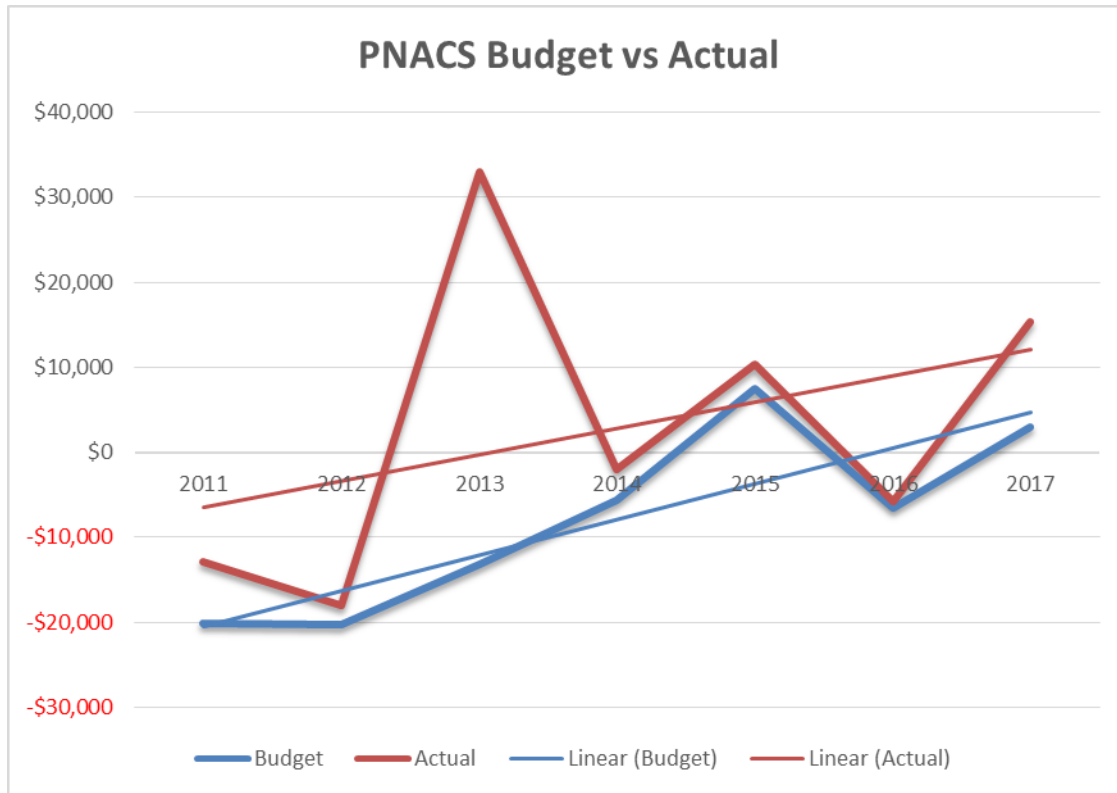
The percentage of Adventist students to non-Adventist students is above the average trend since 2000 which is 29%. This is an indication of the confidence of Adventist families as far as Stratford. The school van initiative is a contributing factor in boosting the number of Adventist students attending NPACS.

Over the last 10 years the school has had an average enrolment of 29, a decline average of 3 since the 2015 Accreditation report. Over 2018 there will be a loss of students as children moving on to High School. Although the enrolment trend since 2000 indicates a decline, the school is aware of the potential impact this could have on the school roll. The Board is confident that over the next two years the trend will continue to reach a sustainable level.



## FINANCIAL TRENDS

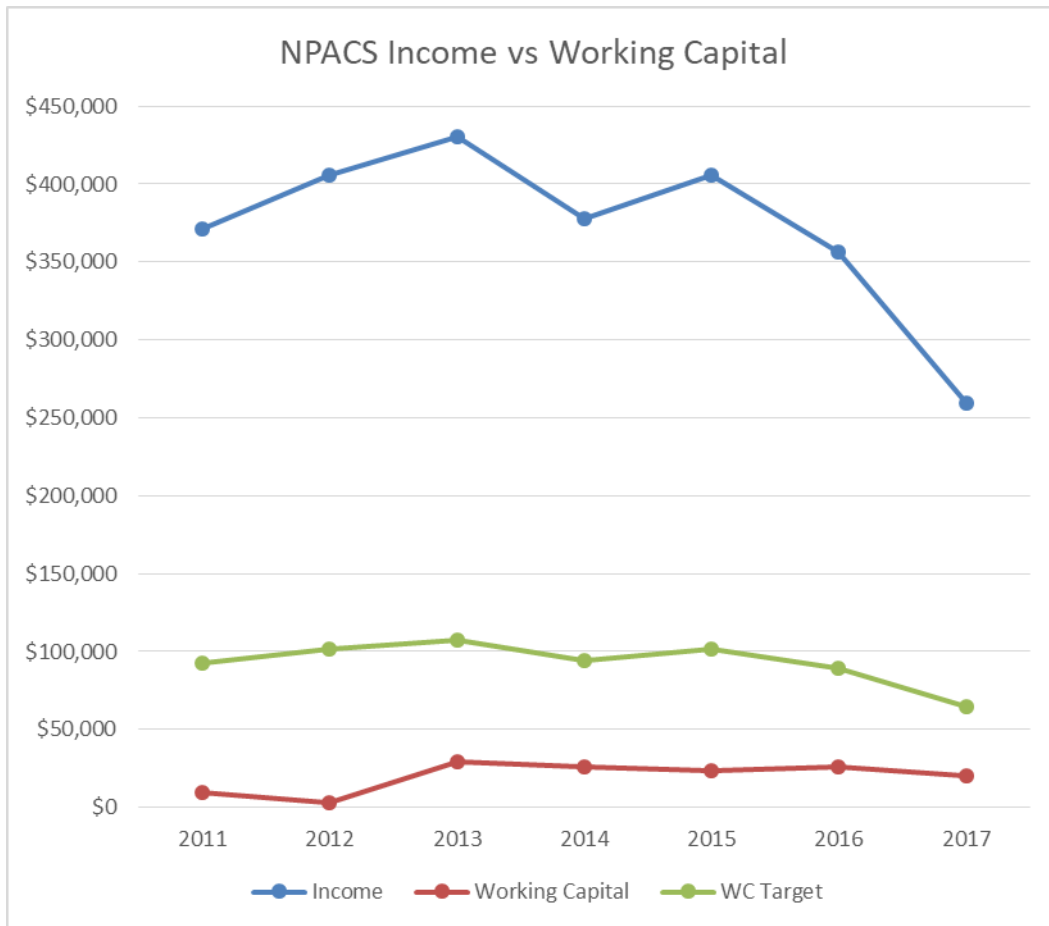
The school has moved from budgeting for deficits to balanced budgets. This is good practice. While deficit budgets allow for the use of surplus capital, it is best practice to have a zero or small surplus budgeted for. The overall operation is positive, with the school having made a significant surplus in 2013 and a small surplus in 2014.

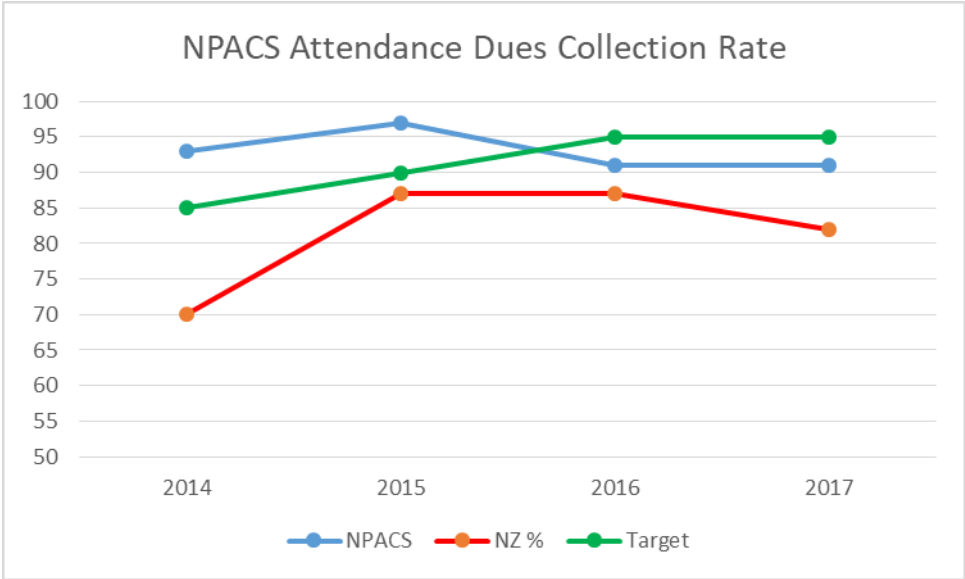


The school's income has increased as the school roll has grown. The overall income has increased across the five years.

Over the five year period the school's working capital increased. This places the school in a reasonable financial position with some reserves if needed.







# FINDINGS

## Overview

The visiting committee spent two days in the school. During this time they observed Bible classes and worships, observed teaching across the curriculum, reviewed documentation, inspected the school building and grounds and spoke with teacher aides, teachers, the Principal and the Board of Trustees. The committee were made to feel welcome and enjoyed the interaction with everyone involved in this process.

The school is well maintained and provides a safe and attractive environment for students to learn in. The sign at the roadside and all other signage clearly identifies the special Adventist character of the school. The special character is also evident in the classroom environment and wider school through the wall displays. The Board contracts maintenance work which is supporting the upkeep of a safe environment. It is clear the school is acting as a good steward of the church's property.

The teachers have developed a safe and a warm and secure culture which students see as very caring. Student's actions towards each other reflected the positive relationships they had with their teachers. The students were generally friendly towards the team and willing to engage when asked. The students and parent community are very affirming of these relationships in the School Satisfaction Survey.

The school is delivering the Encounter curriculum and students showed high levels of engagement in the learning process. Planning surveyed indicated that there was some intentional teaching of Adventist faith across the curriculum and this was observed as translating into practice in the classroom. The extent of integration varies. Staff attend proprietor-sponsored professional development sessions each year to support the development and inclusion of special character. The STARS programme which was newly implemented at the last Accreditation was evident in the school and has developed as an effective way of emphasising special character.

The school continues to have good engagement with the church community and students are involved in running church programs throughout the year. Students take a lead in service projects and are involved in school initiatives to develop leadership.

The school ERO report from October 2014 identifies that students are achieving well and targets set to accelerate learning are being achieved. This was confirmed as on-going by classroom observations from the team.

The classrooms are positive and affirming learning environments with students actively engaged. Support staff help to ensure students are learning at their appropriate levels. Students are given opportunities to use their initiative with school projects that are having a positive impact on the school.

Operational documentation clearly identifies the place of the special character and intention for delivery at the school. Goals are included in the school's charter for special character.

The visiting committee wishes to express its sincere thanks to the principal, the self study committee, the staff and board for their work in preparing for the accreditation visit and for the hospitality of the staff during the visit.

## COMMENDATIONS

The following commendations were observed by Review Team through the school's endeavour to fulfil the principles of the Integration Agreement in "*preserving and maintaining the special Seventh-day Adventist character*":

1. The Board and Principal for the positive school growth since 2017 and the growing confidence of the parent community in the school.
2. Principal and Staff for the manner in which they innately engender the school's special character as evident throughout their teaching and learning reflecting a nurturing, supportive and caring environment.
3. Principal and staff for the manner in which they model Christ and witness their faith in all aspects of the school program. Their deep commitment to their faith in God is foundational to their personal and professional practice in their school context and community.
4. The Board, Principal, Staff and students for their engagement with the wider community and involvement such as church service program singing at local retirement village, sharing garden produce with neighbours, and Red-Nose day.
5. Students at this school are confident and engage learners who are proud of their school, teachers, learning experiences and taking responsibility for aspects of their school. "ERO commented that "there is a clear vision to grow confident children, actively involved in lifelong learning, connected to God and their community" (ERO 2017).
6. The Teacher Aides for their effective support of student learning and genuine passion in the overall student achievement.
7. The chaplain for his active involvement in the school and its programme; and for his leadership support in the role as current Board chair
8. The Board and Principal for their effective stewardship of the school and its property and ensuring an effective process which is keeping the school and the property clean, safe and well maintained.
9. The Church for its positive engagement, working relationship and ongoing partnership which helps the school function effectively.

## SCHOOL GENERATED RECOMMENDATIONS

The School's Self-Study Committee made the following recommendations as their "Next Steps" as part of their external review process and practices for the next three years. In order to continue to improve teaching practice and learning opportunities, key next steps include:

1. *Continued focus on enrolment growth for sustainability and viability. This is linked to our school strategic plan and marketing plan.*

*Person Responsible: Principal and BOT; Timeframe: annual review of 3 year plan*

2. *Rigorous regular special character review by Board of trustees.*

*Person Responsible: BOT and Principal; Timeframe: annual review*

3. *Continue to develop strong relationships with wider community local churches, Christian leaders, Country Footsteps, ECE centres and neighbourhood.*

*Person Responsible: Principal and BOT; Timeframe: annual review*

## SPECIAL CHARACTER RECOMMENDATIONS

The Review Team along with the Board, Principal and Teachers agree to the following "Next Steps" recommendations:

1. That Principal along with the Board of Trustees and various stakeholders, to collaboratively develop and implement the school's vision and values statement which underpin the mission statement. This will be implemented through teaching and learning, appraisal and review of school-wide documentation.
2. That Board of Trustees, Principal and staff review the student survey and implement suggestions as appropriate.

## CONCLUSION

The Accreditation Review team concludes:

1. That the Principal, in consultation with the Board, to address the above recommendations and that these are included in your school's strategic plan and annual goals and submitted a copy to the Adventist Education Office by 1<sup>st</sup> of March annually.
2. As a result of this Special Character review, the Accreditation Review Team is confident and satisfied that New Plymouth Adventist Christian School identifies and aligns itself to the mission of the Seventh-day Adventist Church.

# APPENDICES

## **School Self Study Documentation**

## **ERO Review Report, September 2017**

## **Student Satisfaction Survey**

No parent participation with the School satisfaction survey.