

**CONFIRMED  
PRIVATE SCHOOL  
REVIEW REPORT**

**SHILOH CHRISTIAN ACADEMY**

**May 2003**



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# **CONFIRMED PRIVATE SCHOOL REVIEW REPORT: SHILOH CHRISTIAN ACADEMY**

## **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;
- (b) Usually providing tuition for 9 or more students who have turned 5 but are under 16;
- (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 performance of the Managing Body in meeting this requirement and other statutory obligations.

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

## About the School

|                                      |   |    |
|--------------------------------------|---|----|
| Location                             | Motueka, Nelson   |    |
| Ministry of Education profile number | 529   |    |
| School type                          | Composite Private   |    |
| Numbers of teachers<br>Full-time     | 1   |    |
| School roll                          | 30  |    |
| Gender composition                   | Boys:   | 13 |
|                                      | Girls:  | 17 |
| Ethnic composition                   | New Zealand European:   | 29 |
|                                      | Māori   | 1  |
| Review team on site                  | April 2003  |    |
| Date of this report                  | 23 May 2003   |    |
| Previous ERO reports                 | Assurance Audit April 1994<br>Assurance Audit May 1997<br>Accountability Review June 2000 |    |

## 2 EFFICIENCY

### Quality of Education

Shiloh Christian Academy offers a curriculum based on a clearly defined Christian philosophy. The curriculum is designed to provide each student with the opportunity to develop his or her abilities within a Christian environment and involves training for “personal responsibility, assimilation of facts, transfer of knowledge, growth, change in behaviour and preparation for living”.

The Accelerated Christian Education (ACE) system is the major curriculum resource. This individualised approach incorporates self-instructional material based on the Bible and a phonetic reading programme. The core subjects are taught by way of a series of PACE documents. At primary level these are supplemented with “animal science, Bible reading, literature and creative writing”. At the secondary level, students are able to choose from a wide selection of elective courses. Three senior students are currently enrolled in National Certificate of Educational Achievement (NCEA) courses through The Correspondence School.

Afternoon programmes provide class and group activities including music, sport and physical education, art and craft and workshop technology to supplement the ACE curriculum. Regular field trips allow students to participate in activities outside the classroom.

Senior students take part in an annual South Island Christian schools convention. It is a week of competition in academic areas, music, sport and art and craft. This broadens students' horizons as it provides an opportunity to meet with students from similar schools. Shiloh participants have a history of high achievement in art and music.

Individualised computer learning programmes for word processing, spreadsheets, presentations and keyboard skills are well utilised. Students have produced some very high quality work. A timetable ensures equity of computer access. Programmes also allow for the use of other information technology such as, video, sound tape, fax and photocopying equipment.

Student achievement is acknowledged during weekly assemblies and the use of incentive systems that recognise initiative, leadership and appropriate behaviour. Assemblies provide opportunity for the development of the sentiments of loyalty, patriotism and allegiance to the flag, the bible and the Government. These are also incorporated into aspects of the curriculum.

Teachers have high expectations for achievement, presentation of work and behaviour. Work in students' books is of very high quality, both in presentation and content. A consideration for the future could be to investigate the effectiveness of written formative assessment and apply this to student work. Well-established classroom and school procedures ensure smooth lesson transition and assist in maintaining a peaceful learning environment, where students are highly focused on their work.

Students are polite, relaxed and friendly in their interactions with staff and each other. Seniors are role models for younger students. A feature of interactions at interval and lunchtime, is the atmosphere of inclusiveness, where students of all ages play successfully together.

The classroom environment is enhanced by attractive displays of high quality student artwork and material that reflects the Christian character of the school.

### **Administration**

Shiloh Christian Academy is a registered private school governed by the New Life Church Pastor and the committee of elders. Financial management of the school is the responsibility of the church's finance committee. The day-to-day management is appropriately delegated to the principal. Weekly reports from the principal keep the

governing committee well informed about the school, students and the programme being implemented. A representative of the governing committee attends the weekly staff meeting. Any concerns that have arisen are also discussed. The committee and principal work together as a team to make decisions in the best interests of the school, students and their families.

### **Staffing**

With a change in staffing at the end of 2002 the school now employs only one registered teacher, the principal. He is very well supported by other staff who either already have a limited authority to teach (LAT) or have applied for a LAT. One of these staff has the intention of undertaking teacher training in the future and has enrolled in some initial courses in preparation for this.

The principal is increasingly becoming involved in matters of national interest and therefore gaining an appreciation of some of the wider issues for Christian and ACE based schools.

### **Premises and Equipment**

Shiloh Christian Academy is a purpose-built facility appropriate for the delivery of an ACE based programme. The main learning centre is attractively set out with individual offices for students, specialised study and reference materials readily accessible and a range of computers available for student use. Other learning spaces include food technology and art and craft areas and a laboratory. A hall is available for assemblies, music programmes and productions.

Outdoors there are spacious grounds used for group games and sports. A range of appropriate equipment is available for individual or group use. Senior students manage the use and storage of this resource.

Regular hazard checks are undertaken and recorded. Emergency drills are practised. Since the previous ERO report, risk management procedures for when students are off site have been developed. Management is taking all reasonable steps to ensure a safe and secure environment.

## **3 CONCLUSION**

Shiloh Christian Academy is a registered private school governed by the New Life Church Pastor and the committee of elders. The day-to-day management is appropriately delegated to the principal. The committee and principal work together as a team making decisions in the best interests of the school, students and their families.

Shiloh Christian Academy offers a curriculum based on a Christian philosophy as defined in the school's documentation. Accelerated Christian Education (ACE) is the major curriculum resource. This individualised system incorporates self instructional material based on the Bible and a phonetic reading programme.

The purpose-built facility is appropriate for the delivery of an ACE based programme. The main learning centre is attractively set out with individual offices for students, specialised study and reference materials readily accessible and computers available for student use. A range of appropriate equipment is available for individual or group use. Other learning spaces include food technology and art and craft areas and a laboratory. A hall is available for assemblies, music programmes and productions. Outdoors there are spacious grounds used for group games and sports.

Afternoon programmes provide class and group activities that include, music, sport and physical education, art and craft and workshop technology to supplement the ACE curriculum. Senior students are able to participate in an annual South Island student convention.

Computer learning is a strength. Programmes for word processing, spreadsheets, presentations and keyboard skills are well utilised by students, who have produced some very high quality work.

Teachers have high expectations for achievement, presentation of work and behaviour. Well-established classroom and school procedures ensure smooth lesson transition and help maintain a peaceful learning environment where students are highly focused on their work.

Student achievement is acknowledged during weekly assemblies and through the use of incentive systems that recognise initiative, leadership and behaviour. Students are polite, relaxed and friendly in their interactions with the staff and with each other. Seniors are role models for younger students.

*SIGNED*

Lane Mohi  
Area Manager  
**for Chief Review Officer**

23 May 2003