

**CONFIRMED
PRIVATE SCHOOL
REVIEW REPORT**

SHILOH CHRISTIAN ACADEMY

May 2006



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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;
- (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 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.

About the School

Location	Motueka, Nelson
Ministry of Education profile number	529
School type	Composite Private (Years 1 to 13)
Numbers of teachers	1

School roll	12
Ethnic composition	New Zealand European/Pākehā 8 Māori 4
Gender composition	Girls 9 Boys 3
Review team on site	March 2006
Date of this report	24 May 2006
Previous ERO report	Private School Review May 2003 Accountability Review June 2000 Assurance Audit May 1997 Assurance Audit April 1994

2 Efficient

Suitable premises

Shiloh Christian Academy is a registered private school governed by the New Life Trust, made up of the Church Pastor and a committee of elders. Financial management of the school is the responsibility of the church's finance committee. The school is owned and operated as a non-profit organisation. The day-to-day management is appropriately delegated to the principal. The school is set in six acres of well-tended grounds that incorporate a large playing field and an asphalt area for physical activities. Modern buildings include a spacious learning centre, assembly hall, science laboratory, art room, storeroom, kitchen, staff area and separate staff and students' ablutions block and showers. A caretaker is responsible for property and building maintenance that is authorised by the principal.

Since the 2003 review, the Trust has completed the repainting of the school. The premises are bright, light and airy with a large student-centred area that has cubicles, or offices, where the students learn independently. There is also an information and communications technologies (ICT) area where students, once they have mastered keyboarding skills, have controlled access to the Internet for project/topic work.

Documentation for health and safety requirements is clearly stated. Indoor and outdoor areas are regularly inspected to identify, minimise or eliminate potential hazards or problems. The school has appropriately placed evacuation notices and has recently had a fire drill and safety inspection. A

first aid kit is readily accessible. The policies and procedures ensure the effective and efficient operation of the school.

The science laboratory is well stocked and secure and there is a clear equipment inventory system.

Suitable staffing

A reflective and well-organised principal, who values the creation of a calm and settled environment, effectively manages the school. It is expected that all students will meet high standards of respect, politeness and learning. There is a strong emphasis on the teacher inspiring students to achieve and for each student to have clearly defined daily goals. Students are friendly, compliant and cheerful.

The principal is a fully registered teacher. The learning to read supervisor, who is also teaches music, is a teacher aide. Small class sizes feature. Other staff members are all police vetted and employed on the basis of their training, skills and evidence of Christian witness in their lifestyles. The Trust is acting as a good employer.

The Trust receives a weekly operational report from the principal and any major issues of employment or finance are discussed. Currently, no student assessment data are presented to the Trust, although the achievements of individuals and school successes are reported here, and within the Church community honour roll. As the school is small and there are high levels of trust and parental involvement, there is frequent informal dialogue. Parents are involved in weekly field trips and invited to observe students in the learning-centre. A newsletter is produced on a regular basis to keep parents informed.

Staff development has included the principal attending and speaking at annual conferences, which have a strong Christian educational theme. He has continued to be actively involved in the executive body of the New Zealand Association for Christian Schools and the Fellowship of Accelerated Christian Education in New Zealand. This year, staff members are actively involved in the 30th year celebration of ACE in New Zealand.

At the time of the review, there are two practising teachers on site. The school also has available an ACE curriculum development specialist, who is also a practical science teacher, two art tutors, a cooking and sewing tutor and a teacher aide.

There is an informal process for reviewing teaching methods. This may now be an opportune time to consider formalising the performance appraisal system to ensure good quality teaching practices are continued.

Suitable equipment

There is a good range of inventoried equipment for students' use. Property management documents and policies clearly state the requirements for suitable equipment. The school is well resourced and includes a well-stocked library.

Suitable curriculum

The school's philosophy and expectations for student achievement and behaviour are clearly stated. Shiloh Christian Academy offers a curriculum focused upon the principles of Christian leadership, self discipline, individual responsibility, personal integrity and good citizenship. The curriculum is effectively managed and is designed to allow each student to develop his or her abilities to the maximum.

School of Tomorrow (also known as Accelerated Christian Education, ACE) is the major curriculum resource for teaching the core curriculum areas of mathematics, English, social studies and science and includes a phonetics-based, learning to read programme. A series of self-instructional personal ACE documents (PACE) allows students to work at their own rate with appropriate provision of materials and teacher assistance.

ICT-based instruction is an integral part of the morning programme and provides interest and flexibility in teaching and learning. As well as learning computer keyboard skills, students produce high quality work using a range of specialised word processing and spreadsheet software. Other information technologies such as video and audiotape, facsimile and photocopying equipment are available for student use.

Afternoon class and group activities provide variety and interest. They include visual and performing arts (platform), health, physical education and sport, science and clothing and sewing technology. At primary level, these are supplemented with animal science, Bible reading, literature and creative writing. At secondary level, students can choose from a wide selection of elective courses. An annual student convention provides a stimulating balance to the PACE programme. Senior students are encouraged and assisted in preparing for this week of competition in events that include music, athletics, platform, arts, crafts and academics, writing, science and ICT. This

convention broadens students' horizons and enables them to meet with others from similar schools and backgrounds.

Regular weekly field trips enable students to visit a variety of venues and places of interest. They are an incentive for students to meet the school's "minimum responsibilities for the week", which include a series of tasks that need to be completed and achieved during any one week. A range of rewards and awards acknowledge student achievement, initiative and leadership. Senior students are able to take leadership roles in the school including responsibility for computers, as librarians and for preparing attractive displays to enhance the classroom environment. All students have the opportunity to contribute to chapel readings and interpretations.

Staff have high expectations for behaviour and achievement. Student books are regularly monitored and contain some generalised and specific written feedback related to learning. This is good practice that would positively enhance student achievement if increased in frequency. The quality of work in student books is of a high standard, both for content and presentation. Homework is set and checked regularly. Parents receive regular reports about their children's progress and standards achieved.

Annual assessment, utilising New Zealand and overseas norm-based tests, is used to check the progress of students. These tests do not provide a measure of performance against other New Zealand students. A consideration for the future could be to investigate other tests that would provide this information.

Patriotism and loyalty

The school's sentiments for patriotism and loyalty are appropriately referred to in the parent and student handbook. The philosophy acknowledges the Christian character of the school and the importance of preparing to live a good life. The interactions between the teaching principal and students show mutual respect and independent, self-paced learning. All students are engaged in their learning and there is a strong reliance on self discipline. Staff successfully teach and model suitable attitudes and values. This is reflected in the students being respectful and polite to their teachers and each other. There is a focused, calm and settled learning environment. The New Zealand flag is flown every day, and at weekly assemblies students pledge allegiance to the flag, the Bible and the Government.

3 Statutory Obligations

The school is meeting its statutory obligations to be efficient as defined by Section 35A of the Education Act 1989.

4 Conclusion

The school employs well-qualified staff who identify strongly with the culture of the school, contribute to its vision, have an active involvement with the school's Christian philosophy and work well as part of the team. The principal and staff manage student behaviour positively. They treat students with respect and have a genuine caring concern for their spiritual and Christian well-being. Students are respectful and polite to their teachers and each other. There is a focused, yet calm and settled, learning environment.

SIGNED

Lane Mohi
Area Manager
for Chief Review Officer

24 May 2006