

Hamilton Seventh-day Adventist School

• 46 Annebrook Road • RD3 • Hamilton 3283 • New Zealand •

ACCREDITATION REPORT

September 2017



VISITING COMMITTEE STATEMENT

Hamilton Seventh-day Adventist School

The Visiting Committee met and evaluated the Hamilton Seventh-day Adventist School on 14-15 September 2017.

Members of the Visiting Committee

Dan Carrasco, Associate Director of Education, NZPUC

Renee Timmins, Principal, New Plymouth SDA School, NNZC

Rosalina Fautua, Deputy Principal, South Auckland SDA School, NNZC

The Hamilton Seventh-day Adventist 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



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ACCREDITATION RECOMMENDATION

Period

It is the unanimous professional judgement of the Visiting Accreditation Committee that the Hamilton Seventh-day Adventist School be granted re-accreditation for a period of 3 years from September 2017 until August 2020 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 NZPUC Directors of Education take place by May 2018. The purpose of the visit will be to receive an initial action plan report from the school board and to determine what steps will be made by the school in implementing the recommendations.
3. That a Mid-Term accreditation visit by the NZPUC Directors of Education take place before June 2019. The purpose of the visit will be to receive a written progress 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-State School in New Zealand. The current ERO Report (September 2016) 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 Hamilton Seventh-day Adventist School is located on the Southern outskirts of the City of Hamilton on approximately two hectares at Annebrooke Road, Hamilton East. First established in 1917, the original school formed part of the Hamilton Seventh-day Adventist Church. The school was relocated to the present site in 1970.

Integration History

On 26 July 1993 the school became integrated as the *Hamilton Seventh-day Adventist School* with a roll of approximately 25 and a maximum roll of 45 (10% non-preferential maximum). In December 1996 the maximum roll was increased to 75. In November 2001 a further maximum roll increase to 110 was approved with the number of non-preference students limited to six.

Since the previous accreditation visit the school has had an application to extend to Year 10 declined. A fourth classroom has been built and was used for a short period of time. It is currently being used as a computer suite and withdrawal teaching area.

Leadership

The school has had a change of Principal in the accredited period and currently is led by Mr Shaun Hurlow who replaced an Interim Principal, Mrs Sandra McKenzie. Mr Shaun Hurlow was appointed Principal in 2015. The school board also appointed in 2015 Mr Stephen Petrie as its new board Chair. The Proprietor and school board acknowledges the leadership and contribution of Mrs Nola Tamaki who had chaired and served on the board for over 9 years.

The North New Zealand Conference appointed in 2016 Pastor Jeremy Flynn as the school chaplain.

Demographics

The current roll of the school is 58 (New Zealand residents). The maximum roll approved by the New Zealand Ministry of Education is 110 with up to 6 non-preferential students. The school currently has two foreign fee-paying student enrolled. This is an increase of 7 domestic (New Zealand residents) students.

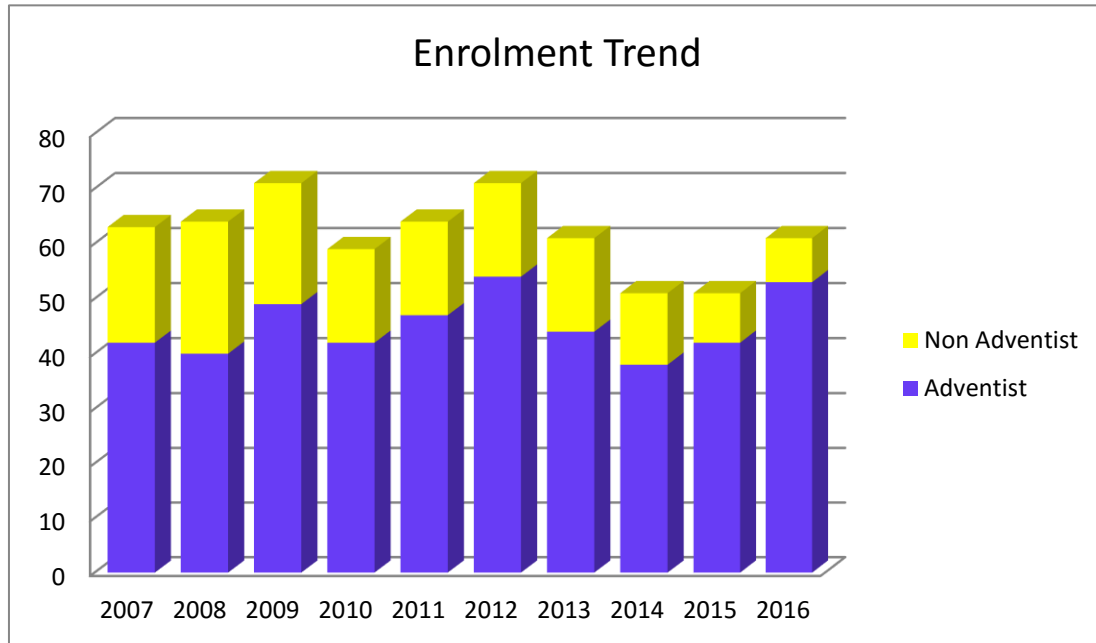
The school draws its pupils from the wider Hamilton area. The school's roll is made up of approximately 71% Seventh-day Adventists from the Central, Eastside, Maori and Cambridge churches. This is a decrease of 4% in the last 3 years. The remainder of the school consists predominantly of other Christian families. Currently there are three non-preference students enrolled.

There are approximately 33% NZ European (10% increase), 12% NZ Maori (2% increase), 21% Fijian, other Pasifika (14%). Other ethnicities include other European and Filipino account for 21%.

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.

ENROLMENT TRENDS

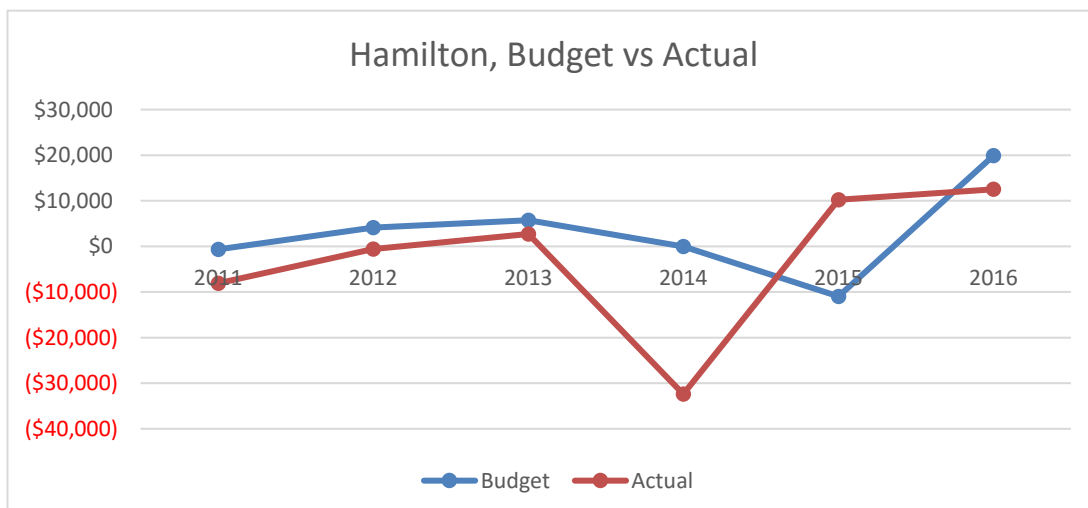
Since the previous Visit in 2014, overall trend in enrolment at the Hamilton school was one of decline. The current enrolment is a reflection of a positive increase since the previous Visit in 2014, which was the lowest for the last 10 years. The Visiting Committee noted that the current roll of 58 students is at 53% capacity of its maximum roll of 110 students and the schoolboard is strategically marketing to open a fourth classroom in 2018. The Adventist enrolment remains the greater part of the roll with approximate 17 Non-Adventist students. In light of the current enrolment at 53% of capacity, the school remains reasonably financially viable.



FINANCIAL TRENDS

Financial Operations

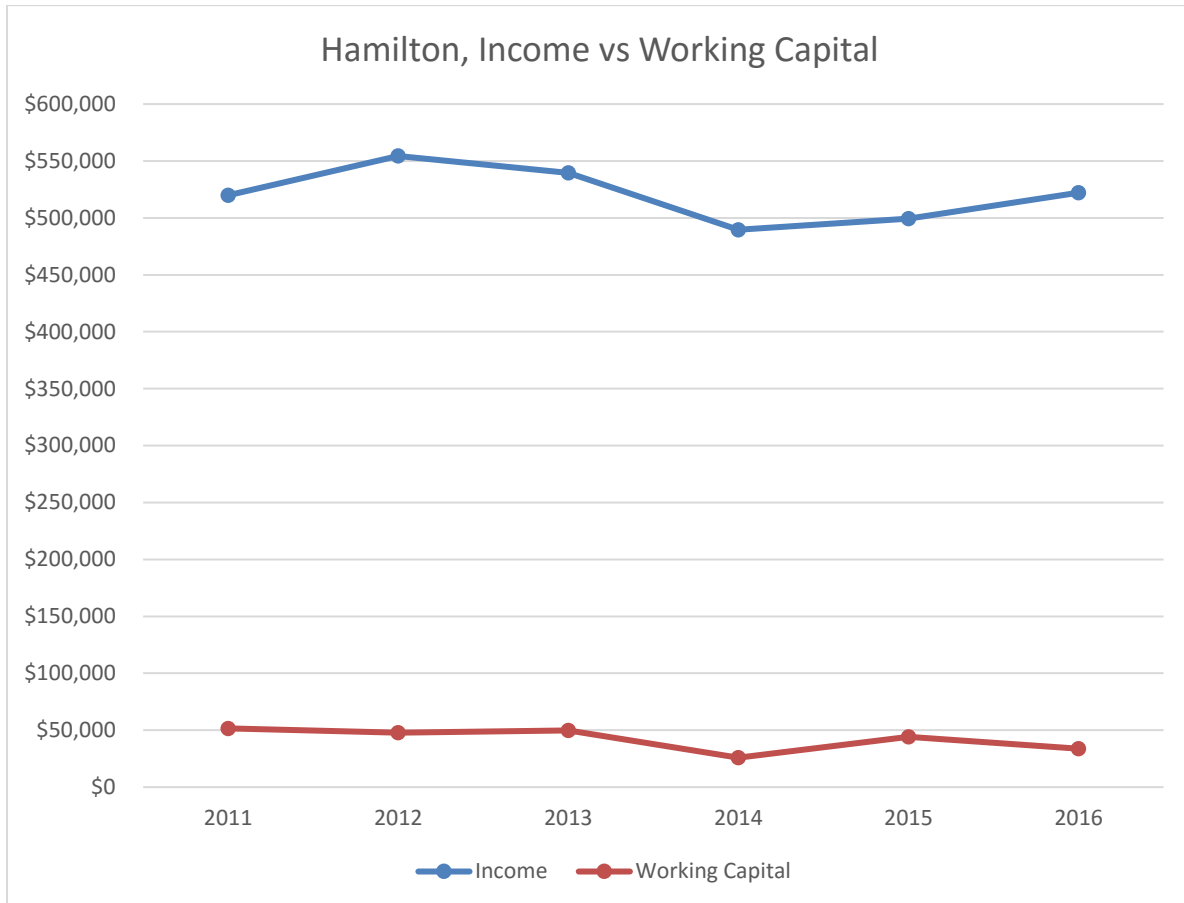
The school board has historically practiced sound budgeting and producing neutral budget. The 2014 Report noted that the board operated deficit budgets which expressed concerns that the school is consistently operating beyond its actual income. Since the new Principal and Board Chair were appointed, the Visiting Committee has noted a change in the board's actual financial reports.



Fiscal Viability

Over the last three years the school's income has increased as a result of student enrolment. The working capital has been consistent throughout the last 6 years. The increasing income has helped to keep the school financially operational while it operates deficits.

Overall the school is operating in a manner that is financially viable for the foreseeable future. Constant review and monitoring of processes and outcomes is critically important to ensuring the board is providing a high quality Christian curriculum programme.



ATTENDANCE DUES

Background

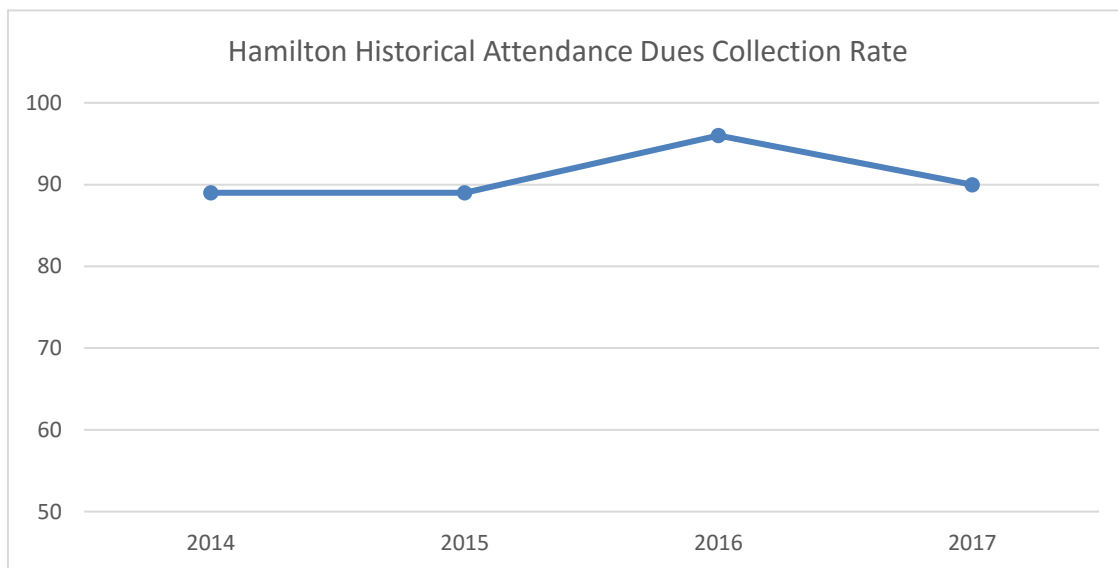
Under the Education Act 1989, Part 33, s447, the Proprietor of an Integrated School is able to charge Attendance Dues. Attendance Dues are a charge made by the “Proprietor” (NZ SDA Schools Association) as a condition of enrolment at an integrated school. This is a compulsory charge and not a donation, nor is it tax deductible. The amount may be differ from year to year.

Attendance Dues are used to help with upgrading school buildings and facilities in line with the Third Schedule. They can be used to pay for leases, debts or mortgages, and insurances that the Proprietor has on the land or buildings of the school. The school can’t use the money for anything else.

The chargers, as set by the Proprietors, was \$450 in 2014 and increased over time to \$550 in 2017.

Historical Collection Rate

The school’s collection rate over the period 2014 to 2017 shows a steady range between 89% in 2014 to 96% in 2016. The Proprietors have set a national collection rate target of 95%.



Collection Self Review

The School has made a concerted effort to the ongoing review on improving the collection rate to meet the national target of 95%. As a result of the school’s review the following areas has been considered:

- Clarity with Attendance Dues Guidelines and procedures and Enrolment Procedures that payments are term in advance or committed to an automatic payment plan
- Parental clarity with their obligations to the compulsory commitment to paying Attendance Dues on enrolment and throughout the year
- The schools acknowledges to manage the responsibility of carry any outstanding debt for those students who are re-enrolled
- Attention to the monthly Attendance Dues Reports from the Proprietors by monitoring critical clients who may be falling behind payments
- School Principals to apply for Financial Hardship Assistance for clients with genuine hardship

FINDINGS

Overview

The visiting committee spent two days in the school. During this time they observed classes, reviewed documentation, inspected the premises and spoke with teachers, the Principal and the Board of Trustees Chair. The committee were made to feel welcome and enjoyed the interaction with everyone involved in this process.

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.

Dimensions of Seventh-day Adventist Character

The following findings are examples to illustrate how the scope and influence of the Seventh-day Adventist Character permeate every aspect of school life at the Hamilton Seventh-day Adventist School:

1) Evangelism and Discipleship

- There are a range of events and programmes which use the relative strengths of the Chaplains and staff to support learning within a Seventh-day Adventist Christian environment.
- Teachers are significantly involved in church life within the local church communities. Their goodwill and commitment to the mission of the school and the Adventist church is evident. Students are also involved in church programs throughout the year.
- The Chaplain and principal for their endeavours with the school wide spiritual faith development programmes and annually reviewing the Evangelistic Survey.

2) Nurturing Faith and Worship

- Teachers attend proprietor-sponsored professional development sessions to increase their spirituality and competence in teaching, witnessing and transmitting faith to their students.
- The team visited the classrooms to observe Bible Encounter lessons and also made visits to classes throughout the school day. A number of high quality displays were observed many of which reflected special character emphasis. These were evident in every room. There is evidence that some integration of Bible and special character into other areas of the curriculum.
- Chaplain works alongside teachers and students to deliver effective and meaning worship culture through weekly chapels and Student Week of Prayer.
- Valuing the musical talents of students and staff has seen the establishment a school choir which performs in the community and local churches.

3) Health and Well-being

- Implementation of the Church's CREATION Health programme in the Years 7-8 class.
- Teachers' interaction and engagement with students was appropriately warm, relaxed and friendly. The school shared a strong collegial spirit between staff.
- The School That the Board of Trustees and Principal consult with the Proprietor as part of the required review of the health curriculum that reflects the special Seventh-day Adventist character of the school.

4) Inclusiveness and Diversity

- The visiting team was welcomed with a whole school powhiri which included haka, waiata, and mihi in languages reflecting the cultural diversity of the school. The strong sense of identity and pride in being a New Zealand school that is Adventist and multi-culturally continues to be a strong feature.
- The student and parent community very clearly identify that this is a special character school. It is clear that this is an important feature of the school and its operation which students and families appreciate and value.

5) Service and Social Justice

- The students were friendly and welcoming and willingly engaged with the team when opportunities arose in a polite and friendly manner. They are actively encouraged to participate in school wide coordinated community programmes and services.

6) Stewardship / Governance

- The school's special character is reflected in the Charter, through the policies and procedures of the school, into planning, delivery.
- The special character of the school was clearly evident from the signage on the buildings as the school is entered and right throughout the school complex.
- The team appreciated the neat presentation of the school and its grounds. It is obvious that the stewardship of the school is taken seriously and the school ensures that the plant and property are truly representative of the high standards the church would expect. The Board fulfils its responsibility to the Proprietors on matters relating to property.
- The School is reviewing its strategic vision, values and goals. School documentation including policies, school charter, administration and curriculum documents, job descriptions, programs of work and assessment was reviewed. Long term plans reflect special character but the flow through into units of work is not obvious and varies.
- The school had its regular ERO visit. The report indicates that the school is in a good position to continue to operate effectively and showing "good progress in strengthening the areas requiring improvement identified in June 2014 ERO report". There is clearly a need to "focus on improving children's achievement".

In order to further develop the Special Character of the school the following commendations and recommendations are provided.

Review Committee Commendations

The following commendations were observed by Review Team in the School's endeavour to "preserving and maintaining the special Seventh-day Adventist character":

1. Board of Trustees, Principal and all Staff, for clearly and consistently demonstrating what the special Seventh-day Adventist character looks and feels like to the students, both inside and outside the classroom, resulting in a safe and caring learning environment.
2. Principal, Teachers, Chaplains and Staff, for their personal commitment to God and each other, which is seen in their collaborative and professional learning conversations that affirms their passion for the school's Special Character and for the way they witness to faith and share Jesus.
3. Board of Trustees, Principal, Staff and Chaplains in affirming the centrality to worship through their commitment to attending staff worships, participation and involvement in Chapels, Week

of Prayer, church visitation and other faith development programmes of the school as evident in “upholding and maintaining the special character of the school”.

4. Principal and Teachers for adopting the ‘My Life Rules’ resilience programme, with the endeavours to enriching student learning behaviours that has resulted in more personal accountability for all learners.
5. Property Manager, Principal, Staff and Students for maintaining a well-kept and attractive school that support a positive school learning environment.
6. Board of Trustees, Principal, Teachers, Chaplains and Staff for finding creative ways to support and enhance growing relationships with the parents and families of their students.
7. Chaplains for presenting God and His Word to Staff and Students in engaging ways that encourages and nurtures joy, wonder, inquiry and commitment.

Review Team Recommendations

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

1. Board of Trustees, Principal, Teachers, Staff and Chaplains to implement the agreed school values statements which underpins the GROWTH vision framework that will be integrated throughout the teaching and school-wide documentation.

[Whereas the Review Team noted that the principles of the GROWTH vision framework needed clarity and further collaboration in unpacking what GROWTH looks like for this school and for its students. Furthermore, Teachers to align with the New Zealand Curriculum to the GROWTH framework vision to their teaching plans. The Board, Principal and Teachers will investigate the value of utilising other special character resources to enrich the special character teaching and learning.]

2. Board of Trustees, Principal, Teachers, Chaplains and Staff intentionally implement the Mission, Vision and Values programme to ensure its effectiveness in making a positive impact to learning and school culture.

[Whereas the Review Team noted the school’s desire to consolidate a clear articulated and uniformed special character values programme, such as a culture of service, in formulating a student graduate profile that is supported through the school’s overall teaching and learning programmes.]

3. The Board of Trustees, Principal, Teachers, Staff and Chaplains to review the school’s 2017 Satisfaction Survey and devise an action plan from the parent and student questionnaires as appropriate.

[Whereas the Review Team noted the value of parent and student feedback, recommend for the School Board, Principal and Teachers to address significant areas for continued improvement and strengthening the school’s mission and vision.]

SCHOOL RECOMMENDATIONS

School Generated Recommendations

The Review Team reviewed and endorses the school board's school generated recommendations:

1. The Board to refine and implement the Board's strategic plan for promoting and marketing the school to the local community to ensure enrolment and financial sustainability.

[Whereas the school's Maximum Roll is 110 students, the current enrolment is two-thirds of the Maximum Roll. Therefore, the Board recommends to review the 2016 Adventist Schools Perception Report and to implement a marketing strategic plan to increase student enrolment.]

ACCOUNTABILITY ACTION REQUIRED

Conclusion

The Principal in consultation with the Board submit a proposal for addressing the above recommendations as part of the School's Strategic Plan, Annual Plan or Operational expectations as appropriate. This proposal is submitted to the Adventist Education Office by **March 1, 2018**.

As a result of this Special Character review, the Accreditation Review Team is satisfied that Hamilton Seventh-day Adventist School identifies and aligns itself to meeting the mission of the Seventh-day Adventist Church.

APPENDICES

School Self Study Report

ERO Report, September 2016

School Satisfaction Survey