



# **Accreditation Manual**

**Evaluative Criteria  
for the  
Accreditation  
of  
Seventh-day Adventist Schools**

**South Pacific Division  
Commission on Accreditation  
Pacific Version  
Revised June 2010**



# Index

<b>Chapter</b>		<b>Page</b>
Index	.....	1
Introduction	.....	3
Module 1	General Information.....	15
Module 2	Special Character.....	27
Module 3	Administration .....	39
Module 4	Finance .....	47
Module 5	Facilities and Library .....	55
Module 6	Curriculum and Instruction.....	71
Module 7	Questionnaires .....	81
Module 8	Student Services .....	105





**Evaluative Criteria  
for the  
ACCREDITATION  
of  
Seventh-day Adventist Schools**

**Introduction to the  
Accreditation Self-Study Manual**

**South Pacific Division  
Commission on Accreditation  
Pacific Version  
2010 Revision**

# INTRODUCTION

## The Purpose

The purpose of the Accreditation program is to assist the school in charting its course for the future. To do this the school is led through a planned self-examination which results in identification of areas of strength and areas of weakness and concern. Out of this study emerges a plan to address needy areas and to set the direction of development. The school's own Self-Study, supported by the Visiting Committee's report, is the primary document in planning the future direction of the school.

The study process should not be viewed as an inspection as in the older model. Rather, it should be seen as an aid to the school staff in evaluating their school program, determining whether it is taking them where they want it to go and what if any changes they think are necessary. Having made this evaluation, they are then in the position to set goals for future directions. The Visiting Committee members should be seen not only as evaluators, but also as resource persons who can help the school community in refining these goals and in identifying means to help achieve them.

While the self studies should be thorough, the process should not be allowed to become drawn-out and tedious. What is important is that a sustainable process be established to guide the development of the school so that it will continue to provide an effective and efficient educational program which meets the needs of its students. As the South Pacific Division Working Policy and the Union Mission Education Handbook form the basis of the ethical, professional and legal standards of the Seventh-day Adventist School System in the South Pacific, the various committees will need to have access to those companion documents.

## The Process

Upon receiving the Accreditation Self-Study documents from the Union Education Department, the School Principal should establish his/her plan for completing the Accreditation process. The following steps are a guide.

### Step 1

The school Self-Study will be undertaken by the school teaching staff. The principal should select teachers onto the appropriate committees for the different sections of the accreditation program. These committees should be kept as small as practical (around 3) for effective functioning. Teachers should be chosen for their interest and expertise in the various areas studied by the committees. As many teachers as possible should be involved in the committee work in order to foster a sense of ownership and responsibility for the development of the school and also for obtaining a variety of perspectives.

### Step 2

Establish the time frame within which the process will be completed to allow the Visiting Committee sufficient time to do its work.

### Step 3

When the Self-Study documents are completed, the school principal should examine them carefully to ensure that they present a balanced and accurate analysis of the school and its programs and the recommendations generated by the committees are realistic and desirable.

### Step 4

Ensure that copies of the Self-Study are distributed to the Visiting Committee members by the due date.

### Step 5

Receive the Visiting Committee's report, analyse it, and establish a process for addressing the recommendations of both the Self-Study and the Visiting Committee's report.

## The Participants

1. **School Principal.** He/she is ultimately responsible for setting up the process and ensuring that it is carried out successfully. He/she will take the lead in organising the information required for Module 1.
2. **Special Character Committee.** This committee will look at the philosophy and objectives as well as how special character is being included in the operation of the whole school. Some special character aspects may be looked at in each of the other committees as well. Questions relating to this module are found in Module 2.
3. **Administration and Finance Committee.** This committee will look at the administration of the school including policies and procedures being in place. It will include the discipline code and meeting minutes of various school departments. It will also look at the school finances and should include a member from the local mission treasury. Questions relating to this module are found in Modules 3 and 4.
4. **Facilities and Library Committee.** This committee looks at the property, its maintenance and future plans to cater for growth. It will also cover the library and resourcing of the school. Questions relating to this module are found in Module 5.
5. **Curriculum and Instruction Committee.** This group has the largest task. It will look at curriculum and teaching documentation. The visiting committee will spend time observing a teaching lesson from each teacher. Questions relating to this module are found in Module 6.
6. **Questionnaires Committee.** The school staff will distribute the questionnaires to students, parents, and to the staff. The committee members' role is to collate and analyse the results and recommend any action that is indicated by the responses. Questions relating to this module are found in Module 7.
7. **The Student Services Committee.** This committee will look at the boarding aspect of the school's program. They will make observations on accommodation standards, health and safety, food preparation, sanitation and hygiene. Questions relating to this module are found in Module 8
9. **The Visiting Committee.** The role of the Visiting Committee is to examine the school's documentation and practices to validate the Self-Study and to prepare a report recommending the term of accreditation and any conditions attached thereto.

The Visiting Committee's report will be presented in the form of commendations and recommendations. Most of the latter will arise from comments contained in the Self-Study, although not all comments will be reflected in the report.

## The Instrument

The Self-Study Instrument has been prepared in module format, one module for each section of the document. It is intended that each sub-committee work with one module. You may make as many copies as you need.

There are eight modules depending on whether the school has boarding students or not:

Introduction	
Module 1	General Information
Module 2	Special Character
Module 3	Administration
Module 4	Finance
Module 5	Facilities and Library
Module 6	Curriculum and Instruction
Module 7	Questionnaires
Module 8	Student Services (If Boarding)

You will receive from the office of the Union Education Director the appropriate modules for your school:

- Primary Schools will require Modules, 1, 2, 3, 4, 5, 6, 7.

- Secondary Schools will require Modules, 1, 2, 3, 4, 5, 6, 7.
- Schools with both Primary and Secondary departments will require Modules, 1, 2, 3, 4, 5, 6, 7.
- Schools with Boarding facilities will require Modules 1, 2, 3, 4, 5, 6, 7, 8.

You may choose to receive your copy of the instrument in one of two ways:

1. Hard copy.
2. Where a school has internet capability, it may choose to receive their copy of the instrument electronically. It is in Microsoft Word 2007 format.

The questions included in the Self-Study Instrument are intended to serve as a guide to the study committees as they conduct the evaluation of their school. The questions should be seen as an aid in focusing the school staff, the study committees and the Self-Study Co-ordinating Committee as they plan a program of development for the school.

Although the Visiting Committee will note the responses to questions, it will be more concerned with the summary statements and new objectives at the end of each section, the interim strategic plan, and the final recommendations stated in the school's own report. This documentation will assist the committee in gaining an understanding of the school's current position, of the directions set by the school and of the procedures and time frame within which it proposes to achieve its objectives.

The completed Self-Study report should be copied and distributed not less than three weeks before the date of the Accreditation visit.

One copy to:

- Each member of the Visiting Committee
- Mission Office of Education
- Union Mission Office of Education
- School Board chairperson
- School Principal
- School staff room

## **General Instructions for the Accreditation Team Members**

During the Accreditation visit there are a number of aspects to be considered that may not be explicitly referred to in the questionnaires or the subsequent reports. These aspects should be considered in parallel to the Accreditation Self-Study Document.

Some of the aspects to keep in mind may include the following.

### **1. School Response to any Previous Visits**

Do you find evidence that the recommendations from the previous visit have been addressed? Have documents to support this been shared with the committee?

Is there evidence of committees working collaboratively on the report or has it been completed by one or two people doing all the work?

Does the finished document appear to have been done in haste or is there evidence of good administrative approach with a view to a long-term impact from the report?

### **2. Module 2 - Special Character and the Spiritual Program**

Is there evidence of special character programs operating at the school? These should include regular chapel exercises, Weeks of Prayer, and Staff and classroom worships. While there may be no stated set time allocation for Bible, do you consider that the time set apart for Bible classes is sufficient?

Take a look around the classroom at its appearance. Is there evidence on the walls that sets this classroom apart from what you might expect to see in a good Government school down the road? Do the displays show that this classroom is a Christian classroom at least, and Seventh-day Adventist at best?



Is the room kept neat and tidy? As you observe the interaction between the teacher and students, is there evidence of a Christian relationship? Is kindness expressed naturally and consistently, is there firm but fair control structures in place? Does the teacher reflect Seventh-day Adventist standards of dress and deportment?

Is the school's philosophy, mission statement, objectives and vision displayed somewhere for everyone to see when they visit the school?

Is the school involved in regular service activities in the local community?

In other words, what we are really looking for is evidence of a broader picture of the impact of special character in the school and its relationships in the community.

### **3. Module 3 - Administration**

For each of the committees that are functioning there should be a set of minutes kept of all of their meetings and actions taken. Have you found evidence of this?

Try to understand how the school board is operating. Does it appear to be operating harmoniously and achieving long term progress in terms of education output from the teachers and students and also with regards to the facilities and resourcing of the school? There should be minutes kept of all board meetings too.

Is there evidence that students have a voice in the affairs of the school? Are there school captains, prefects, class captains? Do these students have special responsibilities to carry out that are meaningful and recognized by the school on a regular basis?

How is the administration team of the school structured? Is it an effective structure for the size and level of the school?

Is there good communication within the school and its community? How is this achieved? Is the school using newsletters, memos, notice boards etc? Is the message getting out there on a regular basis?

Is there a student handbook, staff handbook, or other document that outlines the expectations of the school for teachers and students?

Take a look at the school behaviour management program. Is it redemptive or punitive in its application? Do the decisions of the discipline committee appear to be fair? Have all the parties involved or impacted by the discipline been informed and corresponded with to explain the school's action?

Is the community aware of the school's presence and is this presence a positive for both groups? Does the school involve itself with its supporting churches and its local community in a meaningful way, and is this involvement on a regular basis?

#### **3.1 Staff**

When reviewing the staff, it is important to verify their qualifications. This may be done verbally or more formally by asking for copies of certificates/diplomas/degrees if it is suspected that staff has inflated their qualifications. Find out how much professional development is being provided for the staff and by whom. Is there evidence that they are taking every opportunity available to them to develop themselves?

Try to ascertain the general staff morale and attitude to their work and environment. Do they get along well with their colleagues and the students? Are they involved in the life of the church?

Is there an ongoing appraisal program established within the school? If there is, who is in charge of driving it and is there suitable follow up and development along with accountability?

#### **4. Module 4 - Finance**

Has an operating budget been set up and has the school principal and staff had opportunity for input into this budget? Do the principal and staff receive regular statements of operating and are they held accountable to the budget requirements for their particular departments? Are the departments receiving a reasonable allocation of the funds to operate the school, keeping in mind the state of the school finances?

Are the schools finances ever audited and when was the last visit? What was the audit outcome?

Have a look at the student fee situation. Is there evidence that fees are being collected on a regular basis? How is the school handling unpaid fees? Are the families being held accountable or are they just being let go? Is there a fee collection policy that the school follows and is it working effectively?

To what extent is the principal free to spend school monies? Is there undue restriction from the mission in how the school money can be spent, either in the process involved or in the way it can be spent and the amount?

#### **5. Module 5 – Facilities and Library**

As you enter the school grounds, take a good hard look at what you see. Is the school sign clean, clear, and well maintained? Are the grounds clean and neat in appearance? Is there evidence that someone or a group is taking pride in the appearance of the grounds and school facilities?

Are the buildings in good repair and are they being kept clean?

Once inside the classrooms, take a look at the furniture. Are the desks and chair or forms of a suitable size for the students using them?

If the school has any information technology equipment like computers, photocopiers, faxes, radio transmitters etc, are these being well looked after? Are they in a secure area but yet freely available for use by those who need to use them?

Do the teachers have a reasonable working environment including their own chair, desk and other basic equipment?

When the library is visited have a look at the room and the books and resources and try to notice the following:

- In what condition are the books?
- Are they stacked neatly on shelves?
- Is there evidence that they are organized in some way or even by cataloguing?
- How up to date are they
- Where have they come from mainly?

Is there evidence that the students are using the library effectively and on a regular basis? Do they have access to computing facilities if they are present? Are the computers and library resources secure against theft? Where the students are allowed to take books from the library, is there an effective returns policy?

Is there a librarian appointed to operate the library? Does this person have any librarian qualification, and does he/she have sufficient time and resources to run the library effectively? Are the classes using the library on a regular basis?

#### **6. Module 6 - Curriculum and Instruction**

When looking over the teaching paperwork, try to establish a consistent paper trail. By this is meant that a teacher's yearly or term plan should flow from the school scheme of work, which will be followed by units of work, and then a daybook of what will be taught. It should be evident that what the students are covering in their work is consistent with what was planned and in line with the school's scheme. If it is not, then ask the teacher for the reason. You will be able to judge from the answer as to whether it is a reasonable explanation. If it is not, then try to understand some of the underlying reasons that may be at play and make suitable recommendations accordingly. When viewing the teacher's planning, look for the essential elements of planning, consistent planning, and evidence of assessment and student marking.

Take a look through the academic and curriculum policies. Are all subjects covered and if not why not? Are meetings of the academic committee and other associated committees being recorded as minutes? Is there evidence that the HOD is taking a leading role in the academic performance of the school?

Is the essential recording being taken care of on a regular basis, e.g. daily roll marking, daily weekly books filled in, etc?

Is there evidence of quality assurance in operation in the school? Is student work being cross-marked and open to scrutiny of peers? Are students being held accountable for the quality of work they are producing?

When checking teachers' planning in particular subjects they should be consistent in their layout and cover these main headings:

- Table of contents
- Scope and sequence table of content
- Assessment summary (number of assessment tasks)
- Philosophy and objectives
- Approach to subject – practical sessions, labs, field trips, research, experiment, argument, thinking etc
- Units planned

Does the teacher have sufficient resources to teach the subject effectively? Is there a variety of assessment practices being used, e.g. observations, written work, tests, completed assignments, etc.?

Try to observe the teachers in action, paying attention to the classroom climate and control, teacher knowledge of the subject, and focus of the lesson. Do the teachers demonstrate by their teaching that the subject they are teaching is important? Does it appear that they are highly focused on the job at hand or do they waste time in getting started or leaving the room to gather material? Are they well prepared? Is learning taking place? Is there a variety of teaching strategies being used, e.g. lecturing, instruction, enquiry, self-motivated student work, investigation, demonstration, application, review, individual work, group work, etc.?

## **7. Module 7 - Questionnaires**

A range of questionnaires are included to assist in developing a broader understanding of how the whole school is operating. Make sure that these are given out in plenty of time to allow for considered responses to be given and for collection and transferring of the responses. Once the responses are collated take time to review them looking for trends that may need to be addressed. Include these in any comments or recommendations that are made.

## **8. Module 8 - Student Services – If Boarding School**

As you tour the school facilities, take particular notice of the kitchen area in particular the food preparation area. Is it hygienic and clean? Is the food stored in a suitable facility? Is the dining hall adequate for the number of students and are there duties and procedures in place to keep it clean and attractive?

Is the food being prepared nutritious? Is there some variety in terms of vegetables and fruit available? Is the diet generally balanced with a minimum of processed food being consumed?

Take a look at the boarding facilities. Is there any evidence of overcrowding? If a sickness or disease were to break out what actions will be taken to contain it? Does the school have a nurse and ready access to a hospital to take care of medical emergencies? Is there sufficient room for the boarders to live comfortably? Are the dormitories clean and tidy with sufficient ventilation during both night and day? Are they secure at night in particular?

Is worship held on a regular basis in the dorms or chapel?

Do the students have a suitable recreation and social program? Are these programs suitably supervised and directed? Is the school work line achieving its aims? Are the different activities useful to the overall school program or are they just fill in? Are they being suitably supervised and developing positive work habits or is it a time for the students to waste time and become distracted from what is supposed to be happening?

## **The Criteria for Accreditation**

The following criteria are used by the Visiting Committee in accrediting the school and setting the term of accreditation.

1. The institution meets registration requirements as set down by government education authorities.
2. The board functions in harmony with denominational policy and practice and is carrying out its delegated authority effectively.
3. The school's stated philosophy and objectives are in harmony with SDA philosophy and objectives and there is evidence that this flows through into administration and classroom practice.
4. The school has developed a curriculum which meets students' needs and teachers' programs and teaching materials give evidence that the Adventist Christian ethic and perspective is upheld and presented to students. The curriculum and instructional program satisfies the requirements of the State educational authorities, is well planned and is delivered in an appropriate manner.
5. The financial operation of the school, including both capital and operating monies, is in harmony with denominational policy and practice.
6. The future viability of the school is secure in terms of projected enrolment and church community support. Where it is not, the school has effective plans to rectify the situation.
7. The school plant, facilities (including library) and equipment are adequate for the curriculum offered and student enrolment, and provides an environment that is safe and conducive to learning.
8. There is evidence that the school has adequately addressed health and safety standards, including the recommendations contained in the most recent Risk Management Report.
9. In the case of a re-accreditation, the school has responded satisfactorily to previous recommendations.
10. There is evidence that students are learning at an acceptable standard and reflect the influence of a Christian environment. They are well behaved, courteous and respectful to teachers and relatively at ease with visitors to the school.
11. The Visiting Committee will be interested in these additional factors:
  - a) Evidence of an adequately trained professional staff that assert a positive Christian influence on their students and have a pastoral concern for them.
  - b) Evidence of an administrative team that provides efficient management and effective educational leadership in the context of overall pastoral concern for students and staff.

## CRITERIA GRID WORKSHEET

(Used by the Visiting Committee in determining their recommendations)

### Rating Scale:

3 = Operating well  
2 = Operating satisfactorily  
1 = Operating with difficulty

		Operating		
		Well	Satisfactorily	With difficulty
(a)	Government Registration	3	2	1
(b)	Special Character	3	2	1
(c)	Administration	3	2	1
(d)	Finances	3	2	1
(e)	Facilities and Library	3	2	1
(f)	Curriculum and Instruction	3	2	1
(g)	Student Services (If Boarding)	3	2	1

### Notes:

#### 1. Accreditation

**3 years** : The school is operating well in most areas and has effective plans in place for the future operation of the school.

**1-2 years** : The school is operating with difficulty in most areas and is in need of assistance to manage plans for the future operation of the school.

- If the school does not meet local government registration requirements, it cannot be accredited.
- The chair leads the group to arrive at a consensus score for each criterion, from which the decisions about the term and conditions will be made.

### The Term and Conditions

The new term of Accreditation is dated from the date of expiry of the previous Accreditation period and adjusted so that it expires on either June 30 or December 31 of the expiry year, depending on whether the Visiting Committee visited the school in the first or second half of the year.

In each Accreditation Report, the Visiting Committee will attach the following conditions:

- In the event of a change of School Principal the Union Education Director will initiate a Post-Accreditation Visit for the purpose of reviewing the Self-Study document and the official report with the new Principal. Such a visit is to be scheduled as soon as is practical after the new Principal is appointed.
- A mid-term visit will be made by the Education Directors of the Union Mission and the Local Mission/Conference. At that time, the school administration will present a written report detailing responses to the recommendations contained in both the Self-Study and the Accreditation Report.

## Additional Materials

The following materials would assist the work of the Visiting Committee and need to be made available in the room where it will work during the visit to the school:

**Please indicate if current edition is available**

1.	Copy of previous evaluation report (if applicable).	Yes	No
2.	Copy of interim progress reports (if applicable).	Yes	No
3.	(a) Copy of complete school curriculum, including syllabus for each subject and teachers' programs	Yes	No
	(b) Copy of school operating policy and administrative procedures.	Yes	No
	(c) Copy of emergency plans and procedures.	Yes	No
4.	Operating Budget for current year.	Yes	No
5.	Current class timetables.	Yes	No
6.	School prospectus.	Yes	No
7.	Student publications - annual/newspaper (if available).	Yes	No
8.	File of school board minutes for the previous year.	Yes	No
9.	Newsletters for previous year. (If available)	Yes	No
10.	Teachers' marks books.	Yes	No
11.	Originals of teacher academic qualifications – e.g. diplomas/testimonies and/or transcripts.	Yes	No
12.	Copy of the school's philosophy and statement of special character.	Yes	No
13.	Copies of promotional materials and media articles about the school.	Yes	No
14.	Documentation that the school is registered with the appropriate government body where applicable.	Yes	No
15.	Staff handbook (if applicable).	Yes	No
16.	Register of Enrolments and Admissions.	Yes	No
17.	Class rolls.	Yes	No
18.	Schedule of required learning areas, topics and hours of instruction for final year high school/secondary school classes.	Yes	No
19.	Samples of student work - each subject area with sample levels of student performance below average; average; excellent.	Yes	No

## **Post Accreditation Process**

It would be good following an accreditation visit for the self-study committees to stay as functioning units. Their role would be to provide follow up services to achieve the completion of the recommendations provided by both them and the visiting committee.

So often, the accreditation document and its recommendations are put aside and not consulted until just prior to the next accreditation visit. This is not the purpose of the accreditation process. It is a process of continual improvement of the education services provided by the school.

Having the self-study committees to continue to function will reduce the load of the school administration in meeting the intent of the recommendations and also provide ownership to the educational improvement of the school by the staff.







**Evaluative Criteria  
for the  
ACCREDITATION  
of  
Seventh-day Adventist Schools**

**MODULE 1  
General Information**

**South Pacific Division  
Commission on Accreditation  
Pacific Version  
2010 Revision**

# MODULE 1

## GENERAL INFORMATION

### Self-Study Committees

(To be appointed by the Principal)

<b>ADMINISTRATION AND CO-ORDINATING COMMITTEE</b>	<b>FINANCES COMMITTEE</b>
Chairperson:	Chairperson:
<b>SPECIAL CHARACTER COMMITTEE</b>	<b>CURRICULUM AND INSTRUCTION COMMITTEE</b>
Chairperson:	Chairperson:
<b>FACILITIES AND LIBRARY COMMITTEE</b>	<b>STUDENT SERVICES COMMITTEE</b>
Chairperson:	Chairperson:
<b>QUESTIONNAIRES COMMITTEE</b>	
Chairperson:	

## INSTRUCTIONS FOR THE CO-ORDINATING COMMITTEE

1. You will need to complete this section of the document, and also monitor and edit the work of the other sub-committees to ensure the satisfactory completion of the whole document for presentation to the Board.
2. The demographic information in this section is minimal information needed in your planning for the future.
3. School classifications (**categories**) are:

IA	Sole Charge	
IB	2-3	FTE (Full-time Equivalent teachers)
II	4-8	FTE
III	9-13	FTE
IV	14-18	FTE
V	19+	FTE

### 1.1 The School

Name of school: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_ Post Code: \_\_\_\_\_

Phone: \_\_\_\_\_

Date of Accreditation: \_\_\_\_\_

Year of Last Accreditation: \_\_\_\_\_

Conference/Mission: \_\_\_\_\_

Education Director: \_\_\_\_\_

Principal: \_\_\_\_\_

Board Chairperson: \_\_\_\_\_

### 1.2 The School Profile

Category \_\_\_\_\_

*(Select the appropriate numeral IA, IB, II, III, IV, or V as defined in instruction 3. above)*

The school offers courses from Year \_\_\_\_\_ to Year \_\_\_\_\_

The year the school was established: \_\_\_\_\_

In a few paragraphs, describe your school. Include information about why the school exists, what it is doing for the church and community, its physical plant, its culture and ethos, the way it is viewed by its constituency and clientele, how you place the school in the educational market place, and a brief history and what you see for the future. In fact, record anything that helps visitors to understand your school.

---

---

---

---

---

---



1.4.2.1 What is the ratio of Adventist to non-Adventist students? \_\_\_\_\_

1.4.2.2 To what extent is the school's admission policy consistent with the school's mission and objectives? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## 1.5 Enrolment Projections for the Next Five Years

Class/Year	Year	Year	Year	Year	Year
Prep					
Year 1					
Year 2					
Year 3					
Year 4					
Year 5					
Year 6					
Year 7					
Year 8					
Year 9					
Year 10					
Year 11					
Year 12					
<b>Totals</b>					

## 1.6 Students Completing the Highest Grade in Your School in the Last Two Years

Which year?	Number continuing education in SDA institution	Number continuing education in non-SDA institution	Number employed or looking for work	Number unemployed or not looking for work
<b>Current Year</b> <i>(Where do they plan to go next year?)</i>				
<b>Last Year</b> <i>(Where did they go?)</i>				
<b>Previous Year</b> <i>(Where did they go?)</i>				

## 1.7 School Promotion and Marketing

1.7.1 Who takes primary responsibility for promoting and marketing the school?

\_\_\_\_\_  
\_\_\_\_\_

1.7.2 Describe the strategies used in school promotion and marketing.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1.7.3 Indicate the level of success resulting in enrolments in the school since the last accreditation.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





## 1.9 Response to Previous Major Visiting Committee Recommendations

*(Does not apply to schools undergoing their initial accreditation)*

If the school has been previously accredited **but cannot provide copies of an interim report**, please use this page to indicate responses to recommendations of the previous accreditation committee. Using the sample format shown below, please list each recommendation and state what action has been taken regarding it.

Number additional pages (a), (b), (c), etc.

**Recommendation 1:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Response or Date Implemented:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Recommendation 2:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Response or Date Implemented:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Recommendation 3:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Response or Date Implemented:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Recommendation 4:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Response or Date Implemented:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## 1.10 Recommendations of the Co-ordinating Committee

Once all the committees have handed in their paper work, the Co-ordinating Committee reviews the material, paying special attention to any recommendations that the committees have noted. The Co-ordinating committee then decides on which ones to endorse and list. Keep in mind that there needs to be a balance in terms of areas covered and how many are listed. **If there are too many, it is unlikely that they will all be addressed in the future.** List the recommendations below in groups according to the section that they deal with, noting also any reference to any items noted from the self-study document.

**Example Recommendation:** That a 5 year maintenance plan be developed. (Property Committee, Recommendation No.1)

**Recommendation 1:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Recommendation 2:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Recommendation 3:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Recommendation 4:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Recommendation 5:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Recommendation 6:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Recommendation 7:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Recommendation 8:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## 1.11 Recommendations - The School's Educational Plan

The final task is for the School Board to develop the plan that will set the direction for the next few years. To do this, study all the observations and recommendations of the various Self-Study Committees and the Coordinating Committee, if it is different from the Board. After summarising them, analyse the observations and recommendations to produce a set of realistic goals for the school for the next several years. Prioritise these goals into Short-Term Goals, Medium-Term Goals and Long-Term Goals, or Goals for Year One, Year Two and so on. This document, while setting the direction for the next several years, will also, in conjunction with the Visiting Committee's Report, form the basis for discussions between the Education Director and the School Administration and Board and will provide the standard for monitoring the school's progress during the Term of Accreditation.

It would be helpful if you set out your goals under the major headings of each module.

**For example:**

<b>Module 2 - Special Character</b>		
<b>Goal Number</b>	<b>Goal</b>	<b>Completion date</b>
2.1	Conduct a full review of the Philosophy Statement	June xxxx
2.2	....	

<b>Module 4 - Finance</b>		
<b>Goal Number</b>	<b>Goal</b>	<b>Completion date</b>
4.1	Establish a Marketing Committee	Immediately
4.2		

## The School's Educational Plan

<b>Module 2 - Special Character</b>		
<b>Goal Number</b>	<b>Goal</b>	<b>Completion date</b>
2.1		
2.2		
2.3		
2.4		
2.5		
2.6		

<b>Module 3 - Administration</b>		
<b>Goal Number</b>	<b>Goal</b>	<b>Completion date</b>
3.1		
3.2		
3.3		
3.4		
3.5		
3.6		

<b>Module 4 - Finance</b>		
<b>Goal Number</b>	<b>Goal</b>	<b>Completion date</b>
4.1		
4.2		
4.3		
4.4		
4.5		
4.6		

<b>Module 5 - Facilities and Library</b>		
<b>Goal Number</b>	<b>Goal</b>	<b>Completion date</b>
5.1		
5.2		
5.3		
5.4		
5.5		
5.6		

<b>Module 6 - Curriculum and Instruction (Secondary)</b>		
<b>Goal Number</b>	<b>Goal</b>	<b>Completion date</b>
6.1		
6.2		
6.3		
6.4		
6.5		
6.6		

<b>Module 7 - Questionnaires</b>		
<b>Goal Number</b>	<b>Goal</b>	<b>Completion date</b>
7.1		
7.2		
7.3		
7.4		
7.5		

<b>Module 8 - Student Services (If Boarding School)</b>		
<b>Goal Number</b>	<b>Goal</b>	<b>Completion date</b>
8.1		
8.2		
8.3		
8.4		
8.5		

1.11.1 How will the school ensure that the processes begun with the self-study will be continued?

---

---

---

---

---

---

---

1.11.2 What process will the school and board initiate to monitor the achievement of these recommendations?

---

---

---

---

---

---

---





**Evaluative Criteria  
for the  
ACCREDITATION  
of  
Seventh-day Adventist Schools**

**MODULE 2  
Special Character**

**South Pacific Division  
Commission on Accreditation  
Pacific Version  
2010 Revision**

# MODULE 2

## SPECIAL CHARACTER

### INSTRUCTIONS TO THE SPECIAL CHARACTER COMMITTEE

Special Character includes all that happens in the school and in particular, those things that happen that set the school apart as a Seventh-day Adventist school. The Philosophy Statement forms the basis of all that is done in the school. The general objectives indicate how the philosophy is to be translated into educational practice. You are being asked to assess the suitability and effectiveness of the special character of your school.

1. Ensure that each committee member has a copy of the *Special Character* module.
2. Examine the existing Philosophy Statement to determine whether it adequately expresses your school's understanding of the Adventist world view of education. Check that the statement is consistent in each presentation (eg Handbook, programs etc).
3. Study the general objectives to determine their relationship to the philosophy statement.
4. Consult with school staff and others in the school community to ascertain the degree to which the philosophy and objectives direct the educational program.
5. Arrive at a consensus on the responses you will record in your report.
6. Complete your report and return it to the chairperson of the Co-ordinating Committee within the time allotted.

### 2.1 Mission Statement

Please provide a copy of the school's Mission Statement.

---

---

---

---

---

---

**Please mark with X only YES or only NO for each question.**

**If completing the forms electronically, please use the highlighter to highlight your choice.**

#### 2.1.1 Display of School's Mission Statement

- 2.1.1.1 The School's Mission Statement is prominently displayed within the school. e.g. Foyer, Office, Classrooms etc.

Yes	No
-----	----

### 2.2 Statement of Philosophy

Please provide a copy of the school's Philosophy Statement.

---

---

---

---

---

---

## 2.3 Evaluation of the Philosophy Statement and its Implementation

The following criteria are your guide in assessing your school's program. Please respond to each statement by marking the appropriate box.

### 2.3.1 Philosophy Statement

The Philosophy Statement includes a sentence or paragraph which:

2.3.1.1	Expresses belief in the Creator God and His redemptive act through Christ.	Yes	No
2.3.1.2	Outlines the sources of truth considered by the school to be authoritative and valid.	Yes	No
2.3.1.3	Explains the school's perception of man's environment.	Yes	No
2.3.1.4	Provides understanding about the nature of man.	Yes	No
2.3.1.5	Expresses understanding about the role of the school in the community and of the school's responsibilities to the community.	Yes	No
2.3.1.6	Establishes the bases for the values espoused by the school.	Yes	No
2.3.1.7	Provides a basis for the school's emphasis on aesthetic and creative activities.	Yes	No
2.3.1.8	Identifies the school as a Seventh-day Adventist institution.	Yes	No
2.3.2	The school Philosophy Statement has been approved by the School Board.	Yes	No
2.3.3	A copy of the full Philosophy Statement is found in the following:		
2.3.3.1	School Board minutes.	Yes	No
2.3.3.2	School policy/curriculum documents.	Yes	No
2.3.3.3	Teachers' programs of work.	Yes	No
2.3.4	An abbreviated version of the Philosophy Statement is published in the school handbook/prospectus.	Yes	No
2.3.5	The statement is consistent wherever it appears in school documentation.	Yes	No

## 2.4 General Objectives

Please provide a copy of the school's general educational objectives.

---



---



---



---



---

## 2.5 Evaluation of the General Objectives

Please indicate the appropriate responses.

### The General Objectives:

2.5.1	State that the school's primary goal is to promote a redemptive relationship between each student and Jesus Christ.	<table border="1" style="display: inline-table;"> <tr> <td style="padding: 2px 10px;">Yes</td> <td style="padding: 2px 10px;">No</td> </tr> </table>	Yes	No
Yes	No			
2.5.2	Are derived directly from the Philosophy Statement or are traceable to the Philosophy Statement.	<table border="1" style="display: inline-table;"> <tr> <td style="padding: 2px 10px;">Yes</td> <td style="padding: 2px 10px;">No</td> </tr> </table>	Yes	No
Yes	No			
2.5.3	Are found in the following documents:			
	2.5.3.1 School policy documents.	<table border="1" style="display: inline-table;"> <tr> <td style="padding: 2px 10px;">Yes</td> <td style="padding: 2px 10px;">No</td> </tr> </table>	Yes	No
Yes	No			
	2.5.3.2 Teachers' programs of work.	<table border="1" style="display: inline-table;"> <tr> <td style="padding: 2px 10px;">Yes</td> <td style="padding: 2px 10px;">No</td> </tr> </table>	Yes	No
Yes	No			
2.5.4	Have been approved by the School Board.	<table border="1" style="display: inline-table;"> <tr> <td style="padding: 2px 10px;">Yes</td> <td style="padding: 2px 10px;">No</td> </tr> </table>	Yes	No
Yes	No			
2.5.5	Are summarised in the School's handbook/prospectus.	<table border="1" style="display: inline-table;"> <tr> <td style="padding: 2px 10px;">Yes</td> <td style="padding: 2px 10px;">No</td> </tr> </table>	Yes	No
Yes	No			

## 2.6 Criteria Statements - Philosophy and Objectives

Please evaluate the degree to which the philosophy and objectives permeate the school's activities and respond to the criteria below.

### 2.6.1 Spiritual/Devotional

2.6.1.1	Each school day begins with a devotional period:			
	2.6.1.1.1 For teachers	<table border="1" style="display: inline-table;"> <tr> <td style="padding: 2px 10px;">Yes</td> <td style="padding: 2px 10px;">No</td> </tr> </table>	Yes	No
Yes	No			
	2.6.1.1.2 For students	<table border="1" style="display: inline-table;"> <tr> <td style="padding: 2px 10px;">Yes</td> <td style="padding: 2px 10px;">No</td> </tr> </table>	Yes	No
Yes	No			
2.6.1.2	Each school day is closed with some devotional activity.	<table border="1" style="display: inline-table;"> <tr> <td style="padding: 2px 10px;">Yes</td> <td style="padding: 2px 10px;">No</td> </tr> </table>	Yes	No
Yes	No			
2.6.1.3	Spiritual Emphasis Week is conducted once or more during the year.	<table border="1" style="display: inline-table;"> <tr> <td style="padding: 2px 10px;">Yes</td> <td style="padding: 2px 10px;">No</td> </tr> </table>	Yes	No
Yes	No			
2.6.1.4	The school co-operates with the pastor in conducting baptismal/Bible classes.	<table border="1" style="display: inline-table;"> <tr> <td style="padding: 2px 10px;">Yes</td> <td style="padding: 2px 10px;">No</td> </tr> </table>	Yes	No
Yes	No			



2.6.1.5	The school Chaplain or church pastor takes an active role in the school program, ministering to both students and staff.	Yes	No
2.6.1.6	Time is set aside each year for the spiritual rejuvenation of school staff.	Yes	No
2.6.1.7	The school operates a student outreach program.	Yes	No

## 2.6.2 Communication of the Philosophy

2.6.2.1	The school's philosophical approach to education has been communicated to local churches in some form of presentation during the past year.	Yes	No
2.6.2.2	The school's philosophy of education has been brought to the attention of at least one board and/or parent meeting during the past year.	Yes	No
2.6.2.3	Some of the displays around the school emphasise a spiritual theme.	Yes	No
2.6.2.4	News releases or articles in the media during the past year have in some way illustrated the school's philosophy in practice.	Yes	No
2.6.2.5	Displayed student learning has a statement attached connecting the learning with some aspect of God's character.	Yes	No

## 2.6.3 Curriculum and Instruction

2.6.3.1	Bible principles are made foundational to curriculum statements and practice.	Yes	No
2.6.3.2	Students are taught responsibility for their immediate and larger environment.	Yes	No
2.6.3.3	Character development is emphasised in the instructional program.	Yes	No
2.6.3.4	Seventh-day Adventist Christian values are implicit in the instructional program.	Yes	No
2.6.3.5	The instructional program fosters personal communication with God and Christian decision making.	Yes	No
2.6.3.6	Steps are taken to ensure that school sponsored recreation, music, art and the school environment are in harmony with stated church expectations and standards.	Yes	No
2.6.3.7	The school attempts to develop in students a sense of civic responsibility and preparation for citizenship.	Yes	No

## 2.6.4 School Policies

Are the following three policies in harmony with and promote the stated philosophy and objectives of the school?

2.6.4.1	Student assessment	Yes	No
2.6.4.2	Discipline	Yes	No
2.6.4.3	Admission	Yes	No

2.6.4.4	Each student wishing to enrol at the school has an interview (with his/her parent/s) with the school Principal, and where appropriate, a member of the School Board and/or Enrolment Committee.	Yes	No
2.6.4.5	Each student accepted into the school signs a document which pledges support and commitment to the school ethos, and to uphold the standards outlined in the school handbook.	Yes	No
2.6.4.6	Each policy emphasises an appropriate special character component of the school consistent with the policy title.	Yes	No
2.6.4.7	Describe the admission process, identifying the person or body who decides on the admission of applicants.	Yes	No

## 2.7 General Evaluation Statements - Philosophy and Objectives

2.7.1. When last was the Philosophy and Objectives Statements discussed with the school staff?

---

2.7.2 When last were the statements revised?

---

2.7.3 When was the document approved by the school board?

---

2.7.4 What, if any, are the committee's concerns regarding the school's efforts to implement its philosophy and objectives?

---



---



---



---

2.7.5 List the committee's recommendations for further development and application of the philosophy and objectives. These could come under headings such as Spiritual Commitment, Personal Development, Academic Excellence, Christian Service, etc

---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---

## 2.8 Specific Evaluation Statements for Special Character

### 2.8.1 School Appearance

2.8.1.1 The school grounds are clean, neat and tidy.

Yes	No
-----	----

### 2.8.2 Classroom Appearance

2.8.2.1 Children's work is displayed in attractive ways.

Yes	No
-----	----

2.8.2.2 Special character statements are attached to the children's displays.

Yes	No
-----	----

### 2.8.3 School Principal

2.8.3.1 The Principal is the spiritual leader of the school.

Yes	No
-----	----

2.8.3.2 The Principal sets aside a daily time for personal devotion and Bible study.

Yes	No
-----	----

2.8.3.3 The Principal connects with students and shows concern for their salvation.

Yes	No
-----	----

2.8.3.4 The Principal motivates staff to be all that God wants them to be.

Yes	No
-----	----

### 2.8.4 School Staff

2.8.4.1 The staff are the spiritual leaders of the students.

Yes	No
-----	----

2.8.4.2 The staff are concerned for the salvation of their students.

Yes	No
-----	----

2.8.4.3 The staff link the curriculum with spiritual factors in the student's life.

Yes	No
-----	----

2.8.4.4 The staff share their own spiritual/personal story.

Yes	No
-----	----

2.8.4.5 The staff model Seventh-day Adventism and special character to the students.

Yes	No
-----	----

2.8.4.6 Staff relate relevant scripture to life issues.

Yes	No
-----	----

2.8.4.7 Staff use scripture at appropriate times in lessons throughout the term.

Yes	No
-----	----

2.8.4.8 Staff analyse incidents both national and international in the light of the Great Controversy.

Yes	No
-----	----

2.8.4.9 Staff encourage students to pursue a personal relationship with God.

Yes	No
-----	----

2.8.4.10 Staff work to establish values e.g. honesty, respect, compassion, diligence etc.

Yes	No
-----	----

### 2.8.5 Subject/Lesson Planning

2.8.5.1 Unit plans have a special character statement along with the objectives statements.

Yes	No
-----	----

2.8.5.2 The special character statement is developed through the unit plan.

Yes	No
-----	----

2.8.5.3 Where an opportunity exists and where appropriate, students are led to see the special character connection in a lesson.

Yes	No
-----	----

## 2.8.6 Student Discipline

2.8.6.1	Student discipline is based on redemptive practices rather than punishment.	Yes	No
2.8.6.2	There is a discipline policy that is adhered to in all situations.	Yes	No
2.8.6.3	Minutes are kept for discipline committee meetings.	Yes	No
2.8.6.4	Every effort is made to keep the parents/caregivers informed of a student's behaviour while at school.	Yes	No

## 2.8.7 Pastoral Support and Student Management

Please rate the following statements according to the scale by **placing an X in the appropriate column.**

		Poor	Good	Excellent
2.8.7.1	Strategies are in place to integrate new students into school life and the school's culture.			
2.8.7.2	Strategies are in place to develop peer support			
2.8.7.3	Impartial student grievance procedures are in place			
2.8.7.4	The school allows students the opportunity to be involved in significant decisions.			
2.8.7.5	A student representative body operates that is considered by students to be effective.			
2.8.7.6	Opportunities are provided for student leaders to make representation to the school staff/administration on behalf of the student representative body.			
2.8.7.7	The school incorporates a redemptive element within the student management system.			
2.8.7.8	The school operates a positive reward system that gives public recognition for student achievement, progress, and responsibility.			
2.8.7.9	School citizenship standards are managed in a consistent manner that is perceived by students to be effective and fair.			
2.8.7.10	Each student has a clear understanding of how far he or she has progressed through the school discipline system and what consequences are associated with his or her current status.			



## **2.10 School's Recommendations for further Development and application of special character**

### **1. School Appearance**

---

---

---

---

---

---

---

---

### **2. Classroom Appearance**

---

---

---

---

---

---

---

---

### **3. School Principal**

---

---

---

---

---

---

---

---

### **4. School Staff**

---

---

---

---

---

---

---

---

### **5. Subject/Lesson Planning**

---

---

---

---

---

---

---

---

**6. Student Discipline**

---

---

---

---

---

---

---

---

**7. Pastoral Support and Student Management**

---

---

---

---

---

---

---

---







**Evaluative Criteria  
for the  
ACCREDITATION  
of  
Seventh-day Adventist Schools**

**MODULE 3  
Administration**

**South Pacific Division  
Commission on Accreditation  
Pacific Version  
2010 Revision**

# MODULE 3

## ADMINISTRATION

### INSTRUCTIONS TO THE ADMINISTRATION COMMITTEE

1. Ensure that each member of the committee has a copy of the *Administration* module.
2. Consult with the principal, secretary, school or church treasurer and Conference/Mission treasury department as necessary to ascertain the answers to the questions below.
3. The responses recorded in this document should be the result of consensus among committee members.
3. Return the completed document to the chairperson of the Co-ordinating Committee within the time allotted.

### 3.1 The School and the Community (Parents, Church and General Community)

**Please mark with X only YES or only NO for each question.**

**If completing the forms electronically, please use the highlighter to highlight your choice.**

#### 3.1.1 What methods are used to acquaint the community with the mission of the school?

3.1.1.1	Home and School Association	Yes	No
3.1.1.2	Musical items in churches	Yes	No
3.1.1.3	Newsletters	Yes	No
3.1.1.4	Media coverage	Yes	No
3.1.1.5	Handbook	Yes	No
3.1.1.6	Public Displays	Yes	No
3.1.1.7	Open Days	Yes	No
3.1.1.8	Parent nights	Yes	No
3.1.1.9	Church services	Yes	No
3.1.1.10	Sabbath School presentations	Yes	No
3.1.1.11	Drama productions	Yes	No
3.1.1.12	Other	Yes	No

#### 3.1.2 List other methods that are used to communicate the school's presence and purpose to the community

---

---

---

---

---

#### 3.1.3 Cite examples of how people from the community contribute to the administration of the

school (e.g. volunteer secretarial help)

---

---

---

## 3.2 The School Board

### 3.2.1 Members

3.2.1.1	Have been appointed by proper procedures	Yes	No
3.2.1.2	Have an interest in developing the school and seeing it run well	Yes	No

### 3.2.2 Meetings

3.2.2.1	Are held regularly	Yes	No
3.2.2.2	Are conducted with a planned Agenda	Yes	No

### 3.2.3 Minutes

3.2.3.1	Are written up promptly after each meeting	Yes	No
3.2.3.2	Are kept on file by the secretary	Yes	No
3.2.3.3	Are sent promptly to the chairperson, all board members and to Conference/Mission and Union Mission education directors	Yes	No

### 3.2.4 Function

3.2.4.1	Supports the principal in the administration of the school	Yes	No
3.2.4.2	Operates in harmony with the SPD Education Department policy and guidelines	Yes	No
3.2.4.3	Assumes responsibility for:		
3.2.4.3.1	Maintenance of the plant and equipment	Yes	No
3.2.4.3.2	Providing janitorial services	Yes	No
3.2.4.3.3	Maintenance of the gardens and grounds	Yes	No
3.2.4.3.4	Collection of overdue fees	Yes	No
3.2.4.3.5	Approval of all local fundraising projects	Yes	No
3.2.4.4	Funds necessary items of equipment not provided under standard equipment policies	Yes	No
3.2.4.5	Participates in the budgetary processes	Yes	No
3.2.4.6	Functions as a local policy making body, leaving management details to the principal	Yes	No
3.2.4.7	Develops and implements plans for the recruitment of students	Yes	No
3.2.4.8	Chairperson regularly visits the school to encourage teachers and discover areas of needed support	Yes	No

3.2.4.9	Members visit the school occasionally to become more acquainted with the program	Yes	No
---------	--	-----	----

### 3.3 The Principal

#### 3.3.1 Relationship to the Board, Conference and Community

3.3.1.1	Prepares the board meeting agenda	Yes	No
3.3.1.2	Functions as Executive Secretary of the board	Yes	No
3.3.1.3	Implements conference/mission and board policies	Yes	No
3.3.1.4	Leads in developing and maintaining positive community relations	Yes	No
3.3.1.5	Provides reports to the conference/mission as required	Yes	No
3.3.1.6	Acquaints all Board members with the SPD policies and guidelines for the operation of school boards (SPD Policy EDU 10.25; p.252, 1993)	Yes	No
3.3.1.7	Principal release time and clerical assistance is sufficient for the size and operation of the school	Yes	No

#### 3.3.2 Administration

3.3.2.1	Operates the school within the budget	Yes	No
3.3.2.2	Manages building and grounds maintenance and custodial services	Yes	No
3.3.2.3	Leads in developing and maintaining student morale and discipline	Yes	No
3.3.2.4	Maintains adequate record-keeping systems for the various aspects of the school program, ie, admission register, rolls, etc	Yes	No
3.3.2.5	Develops and implements the annual school calendar in full compliance with SPD Working Policy EDU.10.30, 6 <u>School terms and holidays and local government authorities</u>	Yes	No
3.3.2.6	Staffs the school within the mission/conference guidelines parameters provided in the Education Handbook	Yes	No
3.3.2.7	Ensures that teaching loads are within the guidelines specified by the local/provincial government	Yes	No
3.3.2.8	Ensures the SPD provided curriculum is being implemented by every teacher	Yes	No
3.3.2.9	Ensures the school has a Student Welfare Policy	Yes	No
3.3.2.10	Ensures the course and grade changes are made after consulting with the Academic Committee	Yes	No
3.3.2.11	Ensures the Principal maintains a record of student punishment	Yes	No

3.3.2.12	Ensures the Principal maintains a record of all student accidents	Yes	No
3.3.2.13	The Principal assumes responsibility for organising and promoting baptismal study classes at least once annually	Yes	No
3.3.2.14	Upholds national copyright law in all school activities	Yes	No
3.3.2.15	Ensures safety regulations are prominently displayed and enforced	Yes	No
3.3.2.16	Ensures that permanent school records are kept in a safe place	Yes	No
3.3.2.17	Ensures the school annually prepares a bulletin (handbook) prospectus	Yes	No
3.3.2.18	Ensures that the length of the school day is in compliance with local government requirements	Yes	No
3.3.2.19	Ensures that field trips and overnight trips/tours are planned and conducted in safety	Yes	No
3.3.2.20	Ensures the school board and all school committees function in harmony with <u>SPD Working Policy</u> requirements	Yes	No
3.3.2.21	Ensures the student admission policies comply with local government and SPD requirements	Yes	No
3.3.2.22	Ensures the students from non-SDA homes are screened in accord with SPD guidelines	Yes	No
3.3.2.23	Ensures the students' discipline and supervising practices are consistent with SPD guidelines	Yes	No
3.3.2.24	Ensures the school health and safety practices are in harmony with SPD guidelines	Yes	No
3.3.2.25	Ensures the school practices comply with SPD Guidelines with regard to:		
3.3.2.25.1	Selection of Music	Yes	No
3.3.2.25.2	Theatrical and Dramatic Performances	Yes	No
3.3.2.25.3	Teaching of Literature	Yes	No
3.3.2.25.4	Competition	Yes	No

### 3.3.3 Instructional Leadership

3.3.3.1	In consultation with the teachers, the Principal co-ordinates and plans the school's instructional program	Yes	No
3.3.3.2	Provides leadership in:		
3.3.3.2.1	Planning religious activities in consultation with the chaplain	Yes	No
3.3.3.2.2	Building and maintaining a positive spiritual emphasis	Yes	No
3.3.3.2.3	Developing school operating policies and procedures	Yes	No
3.3.3.2.4	Supervising and developing staff	Yes	No

3.3.3.3	Plans and conducts regular staff meetings	Yes	No
3.3.3.4	Provides a climate that fosters the professional development of staff	Yes	No
3.3.3.5	Conducts teacher appraisals	Yes	No
3.3.3.6	Implements a Teacher Professional Development Program	Yes	No
3.3.3.7	Ensures non-denominationally trained teachers are prepared for regular employment status	Yes	No
3.3.3.8	All teacher programs of work are held on file in the Principal's office	Yes	No
3.3.3.9	Requires teacher developed programs of work to be of a high standard	Yes	No
3.3.3.10	Convenes meetings of the following committees with minutes taken for each:		
3.3.3.10.1	Academic Committee	Yes	No
3.3.3.10.2	Administration Committee	Yes	No
3.3.3.10.3	Student Services Committee	Yes	No
3.3.3.10.4	Discipline Committee	Yes	No

### 3.4 The Staff

**Please give your response by placing an X in the appropriate box**

	Poor	Good	Excellent
3.4.1			
3.4.2			
3.4.3			
3.4.4			
3.4.5			
3.4.6			
3.4.7			

### 3.5 The Home and School Association

3.5.1	Is active in support of the school	Yes	No
3.5.2	Is reasonably well supported by parents	Yes	No
3.5.3	Initiates projects to assist the school	Yes	No
3.5.4	Runs educational/spiritual programs for the parents	Yes	No
3.5.5	Does more than just fund raise	Yes	No

### 3.6 Student Policies and Records

3.6.1 Student handbook and/or prospectus contains information on:

3.6.1.1 Admission

Yes	No
-----	----

3.6.1.2 Collection of school fees

Yes	No
-----	----

3.6.1.3 Discipline

Yes	No
-----	----

3.6.1.4 Student expectations

Yes	No
-----	----

3.6.1.5 Subjects offered

Yes	No
-----	----

3.6.1.6 School calendar (may be supplementary to handbook)

Yes	No
-----	----

3.6.2 Records include:

3.6.2.1 A permanent file for all present and former students

Yes	No
-----	----

3.6.2.2 Staff meeting minutes

Yes	No
-----	----

3.6.2.3 Discipline Committee minutes

Yes	No
-----	----

3.6.2.4 Copies of accident and injury reports prepared for Risk Management

Yes	No
-----	----

3.6.3 Records are kept in a safe place, preferably having a fire rating or with copies held off campus

Yes	No
-----	----







**Evaluative Criteria  
for the  
ACCREDITATION  
of  
Seventh-day Adventist Schools**

**MODULE 4**

**Finance**

**South Pacific Division  
Commission on Accreditation  
Pacific Version  
2010 Revision**

# MODULE 4

## FINANCE

### INSTRUCTIONS TO THE FINANCE COMMITTEE

1. Ensure that each member of the committee has a copy of this FINANCE MODULE.
2. Consult with the principal, secretary, school or church treasurer and Conference/Mission treasury department as necessary to ascertain the answers to the questions below.
3. The responses recorded in this document should be the result of consensus among committee members.
4. Return the completed document to the chairperson of the Co-ordinating Committee within the time allotted.

### REQUIRED DOCUMENTATION

Please have ready for the Accreditation team the latest copy of

1. Current year's budget
2. Last operating statement
3. Last financial audit report

**Please mark with X only YES or only NO for each question.**

**If completing the forms electronically, please use the highlighter to highlight your choice.**

### 4.1 Financial Support

4.1.1 The school receives financial support through:

Mark only 1

4.1.1.1 Fee assistance for students

Yes	No
Yes	No
Yes	No

4.1.1.2 Church offerings

4.1.1.3 Special projects

4.1.1.4 other (please list)

---

---

---

---

### 4.2 Financial Management

4.2.1 How many times per year does the Board meet?

---

4.2.2 How often do you think the Board should meet?

---

4.2.3 How often does the Board receive and discuss financial reports?

---

---

4.2.4 Does the Board receive a current operating statement and a list of the outstanding fees?

Yes	No
Yes	No

4.2.5 Are all capital purchases approved by the Board?

4.2.6 Describe or diagram a flow chart showing your budget preparation cycle

---

---

---

---

---

---

---

---

---

---

4.2.7 Rate the effectiveness of the budget preparation method in meeting the needs of the school (Please highlight your option electronically)

Poor	Good	Excellent
------	------	-----------

4.2.8 Describe any improvements you would like to make to the budget preparation process

---

---

---

---

---

4.2.9 Rate the adequacy, timeliness and accuracy of the monthly reporting system as a financial management tool

Poor	Good	Excellent
------	------	-----------

4.2.10 Does the Board take corrective action when the operating statement varies from the approved budget?

Yes	No
-----	----

4.2.11 How would you change the monthly financial statement to produce a more meaningful report?

---

---

---

---

---

4.2.12 Who is responsible for the following functions?

- 4.2.12.1 Fee charging
- 4.2.12.2 Receipting
- 4.2.12.3 Cash Control
- 4.2.12.4 Cheque writing
- 4.2.12.5 Budget preparation
- 4.2.12.6 Financial statements
- 4.2.12.7 Fund raising
- 4.2.12.8 Capital purchases

Board	Principal	Secretary	Bursar	Conference /Mission

4.2.13 What changes in the above responsibilities would increase the efficiency of the financial management of the school?

---

---

---

---

---

---

---

4.2.14 What procedures does the school follow for collecting outstanding fees and Church contributions?

---

---

---

---

---

---

---

4.2.15 What marketing/promotion or incentive schemes are in place to encourage increased enrolment in the school?

---

---

---

---

---

---

---

4.2.16 What long term financial plans are in place to address future growth or decline in enrolments?

---

---

---

---

---

---

---

4.2.17 Does the conference/mission have an incentive plan to encourage the school to operate efficiently?

4.2.18 Is the working capital level adequate for the ongoing operation of the school?

4.2.19 Is the accounting software and computer system adequate to meet the financial management needs of the school?

Yes	No
Yes	No
Yes	No

### 4.3 Administrative Support Staff

- 4.3.1 Do the secretaries have enough time to do their work well? 

Yes	No
-----	----
- 4.3.2 For how many hours are secretaries paid?
- 4.3.3 How many hours do the secretaries work?
- 4.3.4 What proportion of the secretary's time is spent on the following financial matters?
- 4.3.4.1 Receipting
- 4.3.4.2 Writing Cheques
- 4.3.4.3 Banking
- 4.3.4.4 Other
- 4.3.5 Does the person responsible for these duties have any formal training in bookkeeping or accounting? 

Yes	No
-----	----
- 4.3.6 What procedural changes would help the secretaries become more efficient?  

---

---

---

---

---

---
- 4.3.7 What support is given the secretaries in carrying out the accounting role (e.g. instruction by the Conference/mission Treasurer)?  

---

---

---

---

---

---
- 4.3.8 If the Principal could spend more time in financial management, would there be a significant improvement in the school's efficiency? 

Yes	No
-----	----

### 4.4 Financial Records

- 4.4.1 Who is primarily responsible for keeping the financial records?
- 4.4.2 If fire or theft were to occur, how difficult would it be to reconstruct vital financial information?

## 4.5 Fee Charging and Collection System

4.5.1 Describe or diagram the fee charging and collection flow chart.

---



---



---



---



---



---

4.5.2 Does the school have a fee collection policy?

Yes	No
Yes	No

4.5.3 If so is the fee collection policy adhered to by management and the Board?

4.5.4 What is the average number of elapsed days from writing the first receipt to deposit in the bank for the last five receipt/banking cycles?

4.5.5 Rate the control of cash and accountability for its use according to current accounting standards

Poor	Good	Excellent
------	------	-----------

4.5.6 What was the average percentage of fees still outstanding one day after the due date for the last four fee cycles (terms)?

4.5.7 Are outstanding fees followed up promptly on a monthly basis?

Yes	No
-----	----

4.5.8 What improvements could be made to the cash handling, fee charging and collection system?

---



---



---



---

## 4.6 Expenditure System

4.6.1 Who is responsible for approving expenditure?

4.6.2 How would you rate the level of expenditure control in the school?

Poor	Good	Excellent
------	------	-----------

4.6.3 Rate the efficiency of the creditor payment system

Poor	Good	Excellent
------	------	-----------

4.6.4 What improvements could be made to the creditor payment system?

---



---



---



---









**Evaluative Criteria  
for the  
ACCREDITATION  
of  
Seventh-day Adventist Schools**

**MODULE 5  
Facilities and Library**

**South Pacific Division  
Commission on Accreditation  
Pacific Version  
2010 Revision**

## MODULE 5

### FACILITIES AND LIBRARY

#### INSTRUCTIONS TO FACILITIES AND LIBRARY COMMITTEE

1. Ensure that each member of the committee receives a copy of this FACILITIES AND LIBRARY module.
2. Much of the committee's work can best be accomplished by inspecting the physical plant, although the principal and staff will need to be consulted on some questions.
3. Ask for and examine Risk Management reports and any reports by any other regulatory body.
4. Your responses to questions should result from consensus among committee members and should reflect what you observe.
5. When your section is complete, return it to the chairperson of the Co-ordinating Committee within the time allotted.

**Please mark with an X only YES or only NO for each statement**

**If completing the forms electronically, please use the highlighter to highlight your choice**

#### 5.1 Campus

##### 5.1.1 Grounds

5.1.1.1	The school is identified by a representative sign which designates it as a Seventh-day Adventist school	Yes	No
5.1.1.2	Where required, the school's registration number and/or certificate is displayed appropriately	Yes	No
5.1.1.3	The site is adequate for present and projected enrolment	Yes	No
5.1.1.4	The campus is attractively landscaped and well kept	Yes	No
5.1.1.5	Adequate shelter and shade is provided for students	Yes	No
5.1.1.6	A fence surrounds the grounds to provide a safe area for students	Yes	No
5.1.1.7	The playing areas are of adequate size or the school has access to adequate facilities	Yes	No
5.1.1.8	Provision is made for safe traffic movement and parking	Yes	No
5.1.1.9	The national flag is flown on appropriate occasions	Yes	No

##### 5.1.2 Facilities

5.1.2.1	Buildings are well maintained and in good repair	Yes	No
5.1.2.2	All rooms and buildings are identified by signs	Yes	No
5.1.2.3	There are clear signs giving directions to key places around the school, e.g. Office, Classrooms, Toilets, Dormitories	Yes	No
5.1.2.4	The administrative area is appropriate for the size of the school	Yes	No
5.1.2.5	Each teacher is provided with an adequate and appropriately located work space	Yes	No
5.1.2.6	A suitable staff room is provided	Yes	No

5.1.2.7	Space is provided for secretarial assistance	Yes	No
5.1.2.8	Office equipment is adequate for the school's needs	Yes	No
5.1.2.9	Suitable areas are provided for students to eat lunch	Yes	No
5.1.2.10	Provision is made for storage of equipment such as:	Yes	No
5.1.2.10.1	Unused furniture	Yes	No
5.1.2.10.2	Stationery and text book supplies	Yes	No
5.1.2.10.3	Janitorial equipment and supplies	Yes	No
5.1.2.10.4	Gardening equipment	Yes	No
5.1.2.10.5	Physical education and sports equipment	Yes	No
5.1.2.11	Adequate storage is provided for the personal effects of:	Yes	No
5.1.2.11.1	Students	Yes	No
5.1.2.11.2	Staff	Yes	No
5.1.2.12	The school has identified records that must be retained for legal compliance and has a system to ensure they will be retained for the required period	Yes	No
5.1.2.13	Unused rooms are kept neat and tidy	Yes	No
5.1.2.14	Adequate care is taken to ensure a safe environment for all persons using the facilities	Yes	No
5.1.2.15	A plan for systematic maintenance of the plant is being followed	Yes	No
<b>5.1.3</b>	<b>Hygiene</b>	Yes	No
5.1.3.1	There is sufficient readily available water for drinking.	Yes	No
5.1.3.2	The number of toilets is adequate for the enrolment, as specified by State or local government regulations	Yes	No
5.1.3.3	Toilets are kept clean	Yes	No
5.1.3.4	Flushing systems connected to septic systems on toilets all work	Yes	No
5.1.3.5	Separate toilet facilities are provided for staff.	Yes	No
5.1.3.6	Toilets provide for:	Yes	No
5.1.3.6.1	Personal privacy	Yes	No
5.1.3.6.2	Adequate hand basins	Yes	No
5.1.3.6.3	Handicapped staff or students	Yes	No
5.1.3.7	A suitable sick bay area is provided	Yes	No
5.1.3.8	Janitorial services are adequate for maintaining a neat and clean physical plant	Yes	No



## 5.2 Classrooms

### 5.2.1 General Classrooms

When evaluating the general classrooms it could be helpful to photocopy this sheet to provide **one for each room** as working copies.

Room number \_\_\_\_\_ or Year \_\_\_\_\_

**Please rate each of the following statements as Poor, Good or Excellent by placing an x in the relevant column**

5.2.1.1 The classroom is kept tidy and its appearance exemplifies the philosophy of the school

5.2.1.2 The following features are adequate for the activities carried out in the room:

5.2.1.2.1 Suitability of furniture

5.2.1.2.2 Area of chalkboards/whiteboards

5.2.1.2.3 Maintenance of chalkboards

5.2.1.2.4 Area of display boards

5.2.1.2.5 Quality and quantity of teaching resources

5.2.1.2.6 Storage of materials used in the teaching program

5.2.1.3 To provide a healthy and comfortable environment, the room has adequate:

5.2.1.3.1 Lighting

5.2.1.3.2 Ventilation

Poor	Good	Excellent



Page is intentionally blank for photocopying previous page for different classrooms

## 5.2.2 Specialised Classrooms (Science laboratory, Design and Technology room, etc.)

When evaluating the general classrooms it could be helpful to photocopy this sheet to **provide one for each room** as working copies.

Room number \_\_\_\_\_ or Subject area \_\_\_\_\_

**Please rate each of the following statements as Poor, Good or Excellent by placing an x in the relevant column**

5.2.2.1 The classroom is kept tidy and its appearance exemplifies the philosophy of the school

5.2.2.2 The standard of housekeeping is satisfactory

5.2.2.3 Hazardous substance storage (e.g. flammable liquids, poisons, compressed gases) complies with the requirements of relevant government regulations and other reputable published standards, including information supplied by manufacturers or suppliers

5.2.2.4 Fire and safety provisions are in place and are suitably maintained and enforced

5.2.2.5 Exit signs are clearly visible

5.2.2.6 Supervision of practical rooms is provided at all times when occupied by students

5.2.2.7 The following features are adequate for the activities carried out in the room:

5.2.2.7.1 Provision of equipment

5.2.2.7.2 Maintenance of equipment

5.2.2.7.3 Storage of class supplies

5.2.2.8 To provide a healthy and comfortable environment, the room has adequate:

5.2.2.8.1 Ventilation

5.2.2.8.2 Lighting

5.2.2.9 Where appropriate, danger zones are identified and marked, e.g. around machines

5.2.2.10 Safety rules are enforced consistently

Poor	Good	Excellent



Page is intentionally blank for photocopying previous page for different classrooms



### 5.3 Description of School Equipment

5.3.1 The school has an up-to-date inventory of all school owned equipment

Yes	No
Yes	No

5.3.2 The conference/mission holds a copy of the inventory

### 5.4 School Vehicles

5.4.1 All school vehicles are serviced and safety checked regularly

Yes	No
Yes	No
Yes	No

5.4.2 All school vehicles meet local government laws and insurance regulations

5.4.3 All school vehicles are driven only by properly trained and licensed drivers

### 5.5 Safety and Health Services

**Please mark with an X only YES or only NO for each statement  
If completing the forms electronically, please use the highlighter to highlight your choice**

5.5.1 Emergency and first aid supplies are adequate

Yes	No
Yes	No

5.5.2 There is a plan for handling all emergencies and accidents reasonably likely to affect the school

Yes	No
Yes	No

5.5.3 Teachers are familiar with the emergency plan.

Yes	No
Yes	No

5.5.4 Where applicable emergency telephone numbers are clearly displayed

Yes	No
Yes	No

5.5.5 Charts showing escape routes and emergency procedures are displayed at appropriate sites in the school

Yes	No
Yes	No

5.5.6 The school plant is maintained in a manner that promotes health and ensures safety

Yes	No
Yes	No

5.5.7 Hazardous substance storage (e.g. flammable liquids, poisons, compressed gases) complies with the requirements of relevant government regulations and other information supplied by manufacturers or suppliers

Yes	No
Yes	No

5.5.8 Fire and emergency drills are held regularly and comply with regulations

Yes	No
Yes	No

5.5.9 What was the date of the last fire emergency drill? \_\_\_\_\_



## 5.7 Criteria Statements

### 5.7.1 Library Program

5.7.1.1	The Resource Centre/Library accommodates a variety of resources.	Yes	No
5.7.1.2	The holdings are adequate for the students' instructional needs.	Yes	No
5.7.1.3	Efforts are made to maintain a balanced distribution of media materials to meet the scholastic, cultural, recreational, reading and spiritual needs of the students.	Yes	No
5.7.1.4	Church oriented reference works are available for student use.	Yes	No
5.7.1.5	Current materials and information are displayed in the library and stored for easy student access.	Yes	No
5.7.1.6	The newspaper file is used by students because it contains up-to-date, organised and relevant materials.	Yes	No
5.7.1.7	Appropriate denominational periodicals are available.	Yes	No
5.7.1.8	The school subscribes to a variety of informative magazines and periodicals.	Yes	No
5.7.1.9	The centre houses a collection of non-print materials.	Yes	No

### 5.7.2 Organisation

5.7.2.1	The Resource Centre/Library space is adequate for the instructional program.	Yes	No
5.7.2.2	The layout and organisation of the centre is conducive to student and teacher use.	Yes	No
5.7.2.3	A standard classification system, e.g. The Dewey Decimal system is consistently followed for cataloguing the book collection.	Yes	No
5.7.2.4	The library materials are easy to find and readily accessible to users.	Yes	No
5.7.2.5	Audio-visual equipment is maintained in good condition.	Yes	No
5.7.2.6	Adequate provision is made for storage of cassettes, CDs and other electronic materials.	Yes	No
5.7.2.7	The library is open regularly on a schedule that meets students' needs.	Yes	No
5.7.2.8	The librarian is considered by the teachers as an integral part of the teaching/ learning team.	Yes	No

### 5.7.3 Use of Facility

5.7.3.1	Teachers prepare and utilise library research/resource based assignments.	Yes	No
5.7.3.2	Students are given opportunities to develop and use research and information processing skills.	Yes	No
5.7.3.3	Students are provided with experiences to stimulate the desire to read and enjoy literature.	Yes	No
5.7.3.4	The work area facilitates efficiency for cataloguing, storing and repairing materials.	Yes	No
5.7.3.5	The library environment is made attractive by good use of general and special character illustrations around the walls.	Yes	No

### 5.7.4 Accession Policies and Procedures

- 5.7.4.1 Provision is made in the budget for the purchase of audio-visual materials
- 5.7.4.2 Purchases make provision for the needs of special students, both remedial and gifted.
- 5.7.4.3 Stocktaking the library collection is done at least every second year.
- 5.7.4.4 The collection is culled regularly, using criteria stated in the library policy.
- 5.7.4.5 The principal promotes the library as an essential resource for implementing the teaching program of the school.

Yes	No
Yes	No
Yes	No
Yes	No
Yes	No

## 5.8 Description of Resource Centre/Library Holdings

Indicate the number of titles, sets or items in each category

Category		Number of titles, sets or items in each category
Generalities	000-099	
Philosophy and related disciplines	100-199	
Religion	200-299	
Social Sciences	300-399	
Language	400-499	
Pure Sciences	500-599	
Technology (Applied Sciences)	600-699	
The Arts	700-799	
Literature	800-899	
General Geography and History and their auxiliaries	900-999	
Total number of titles exclusive of reference books		
Total number of fiction books		
Total number of religious periodical subscriptions		
Total number of secular magazine/periodical subscriptions		
Total number of daily newspapers		

## 5.9 General Evaluation Statements

5.9.1 Describe how your Resource Centre/Library is:

5.9.1.1 Achieving its statement of goals

---



---



---



---



---

5.9.1.2 Contributing to implementation of the school's philosophy and objectives

---



---



---



---



---

5.9.2 Describe the degree of co-operation between the librarian and classroom teachers in planning, implementing and evaluating the teaching/learning programs.

---

---

---

---

---

---

---

---

5.9.3 Describe how teachers promote the library as a stimulating learning environment

---

---

---

---

---

---

---

---

5.9.4 What efforts/plans are there to incorporate new library technology in the school's Resource Centre/Library?

---

---

---

---

---

---

---

---

5.9.5 What in-service programs has the librarian attended in the last two years?

---

---

---

---

---

---

5.9.6 Does the librarian take an active role in staff meetings?

Yes	No
-----	----

5.9.7 What recommendations does the Resource Centre/Library Committee wish to make for the improvement of the library? Please prioritise the recommendations with a suggested time frame for attention

---

---

---

---

---

---

---

---

## 5.10 Summary of Facilities and Library Evaluations

After reviewing the evaluations made of the Facilities and Library, make recommendations based on the overall assessment of the facilities and library using the sub headings in this review as a guide. Do not include copies of all your individual room assessments.

### Campus

Recommendation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Recommendation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Classrooms

Recommendation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Recommendation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Safety and Health Services

Recommendation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Recommendation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Resource Centre/Library

Recommendation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Recommendation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### School Equipment

**Recommendation:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Recommendation:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### **School Vehicles**

**Recommendation:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Recommendation:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### **General Recommendations**

**Recommendation:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Recommendation:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_







**Evaluative Criteria  
for the  
ACCREDITATION  
of  
Seventh-day Adventist Schools**

**MODULE 6  
Curriculum and Instruction**

**South Pacific Division  
Commission on Accreditation  
Pacific Version  
2010 Revision**

## MODULE 6

### CURRICULUM AND INSTRUCTION

The Curriculum and Instruction section has been organised under the general headings:

<b>Humanities</b>	Bible, English, Social Sciences
<b>Sciences</b>	Science, Maths, Health
<b>Creative Arts</b>	Art, Music
<b>Business</b>	Commerce, Business Studies, Accounting, Economics
<b>Technology</b>	Home Science, Design Technology, Agriculture, Computer Studies

#### INSTRUCTIONS TO CURRICULUM COMMITTEE

1. For High School provide copies of the questionnaire to the relevant subject HOD. More than one subject will sometimes be represented under a departmental organisation. Request that the HOD and each teacher in the department complete a questionnaire.
2. Provide sufficient copies of Module 6.1 to the Principal and/or HODs to be filled in.
3. Provide copies of Module 6.2 to each teacher as required. For Primary teachers three copies of the 6.2 questionnaire will be needed; one each to cover Humanities, Arts, and Science.
4. Set a date by which the completed questionnaires are to be returned to the Curriculum Committee.
5. Check the supporting documentation for each department. Documents may include teacher programs of work, day books, collections of assessment tasks and resources, minutes of meetings and teacher appraisals.
6. Examine the questionnaires returned from the departments. Summarise any key trends and recurring observations these provide. Identify any recommendations you wish to make to the Co-ordinating Committee and the Visiting Committee and state them on the last page (6.3). Add more pages if necessary.
7. Return the completed documentation to the chair of the Co-ordinating Committee.

## 6.1 Statements about the School Curriculum

Please rate the degree to which each criterion statement describes your curriculum **by placing an X in the appropriate column.**

### 6.1.1 The Curriculum

- 6.1.1.1 The curriculum is balanced, providing for the academic, social, cultural, practical, spiritual, physical and personal development aspects of education.
- 6.1.1.2 The school Academic or Curriculum Committee meets regularly and keeps minutes.
- 6.1.1.3 Academic departments function well and there is annual budgetary provision for curriculum resourcing in departments.
- 6.1.1.4 There is a quality assurance system in the school so that both teaching and curriculum development involve teacher appraisal, curriculum evaluation, and some research of teaching practice.
- 6.1.1.5 The curriculum makes provision for addressing a range of student needs and abilities.
- 6.1.1.6 The curriculum fosters effective use of the library, encouraging student research and inquiry.

Poor	Good	Excellent

### 6.1.2 The Teaching of Adventist Faith

- 6.1.2.1 Adventist faith including its worldview and values is visible in the school curriculum documents and teacher programs of work.
- 6.1.2.2 Adventist curriculum documents are used in curriculum planning and teaching.
- 6.1.2.3 Teachers know how to integrate faith and learning in their classroom teaching and interaction with students.

Poor	Good	Excellent

### 6.1.3 School Curriculum Documentation

- 6.1.3.1 There is a school statement of philosophy and objectives. This statement is discussed periodically by administration and staff.
- 6.1.3.2 There is a school curriculum document that connects the school philosophy with its curriculum planning and delivery. This document shows how the school implements its philosophy in teacher planning, pedagogy and assessment. It also states its rationale and approach for teaching and learning, and provides a rationale for the subjects taught.
- 6.1.3.3 The school has a set of curriculum policies. These include an assessment policy and policies such as a policy for homework, text book use, departmental operation and teacher professional development.
- 6.1.3.4 Adequate subject outlines for all departments are complete, consistent in style and filed in the administrative office.

Poor	Good	Excellent





# CURRICULUM LEARNING AREAS

6.2 \_\_\_\_\_ Learning Area

Major Section \_\_\_\_\_ Subject \_\_\_\_\_

## Criteria Statements

Please rate the degree to which each criterion statement describes your course philosophy, planning, teaching and assessment **by placing an X in the appropriate column.**

### 6.2.1 Philosophy, Objectives and Outcomes

6.2.1.1 There is a clear subject philosophy statement that has been discussed and agreed on by the department.

6.2.1.2 There is a set of broad objectives pursued during a school year. Normally this set will not contain more than 12 objectives.

6.2.1.3 Unit and lesson outcomes refer precisely to what students should be able to do or achieve as a result of learning.

6.2.1.4 The philosophy, objectives and outcomes reflect some of the values and ideas that comprise the Adventist educational philosophy and worldview.

Poor	Good	Excellent

### 6.2.2 Planning

6.2.2.1 Programs contain all of the required elements, namely: a table of contents and pagination, a clear scope and sequence chart showing the essential content taught annually in each subject, a philosophy statement, objectives, a summary of the key teaching methods employed, list of textbooks and key resources used, and a summary of assessment.

6.2.2.2 There are unit plans for the current school term. Unit plans include a lesson-by-lesson indicator of the outcomes, content, learning activities, resources and where appropriate assessment tasks.

6.2.2.3 Programs and unit plans include references to values and ideas that are linked to the Adventist philosophy of education and worldview.

6.2.2.4 Planning including the philosophy and objectives reveals awareness of the requirements of the current government syllabus. Elements such as key themes, content strands, objectives and outcomes in programs help to indicate the implementation of government syllabus requirements.

6.2.2.5 Planning for programs and unit plans includes provision for a variety of learning activities to cater for different learning styles and students of differing abilities.

Poor	Good	Excellent

**6.2.3 Pedagogy**

Poor	Good	Excellent
------	------	-----------

**Intellectual Quality**

6.2.3.1	The knowledge being addressed is focused on a small number of key concepts and ideas within topics or subjects, and on the relationships between and among concepts.			
6.2.3.2	Students are encouraged to address multiple perspectives and/or solutions and to recognise that knowledge may be open to question.			
6.2.3.3	Students are regularly engaged in thinking that requires them to organise, reorganise, apply, analyse, synthesise and evaluate knowledge and information.			

**Quality learning Environment**

6.2.3.4	Students are provided with explicit criteria for the quality of the work they are to produce, and those criteria are a regular reference point for assessment.			
6.2.3.5	High expectations of all students are communicated, and conceptual risk taking is encouraged and rewarded.			
6.2.3.6	Students exercise some direction over the selection of activities related to their learning, and the means and manner by which these activities will be done.			

**Significance**

6.2.3.7	Lessons regularly and explicitly build from students' background knowledge, in terms of prior school knowledge, personal lives and culture.			
6.2.3.8	Lessons regularly demonstrate links between and within subjects.			
6.2.3.9	Lesson activities rely on the application of school knowledge in real-life contexts or problems, and provide opportunities for students to share their work with audiences beyond the classroom and school.			

**6.2.4 Assessment**

Poor	Good	Excellent	
6.2.4.1	Assessment is varied and is related to a range of teaching methods used, and to various types of thinking pursued.		
6.2.4.2	Assessment tasks provide clear criteria for the quality of work students are expected to produce.		
6.2.4.3	Assessment is both formative and summative (assesses both the process and the end product of learning).		
6.2.4.4	Assessment criteria show good structure that includes clear indicators of achievement levels and some models of good student responses.		











**Evaluative Criteria  
for the  
ACCREDITATION  
of  
Seventh-day Adventist Schools**

**MODULE 7  
Questionnaires**

**South Pacific Division  
Commission on Accreditation  
Pacific Version  
2010 Revision**

## **MODULE 7**

### **QUESTIONNAIRES**

#### **INSTRUCTIONS FOR COMPLETION OF THE QUESTIONNAIRES**

This document contains questionnaires to assist the school in its self-evaluation. There are questionnaires for primary students from Year 4 up, secondary students, parents and teachers. There are also summary sheets for student and parent questionnaires.

1. Select the questionnaires appropriate for your school.
2. For schools with fewer than 100 students, the committee co-ordinating the distribution and collation of the questionnaires should aim to secure a Student Questionnaire from each student from Year 4 upward and a Parent Questionnaire from each family represented at the school.
3. For schools with more than 100 students, the committee should plan for at least 100 randomly selected student responses with representation from each year level from Year 4 upwards, and a parent response from at least 50 randomly selected families with students in the school.
4. Responses should be tabulated on the appropriate Primary or secondary Summary Sheets and the Parent Summary, showing the distribution of responses for each question and an analysis of the comments offered by parents.
5. A brief comment on unexpected or significant trends should be prepared by the school administration.
6. The Co-ordinating Committee should also examine the results of the questionnaires with a view to making recommendations to the school and Visiting Committee.
7. Return the completed questionnaires and analysis to the chairperson of the Co-ordinating Committee by the date requested.

## 7.1 A PRIMARY STUDENT QUESTIONNAIRE

Please do not write your name on the paper.

We would like you to answer these questions to help us make this a better school.

**Use an X to mark the boxes you choose.**

7.1.1 Which grade are you in this year?

1	2	3	4	5	6	7	8

7.1.2 How many years have you been at this school?

1	2	3	4	5	6	7	8

7.1.3 What do you like most about your school?

Place an X in <b>each box</b> you agree with		X
(a)	The setting and appearance	
(b)	The Christian atmosphere	
(c)	The small size	
(d)	The academic program	
(e)	The friendly and caring environment	
(f)	The social contacts outside school	
(g)	The spiritual program	
(h)	The quality/Christianity of the teachers	

7.1.4 What would you do to make the school better?

---



---



---



---



---



---



---

7.1.5	Mark <b>only YES</b> or <b>only NO</b> with X	YES	NO
(a)	Do you think your teachers give you too much work?		
(b)	Do you think your teachers give you too little work?		
(c)	Do you think your teachers give you the right amount of work?		
(d)	Is the work the teachers give you too hard?		
(e)	Is the work the teachers give you too easy?		
(f)	Is the work the teachers give you about right?		

7.1.6	Mark with <b>X</b> <b>TWO</b> activities which you think are most important in helping you learn about God.	<b>X</b>
(a)	Week of Prayer	
(b)	Talking to your teachers	
(c)	Helping other people	
(d)	Worship	
(e)	Chapel	
(f)	Pastor's visits	
(g)	Bible lessons	
(h)	<b>Something else. What else?</b>	
	1.	
	2.	

7.1.7	Mark <b>only YES</b> or <b>only NO</b> with <b>X</b>	<b>YES</b>	<b>NO</b>
(a)	Most lessons are interesting.		
(b)	Sometimes my teacher goes too fast for me.		
(c)	I like the homework we have to do.		
(d)	I enjoy using the school library.		
(e)	Sometimes my teacher goes too slow for me.		
(f)	Things I learn at school help me know about God.		
(g)	I like seeing my parents help at the school.		
(h)	I like the way my friends feel about the school.		
(i)	I like to talk to teachers about my problems.		
(j)	My teacher helps me understand what God is like.		
(k)	My classroom is a good room to be in.		
(l)	I like to talk and play with people who are different from me.		
(m)	I learn a lot from other people.		
(n)	I don't always have to agree with my friends		
(o)	Taking care of the environment is my responsibility.		

## 7.1 B PRIMARY STUDENT QUESTIONNAIRE RESPONSES SUMMARY

Total number of responses received from PRIMARY students

### INSTRUCTIONS TO DATA ANALYST

**For each of the following statements, please tally the number of Xs the students have listed under or next to each option and record these in the yellow spaces provided.**

7.1.1 Which grade are you in this year?

1	2	3	4	5	6	7	8

7.1.2 How many years have you been at this school?

1	2	3	4	5	6	7	8

7.1.3 What do you like most about your school?

Enter the number of responses received for each statement		Number of responses
(a)	The rural setting	
(b)	The Christian atmosphere	
(c)	The small size	
(d)	The academic program	
(e)	The friendly and caring environment	
(f)	The social contacts outside school	
(g)	The spiritual program	
(h)	The quality/Christianity of the teachers	

7.1.4 What would you do to make the school better?

Type up the SUGGESTIONS separately and then give the number of responses received for each suggestion		Number of responses
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

		Number of responses For each	
		YES	NO
7.1.5	Mark <b>only YES</b> or <b>only NO</b> with <b>X</b>		
(a)	Do you think your teachers give you too much work?		
(b)	Do you think your teachers give you too little work?		
(c)	Do you think your teachers give you the right amount of work?		
(d)	Is the work the teachers give you too hard?		
(e)	Is the work the teachers give you too easy?		
(f)	Is the work the teachers give you about right?		

		Number of responses For each	
7.1.6	Mark with <b>X TWO</b> activities which you think are most important in helping you learn about God.		
(a)	Week of Prayer		
(b)	Talking to your teachers		
(c)	Helping other people		
(d)	Worship		
(e)	Chapel		
(f)	Pastor's visits		
(g)	Bible lessons		
(h)	<b>Something else. What else?</b>		
	1.		
	2.		
	3.		
	4.		
	5.		
	6.		
	7.		
	8.		
	9.		
	10.		

		Number of responses For each	
		YES	NO
7.1.7	Mark <b>only YES</b> or <b>only NO</b> with <b>X</b>		
(a)	Most lessons are interesting.		
(b)	Sometimes my teacher goes too fast for me.		
(c)	I like the homework we have to do.		
(d)	I enjoy using the school library.		
(e)	Sometimes my teacher goes too slow for me.		
(f)	Things I learn at school help me know about God.		
(g)	I like seeing my parents help at the school.		
(h)	I like the way my friends feel about the school.		
(i)	I like to talk to teachers about my problems.		
(j)	My teacher helps me understand what God is like.		
(k)	My classroom is a good room to be in.		
(l)	I like to talk and play with people who are different from me.		
(m)	I learn a lot from other people.		
(n)	I don't always have to agree with my friends		
(o)	Taking care of the environment is my responsibility.		



## 7.2 A SECONDARY STUDENT QUESTIONNAIRE

Do not write your name on the paper.

We would like you to answer these questions to help us make this a better school.

**Use an X to mark the boxes you choose.**

7.2.1 Which grade are you in this year?

7	8	9	10	11	12	13

7.2.2 How many years have you been at this school?

1	2	3	4	5	6	7	8	9

**For each of the following statements, please mark with an X the answer that best describe your experience in school**

7.2.3 Are your teachers available to give individual help outside of class?

(a)	Usually	(b)	Sometimes	(c)	Never
-----	---------	-----	-----------	-----	-------

7.2.4 Do teachers clearly explain how marks are given for assignments and examinations?

(a)	Usually	(b)	Sometimes	(c)	Never
-----	---------	-----	-----------	-----	-------

7.2.5 Does your Bible course help you to develop personal values based on Biblical principles?

(a)	Yes	(b)	Sometimes	(c)	No
-----	-----	-----	-----------	-----	----

7.2.6 Is your Bible course helping you to develop a personal relationship with Christ?

(a)	Yes	(b)	No	(c)	Don't know
-----	-----	-----	----	-----	------------

7.2.7 Do you think that your marks show clearly how much you have learned?

(a)	Usually	(b)	Sometimes	(c)	Never
-----	---------	-----	-----------	-----	-------

7.2.8 Which of the following statements best describes your relationship with the teachers?

(a)	The teachers support me	(b)	I don't know the teachers well enough to make a judgement
-----	-------------------------	-----	---

7.2.9 Teachers encourage student involvement in the running of the school.

(a)	Usually	(b)	Sometimes	(c)	Never
-----	---------	-----	-----------	-----	-------

7.2.10 Do you believe that vandalism by students is a serious problem in your school?

(a)	Yes	(b)	No	(c)	Don't know
-----	-----	-----	----	-----	------------

7.2.11 Is the theft of personal property a serious problem in your school?

(a)	Yes	(b)	No	(c)	Don't know
-----	-----	-----	----	-----	------------

7.2.12 Are you satisfied with the existing policy on uniform and grooming?

(a)	Very satisfied	(b)	Reasonably satisfied	(c)	Not satisfied
-----	----------------	-----	----------------------	-----	---------------

7.2.13 Have any of the staff talked to you about your future career?

(a)	Yes	(b)	No	(c)	Don't know
-----	-----	-----	----	-----	------------

7.2.14 How well does your library meet students' needs?

(a)	Very well	(b)	Adequately	(c)	Inadequately
-----	-----------	-----	------------	-----	--------------

7.2.15 How would you rate your school's spiritual activities program? (School assemblies, class worships, weeks of spiritual emphasis, baptismal classes etc).

(a)	Superior	(b)	Adequate	(c)	Inferior
-----	----------	-----	----------	-----	----------

7.2.16 How would you rate your own participation in the school's spiritual activities program?

(a)	Actively involved	(b)	Moderately involved	(c)	Rarely involved
-----	-------------------	-----	---------------------	-----	-----------------

7.2.17 What is your opinion of the physical education and sports program?

(a)	Superior	(b)	Adequate	(c)	Inferior
-----	----------	-----	----------	-----	----------

7.2.18 Does the school offer opportunity for critical thinking and personal decision-making?

(a)	Often	(b)	Sometimes	(c)	Never
-----	-------	-----	-----------	-----	-------

7.2.19 How would you rate student participation in the operation of the school?

(a)	Effective	(b)	Ineffective	(c)	There is no student involvement
-----	-----------	-----	-------------	-----	---------------------------------

7.2.20 How often does your school encourage participation in community service (eg, hospital visitation, (Red Cross appeal, ADRA appeal, programs in other churches etc.)

(a)	There are many opportunities	(b)	There are few opportunities	(c)	There are no opportunities
-----	------------------------------	-----	-----------------------------	-----	----------------------------

7.2.21 How often have you been a volunteer in a community service project in the past year?

(a)	At least once per term	(b)	Only occasionally	(c)	Never
-----	------------------------	-----	-------------------	-----	-------

7.2.22 Taking everything into consideration, how would you rate your school?

(a)	Excellent	(b)	Good	(c)	Average	(d)	Poor
-----	-----------	-----	------	-----	---------	-----	------

7.2.23 What two things would you do to improve the school and its program?

(1)	
(2)	

## 7.2 B SECONDARY STUDENT QUESTIONNAIRE RESPONSES SUMMARY

--

Total number of responses received from SECONDARY students

### INSTRUCTIONS TO DATA ANALYST

Under each statement, please record the number of responses given by the students in total.

7.2.1 Which grade are you in this year?

7	8	9	10	11	12	13

7.2.2 How many years have you been at this school?

1	2	3	4	5	6	7	8	9

**For each of the following statements, please mark with an X the answer that best describe your experience in school**

7.2.3 Are your teachers available to give individual help outside of class?

(a)	Usually	(b)	Sometimes	(c)	Never

7.2.4 Do teachers clearly explain how marks are given for assignments and examinations?

(a)	Usually	(b)	Sometimes	(c)	Never

7.2.5 Does your Bible course help you to develop personal values based on Biblical principles?

(a)	Yes	(b)	Sometimes	(c)	No

7.2.6 Is your Bible course helping you to develop a personal relationship with Christ?

(a)	Yes	(b)	No	(c)	Don't know

7.2.7 Do you think that your marks show clearly how much you have learned?

(a)	Usually	(b)	Sometimes	(c)	Never

7.2.8 Which of the following statements best describes your relationship with the teachers?

(a)	The teachers support me	(b)	I don't know the teachers well enough to make a judgement

7.2.9 Teachers encourage student involvement in the running of the school.

(a)	Usually	(b)	Sometimes	(c)	Never

7.2.10 Do you believe that vandalism by students is a serious problem in your school?

(a)	Yes	(b)	No	(c)	Don't know

7.2.11 Is the theft of personal property a serious problem in your school?

(a)	Yes	(b)	No	(c)	Don't know

7.2.12 Are you satisfied with the existing policy on uniform and grooming?

(a)	Very satisfied	(b)	Reasonably satisfied	(c)	Not satisfied

7.2.13 Have any of the staff talked to you about your future career?

(a)	Yes	(b)	No	(c)	Don't know

7.2.14 How well does your library meet students' needs?

(a)	Very well	(b)	Adequately	(c)	Inadequately

7.2.15 How would you rate your school's spiritual activities program? (School assemblies, class worships, weeks of spiritual emphasis, baptismal classes etc).

(a)	Superior	(b)	Adequate	(c)	Inferior

7.2.16 How would you rate your own participation in the school's spiritual activities program?

(a)	Actively involved	(b)	Moderately involved	(c)	Rarely involved

7.2.17 What is your opinion of the physical education and sports program?

(a)	Superior	(b)	Adequate	(c)	Inferior

7.2.18 Does the school offer opportunity for critical thinking and personal decision-making?

(a)	Often	(b)	Sometimes	(c)	Never

7.2.19 How would you rate student participation in the operation of the school?

(a)	Effective	(b)	Ineffective	(c)	There is no student involvement

7.2.20 How often does your school encourage participation in community service (eg, hospital visitation, (Red Cross appeal, ADRA appeal, programs in other churches etc.)

(a)	There are many opportunities	(b)	There are few opportunities	(c)	There are no opportunities

7.2.21 How often have you been a volunteer in a community service project in the past year?

(a)	At least once per term	(b)	Only occasionally	(c)	Never

7.2.22 Taking everything into consideration, how would you rate your school?

(a)	Excellent	(b)	Good	(c)	Average	(d)	Poor

7.2.23 What two things would you do to improve the school and its program?

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	

Page is intentionally blank

## 7.3 A PARENT QUESTIONNAIRE

### A Note to Parents

Your school is currently involved in a process of self-evaluation. You are invited to help as we plan for the future development of the school.

Would you kindly complete this questionnaire by placing an X through the appropriate response and return it to the school in a sealed envelope as soon as convenient. Do not sign your name.

Thank you for your help.

### Mark with an X

7.3.1 How long have your children attended this school?

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

7.3.2 In which years are your children studying?

<b>Primary</b>	Prep	1	2	3	4	5	6	7
----------------	------	---	---	---	---	---	---	---

<b>Secondary</b>	7	8	9	10	11	12
------------------	---	---	---	----	----	----

7.3.3

Mark with an <b>X</b> <u>any</u> of the points you consider important.		<b>X</b>
What are the most important reasons you have chosen this school for your children to attend?		
(a)	I wanted my child/children to receive an education in a Christian school.	
(b)	I wanted my child/children to have the benefits of the school's high educational standard.	
(c)	I wanted my child/children to be educated in a caring environment where they are sheltered from some of the worst elements of modern society.	
(d)	I wanted my child/children to learn about the values and lifestyle the school promotes.	
(e)	I like the small school setting for my child/children.	
(f)	I like the school's approach to discipline	
(g)	Quality and Christianity of staff	
(h)	Other (Please specify below)	
	(1)	
	(2)	
	(3)	
	(4)	

7.3.4

Mark with an <b>X</b> <u>any</u> of the points you consider important.		<b>X</b>
From what source(s) do you receive most of your information about the school?		
(a)	Teachers	
(b)	Our children	
(c)	When we visit the school	
(d)	School newspapers	
(e)	Talking with other parents	
(f)	The principal's newsletter	
(g)	Home and School meetings	
(h)	Parent-teacher conferences	
(i)	Other (please specify below)	
	(1)	
	(2)	
	(3)	

Mark <b>only YES</b> or <b>only NO</b> with <b>X</b>	<b>YES</b>	<b>NO</b>
7.3.5 Do you receive all the information you want about the school?		

If "no" what additional information would you like to have?

- (1) \_\_\_\_\_
- (2) \_\_\_\_\_
- (3) \_\_\_\_\_
- (4) \_\_\_\_\_

7.3.6

Do you have sufficient opportunities to talk with teachers about your children?

<b>YES</b>	<b>NO</b>

7.3.7

What do you think about the discipline in your children's school?

<b>(a)</b>	<b>Too severe</b>	<b>(b)</b>	<b>About right</b>	<b>(c)</b>	<b>Too lax</b>
------------	-------------------	------------	--------------------	------------	----------------

7.3.8

How happy are you with the school's academic standards?

<b>(a)</b>	<b>Very happy</b>	<b>(b)</b>	<b>Satisfied</b>	<b>(c)</b>	<b>Unhappy</b>
------------	-------------------	------------	------------------	------------	----------------



7.3.9 Do you feel that the school teachers treat your child(ren) with courtesy and respect?

(a)	Yes	(b)	Not Always	(c)	No
-----	-----	-----	------------	-----	----

7.3.10 How do you rate the spiritual tone of the school?

(a)	Excellent	(b)	Good	(c)	Fair	(d)	Poor
-----	-----------	-----	------	-----	------	-----	------

7.3.11 Have you seen the School's Statement of Mission?

YES	NO

Please enter all comments in 7.3.12 and 7.3.13 in the spaces below.

7.3.12 Do you think the school is fulfilling its mission?

YES	NO

If "no" how could the school better fulfil its mission?

- (1) \_\_\_\_\_
- (2) \_\_\_\_\_
- (3) \_\_\_\_\_
- (4) \_\_\_\_\_

7.3.13 What programs, events or teachings help you to believe that your child attends a Christian school?

- (1) \_\_\_\_\_
- (2) \_\_\_\_\_
- (3) \_\_\_\_\_
- (4) \_\_\_\_\_

7.3.14 Does the Home and School play an important part in support of the school?

YES	NO

7.3.15 How often do you attend the Home and School meetings? **Mark one with an X**

(a)	Usually	(b)	Occasionally	(c)	Seldom	(d)	Never
-----	---------	-----	--------------	-----	--------	-----	-------

7.3.16 Do you have any suggestions that might help improve the school and the educational program?

- (1) \_\_\_\_\_
- (2) \_\_\_\_\_
- (3) \_\_\_\_\_
- (4) \_\_\_\_\_

7.3.17 Additional Comments:

- (1) \_\_\_\_\_
- (2) \_\_\_\_\_
- (3) \_\_\_\_\_
- (4) \_\_\_\_\_

Page is intentionally blank for photocopying

## 7.3 B PARENT QUESTIONNAIRE SUMMARY OF RESPONSES

--

Total number of responses received from parents

### INSTRUCTIONS TO DATA ANALYST

For each of the following statements, please tally the number of Xs the students have listed under or next to each option and record these in the yellow spaces provided.

7.3.1 How long have your children attended this school?

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

7.3.2 In which years are your children studying?

<b>Primary</b>	Prep	1	2	3	4	5	6	7
<b>Number of responses</b>								

<b>Secondary</b>	7	8	9	10	11	12
<b>Number of responses</b>						

Tally the Xs for each response and enter the total into the column

<b>Number of responses For each</b>
---

7.3.3	Mark with an <b>X</b> <u>any</u> of the points you consider important.	<b>X</b>
	What are the most important reasons you have chosen this school for your children to attend?	
(a)	I wanted my child/children to receive an education in a Christian school.	
(b)	I wanted my child/children to have the benefits of the school's high educational standard.	
(c)	I wanted my child/children to be educated in a caring environment where they are sheltered from some of the worst elements of modern society.	
(d)	I wanted my child/children to learn about the values and lifestyle the school promotes.	
(e)	I like the small school setting for my child/children.	
(f)	I like the school's approach to discipline	
(g)	Quality and Christianity of staff	
(h)	Other (Please specify below)	
	(1)	
	(2)	
	(3)	
	(4)	

		Number of responses For each	
7.3.4	Mark with an <b>X</b> <u>any</u> of the points you consider important.	<b>X</b>	
From what source(s) do you receive most of your information about the school?			
(a)	Teachers		
(b)	Our children		
(c)	When we visit the school		
(d)	School newspapers		
(e)	Talking with other parents		
(f)	The principal's newsletter		
(g)	Home and School meetings		
(h)	Parent-teacher conferences		
(i)	Other (please specify below)		
	(1)		
	(2)		
	(3)		

		Number of responses For each	
Mark <u>only YES</u> or <u>only NO</u> with <b>X</b>		YES	NO
7.3.5	Do you receive all the information you want about the school?		

If "no" what additional information would you like to have?

**(Please enter all responses here)**

- (1) \_\_\_\_\_
- (2) \_\_\_\_\_
- (3) \_\_\_\_\_
- (4) \_\_\_\_\_
- (5) \_\_\_\_\_
- (6) \_\_\_\_\_
- (7) \_\_\_\_\_
- (8) \_\_\_\_\_

		Number of responses For each	
		YES	NO
7.3.6	Do you have sufficient opportunities to talk with teachers about your children?		

7.3.7 What do you think about the discipline in your children's school

(a)	Too severe	(b)	About right	(c)	Too lax

7.3.8 How happy are you with the school's academic standards?

(a)	Very happy	(b)	Satisfied	(c)	Unhappy

7.3.9 Do you feel that the school teachers treat your child(ren) with courtesy and respect?

(a)	Yes	(b)	Not Always	(c)	No

7.3.10 How do you rate the spiritual tone of the school?

(a)	Excellent	(b)	Good	(c)	Fair	(d)	Poor

Number of responses For each	
YES	NO

7.3.11 Have you seen the School's Statement of Mission?

YES	NO

7.3.12 Do you think the school is fulfilling its mission?

If "no" how could the school better fulfil its mission?

- (1) \_\_\_\_\_
- (2) \_\_\_\_\_
- (3) \_\_\_\_\_
- (4) \_\_\_\_\_
- (5) \_\_\_\_\_
- (6) \_\_\_\_\_
- (7) \_\_\_\_\_
- (8) \_\_\_\_\_

7.3.13 What programs, events or teachings help you to believe that your child attends a Christian school?

- (1) \_\_\_\_\_
- (2) \_\_\_\_\_
- (3) \_\_\_\_\_
- (4) \_\_\_\_\_
- (5) \_\_\_\_\_
- (6) \_\_\_\_\_

Number of responses For each	
YES	NO

7.3.14 Does the Home and School play an important part in support of the school?

7.3.15 How often do you attend the Home and School meetings?

(a)	Usually	(b)	Occasionally	(c)	Seldom	(d)	Never

7.3.16 Do you have any suggestions that might help improve the school and the educational program? **Please enter all comments from questionnaires.**

- (1) \_\_\_\_\_
- (2) \_\_\_\_\_
- (3) \_\_\_\_\_
- (4) \_\_\_\_\_
- (5) \_\_\_\_\_
- (6) \_\_\_\_\_
- (7) \_\_\_\_\_
- (8) \_\_\_\_\_
- (9) \_\_\_\_\_
- (10) \_\_\_\_\_
- (11) \_\_\_\_\_
- (12) \_\_\_\_\_
- (13) \_\_\_\_\_
- (14) \_\_\_\_\_
- (15) \_\_\_\_\_

7.3.17 Additional Comments:

- (1) \_\_\_\_\_
- (2) \_\_\_\_\_
- (3) \_\_\_\_\_
- (4) \_\_\_\_\_
- (5) \_\_\_\_\_
- (6) \_\_\_\_\_
- (7) \_\_\_\_\_
- (8) \_\_\_\_\_
- (9) \_\_\_\_\_
- (10) \_\_\_\_\_
- (11) \_\_\_\_\_
- (12) \_\_\_\_\_
- (13) \_\_\_\_\_
- (14) \_\_\_\_\_
- (15) \_\_\_\_\_

## 7.4 A TEACHER QUESTIONNAIRE

How often are the following statements true in your school? Record your response by marking your preference with an X

Mark the most appropriate column with an X		Never True	Sometimes True	Always True
7.4.1	There is effective communication between the school administration and teachers.			
7.4.2	Staff meetings are called on a regular basis.			
7.4.3	Staff members are able to propose agenda items for staff meetings.			
7.4.4	Minutes are kept at all staff meetings.			
7.4.5	Teachers feel a sense of achievement in their work.			
7.4.6	Teachers have a strong sense of commitment to their work.			
7.4.7	Teachers are consulted before major decisions are made that affect their work.			
7.4.8	Teachers participate in the formulation of school policy.			
7.4.9	Teachers share information and resources with each other.			
7.4.10	Administrators compliment teachers on their work.			
7.4.11	Teachers' suggestions are taken seriously by the school administration.			
7.4.12	Teachers support colleagues who are trying to bring about worthwhile change.			
7.4.13	Teachers participate in social events with each other.			
7.4.14	Effective procedures are in place to help teachers who are experiencing difficulties.			
7.4.15	Teacher-student relationships in the school are positive.			

7.4.16 Do you have any suggestions to improve teacher morale?

---



---



---



---



---



---



---



---

Page is intentionally blank for photocopying previous page



## 7.4 B TEACHERS QUESTIONNAIRE RESPONSE SUMMARY

Total number of responses received from teachers

### INSTRUCTIONS TO DATA ANALYST

Next to each statement, please record the total number of responses given by the teachers.

**Enter the total tally for each response in the relevant column.**

Mark the most appropriate column with an X		Never True	Sometimes True	Always True
7.4.1	There is effective communication between the school administration and teachers.			
7.4.2	Staff meetings are called on a regular basis.			
7.4.3	Staff members are able to propose agenda items for staff meetings.			
7.4.4	Minutes are kept at all staff meetings.			
7.4.5	Teachers feel a sense of achievement in their work.			
7.4.6	Teachers have a strong sense of commitment to their work.			
7.4.7	Teachers are consulted before major decisions are made that affect their work.			
7.4.8	Teachers participate in the formulation of school policy.			
7.4.9	Teachers share information and resources with each other.			
7.4.10	Administrators compliment teachers on their work.			
7.4.11	Teachers' suggestions are taken seriously by the school administration.			
7.4.12	Teachers support colleagues who are trying to bring about worthwhile change.			
7.4.13	Teachers participate in social events with each other.			
7.4.14	Effective procedures are in place to help teachers who are experiencing difficulties.			
7.4.15	Teacher-student relationships in the school are positive.			

7.4.16 Do you have any suggestions to improve teacher morale? **Please enter all comments from questionnaires.**

---

---

---

---

---

---

---

---





**Evaluative Criteria  
for the  
ACCREDITATION  
of  
Seventh-day Adventist Schools**

**MODULE 8**

**Student Services**  
(If School is a Boarding/Residential school)

**South Pacific Division  
Commission on Accreditation  
Pacific Version  
2010 Revision**







## 8.4 Criteria Statements

The following criteria will assist you in evaluating the adequacy of the facilities and services.

On a scale where 1 = Never and 5 = Always, rate each statement by placing an X in the relevant column.

### 8.4.1 Food Service Facilities

#### 8.4.1.1 The Kitchen

- 8.4.1.1.1 Provides adequate and efficient working space.
- 8.4.1.1.2 Is adequately ventilated.
- 8.4.1.1.3 Is equipped to meet current health, safety and work standards.
- 8.4.1.1.4 Provides adequate dish washing facilities.
- 8.4.1.1.5 Has appropriate food storage provision.

Never	Seldom		Mostly	Always
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

#### 8.4.1.2 The Food Preparation Area

- 8.4.1.2.1 Is kept clean.
- 8.4.1.2.2 Is fitted out with easily cleaned materials that meet current health standards.
- 8.4.1.2.3 Has an adequate supply of hot water.
- 8.4.1.2.4 Is adequately supplied with waste disposal containers in appropriate locations.
- 8.4.1.2.5 Is provided with adequate garbage disposal.

Never	Seldom		Mostly	Always
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

#### 8.4.1.3 The Menu

- 8.4.1.3.1 Provides a nutritionally balanced diet in harmony with the Seventh-day Adventist Philosophy.
- 8.4.1.3.2 Provides foods of a satisfactory quality and variety.
- 8.4.1.3.3 Presents food that is attractive.
- 8.4.1.3.4 Meets the needs of cultural/ethnic minorities as appropriate.

Never	Seldom		Mostly	Always
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

#### 8.4.1.4 The Dining Area

	Never	Seldom		Mostly	Always
8.4.1.4.1	1	2	3	4	5
8.4.1.4.2	1	2	3	4	5
8.4.1.4.3	1	2	3	4	5
8.4.1.4.4	1	2	3	4	5
8.4.1.4.5	1	2	3	4	5
8.4.1.4.6	1	2	3	4	5
8.4.1.4.7	1	2	3	4	5

#### 8.4.2 Female Residence Hall

##### 8.4.2.1 General

	Never	Seldom		Mostly	Always
8.4.2.1.1	1	2	3	4	5
8.4.2.1.2	1	2	3	4	5
8.4.2.1.3	1	2	3	4	5
8.4.2.1.4	1	2	3	4	5
8.4.2.1.5	1	2	3	4	5
8.4.2.1.6	1	2	3	4	5
8.4.2.1.7	1	2	3	4	5
8.4.2.1.8	1	2	3	4	5
8.4.2.1.9	1	2	3	4	5
8.4.2.1.10	1	2	3	4	5



8.4.2.1.11	Number of showers is sufficient for the maximum number of students	1	2	3	4	5
8.4.2.1.12	Laundry and ironing facilities are provided.	1	2	3	4	5
8.4.2.1.13	Sick bay and first aid facilities are provided.	1	2	3	4	5
8.4.2.1.14	Residence security prevents unauthorised entry while providing easy exit in an emergency.	1	2	3	4	5

#### 8.4.2.2 Atmosphere and Governance

		Never	Seldom		Mostly	Always
8.4.2.2.1	Residence is maintained in a manner that promotes the health and safety of the residents.	1	2	3	4	5
8.4.2.2.2	Residence is easy to supervise.	1	2	3	4	5
8.4.2.2.3	Residence has adequate worship and recreational facilities.	1	2	3	4	5
8.4.2.2.4	Residence provides office space for the supervisors/deans.	1	2	3	4	5
8.4.2.2.5	Accommodation for the dean is adequate and suitably located.	1	2	3	4	5
8.4.2.2.6	Students are careful in their use of the plant and equipment.	1	2	3	4	5
8.4.2.2.7	Students are encouraged to participate in formulating and maintaining residence regulations.	1	2	3	4	5
8.4.2.2.8	Music is appropriate for a Seventh-day Adventist school.	1	2	3	4	5

#### 8.4.2.3 Services

		Never	Seldom		Mostly	Always
8.4.2.3.1	Quality reading materials, which include Adventist books and periodicals, are provided in the residence halls.	1	2	3	4	5
8.4.2.3.2	A regular health care program is conducted.	1	2	3	4	5
8.4.2.3.3	Fire and safety equipment are provided.	1	2	3	4	5
8.4.2.3.4	Fire escapes, fire extinguishers and emergency equipment are inspected and maintained regularly.	1	2	3	4	5
8.4.2.3.5	Practices of evacuation procedures are regularly conducted.	1	2	3	4	5
8.4.2.3.6	Adequate cleaning services are provided to maintain facilities in clean and sanitary conditions.	1	2	3	4	5

8.4.2.3.7	The immediate surroundings of the residence are maintained in a safe and hygienic condition.	1	2	3	4	5
8.4.2.3.8	Telephone communication is provided to all major campus centres.	1	2	3	4	5
8.4.2.3.9	Each residence is provided with a handbook outlining the residence management policy and procedures.	1	2	3	4	5

### 8.4.3 Male Residence Hall

#### 8.4.3.1 General

		Never	Seldom		Mostly	Always
8.4.3.1.1	Proper Sabbath behaviour is maintained.	1	2	3	4	5
8.4.3.1.2	There is a cheerful, cooperative atmosphere which stimulates mutual respect among residents.	1	2	3	4	5
8.4.3.1.3	The residence halls are decorated and maintained in an aesthetically pleasing manner.	1	2	3	4	5
8.4.3.1.4	The rooms are appropriately furnished and provide adequate space for storage.	1	2	3	4	5
8.4.3.1.5	There is adequate general storage.	1	2	3	4	5
8.4.3.1.6	The rooms provide adequate space for studying.	1	2	3	4	5
8.4.3.1.7	The residence hallways, floors and rooms are kept clean	1	2	3	4	5
8.4.3.1.8	Floor coverings are appropriate and maintained in safe condition	1	2	3	4	5
8.4.3.1.9	The residence halls are adequately lighted, ventilated and heated.	1	2	3	4	5
8.4.3.1.10	Toilets and shower rooms are properly ventilated, clean and hygienic.	1	2	3	4	5
8.4.3.1.11	Number of showers is sufficient for the maximum number of students.	1	2	3	4	5
8.4.3.1.12	Laundry and ironing facilities are provided.	1	2	3	4	5
8.4.3.1.13	Sick bay and first aid facilities are provided.	1	2	3	4	5
8.4.3.1.14	Residence security prevents unauthorised entry while providing easy exit in an emergency.	1	2	3	4	5

### 8.4.3.2 Atmosphere and Governance

	Never	Seldom		Mostly	Always
8.4.3.2.1	1	2	3	4	5
8.4.3.2.2	1	2	3	4	5
8.4.3.2.3	1	2	3	4	5
8.4.3.2.4	1	2	3	4	5
8.4.3.2.5	1	2	3	4	5
8.4.3.2.6	1	2	3	4	5
8.4.3.2.7	1	2	3	4	5
8.4.3.2.8	1	2	3	4	5

### 8.4.3.3 Services

	Never	Seldom		Mostly	Always
8.4.3.3.1	1	2	3	4	5
8.4.3.3.2	1	2	3	4	5
8.4.3.3.3	1	2	3	4	5
8.4.3.3.4	1	2	3	4	5
8.4.3.3.5	1	2	3	4	5
8.4.3.3.7	1	2	3	4	5
8.4.3.3.8	1	2	3	4	5
8.4.3.3.9	1	2	3	4	5
8.4.3.3.10	1	2	3	4	5





