Adventist Education

QUALITY ADVENTIST SCHOOLS PACIFIC

A SCHOOL IMPROVEMENT TOOL
VERSION 1

USED ACROSS ADVENTIST EDUCATION IN THE PACIFIC:
- TRANS PACIFIC UNION MISSION
- PAPUA NEW GUINEA UNION MISSION

Q QUALITY ADVENTIST SCHOOLS

Pacific

THIS PAGE IS INTENTIONALLY LEFT BLANK

TABLE OF CONTENTS

INDEX OF ABBREVIATIONS

AAA	Adventist Accrediting Association
GC	General Conference
PNGUM	Papua New Guinea Union Mission
QAS	Quality Adventist Schools
QASP	Quality Adventist Schools Framework
QASP	Quality Adventist Schools Pacific
QASPCR	Quality Adventist Schools Pacific Cyclic Review
SIP	School Improvement Plan
SLIP	School Learning Improvement Plan
SPD	South Pacific Division
TPUM	Trans Pacific Union Mission
SDA	Seventh-day Adventist
NGO	Non-Government Organisations
AUC	Australia Union Conference
NZPUC	New Zealand Pacific Union Conference

PREFACE

MESSAGE FROM THE TRANS PACIFIC UNION MISSION

The Adventist Schools in Australia officially launched the Quality Adventist School, QAS 1.0 in 2013 where schools focussed on Quality Education. In 2019, this QAS 1.0 was revised followed with the launching of the Quality Adventist School, QAS 2.0. The QAS 2.0 provided a platform by which it was used as an instrument to drive meaningful and sustainable cultural changes for the students to flourish.

In 2023, the QAS 2.0 was revised and the Quality Adventist School, QAS 3.0 was launched in 2024, and it has 3 Domains and 9 Components. In 2024, the QAS 3.0 version was used as a platform for the Trans Pacific Union Mission (TPUM) and the Papua New Guinea Union Mission (PNGUM) to adapt and write up the new Quality Adventist Schools Pacific, QASP 1.0 for the Pacific. This is the first time that both teams come together to the Australia Union Conference (AUC) to discuss, share their ideas and to put together a special document, focusing on the Pacific context to make it more relevant and applicable to our schools.

What makes up a thriving and excellent Adventist school in the Pacific Islands?

I believe that the adaptation of the QAS 3.0 to the QASP 1 would help answer this question.

As we launch the QASP 1.0 and continue this new exciting school improvement, it is our prayer that the Pacific schools will embrace this framework to provide a deeper clarity and understanding of how we enhance and promote Quality Adventist Schools in the Pacific Islands with the goal of improved outcomes for the students and transformed young lives. The new framework will also allow staff and students to take ownership and pride in supporting one another through professional learning communities and robust conversations.

We recognise and appreciate thousands of caring leaders and staff across the Pacific Island Schools for their commitment and dedication to school improvement. It is our desire and prayer that the focus on Quality Schools will enhance the students to flourish.

Finally, we would like to acknowledge and express our sincere thank you to the Dr Jean Carter and Jacques Calais from the AUC and Trudy Kiruwi (Project Manager) from the SPD for their tremendous support in assisting the PNG and TPUM Team to complete this QASP 1 successfully. We would like to also acknowledge our Adventist Education Teams from Papua New Guinea Union Mission (PNGUM) and Trans Pacific Union Mission (TPUM) for their tremendous contributions to this useful document, the QASP Version 1.

Brian Tracey said that "Where is there is vision, people flourish." So, when we have a vision for schools in the Pacific, our students will flourish.

Mr Talonga Pita
Education Director
Trans Pacific Union Mission

MESSAGE FROM THE PAPUA NEW GUINEA UNION MISSION

I am pleased to introduce the Quality Adventist Schools Pacific Framework (QASP), a vital step forward in our union mission to provide an education that upholds the values and principles of the Seventh-day Adventist Church. The development of this framework marks a significant transition from the widely used Adventist Accreditation Association (AAA) framework. While the AAA framework was primarily viewed as an inspection, the QASP is designed to be a dynamic, ongoing evaluation process that empowers our schools to engage in continuous reflection, self-assessment, and improvement.

The QASP represents our commitment to an education that nurtures not only the intellectual but also the spiritual and moral growth of each student. It reflects the ethos of Adventist education—rooted in the belief that true education encompasses more than academics; it prepares students for service, fosters character development, and ultimately prepares them for eternity.

In the unique context of Papua New Guinea, where we celebrate diverse cultures and a deep spiritual heritage, this framework provides a comprehensive approach to evaluating all aspects of school life. It enables schools to assess their practices in alignment with Adventist values, ensuring that every facet of the educational experience—be it curriculum, teaching methods, or the overall school environment—supports the holistic development of our students.

Unlike the previous AAA framework, which was often seen as an inspection-based model, the QASP is rooted in a philosophy of continuous improvement. It is not about a one-time assessment, but about fostering a culture of ongoing reflection, growth, and excellence. This shift allows schools to build a deeper, more meaningful engagement with their mission and vision, ensuring that we remain responsive to the evolving needs of our students and communities.

I call upon all Adventist schools within our Union to embrace this framework with a renewed commitment to quality and excellence. As stewards of the mission of the church, we each share the responsibility of ensuring that our schools provide an education that reflects the highest standards—academic, spiritual, and moral. Let us work together to foster an environment where Adventist values permeate every aspect of school life and where the character of Christ is evident in all that we do.
In adopting the QASP, we are affirming our shared vision of an education that transforms lives, equips students for service, and prepares them for a future of hope and eternity.

God bless each of you, teachers, as you participate in this process, striving to ensure that Adventist Schools remain of the HIGHEST QUALITY for God's purpose and glory.

Mr Jethro Rabbie
Education Director
Papua New Guinea Union Mission

QUALITY ADVENTIST SCHOOLS
Pacific

STATEMENTS OF ADVENTIST EDUCATION

AIM
Adventist education prepares students for a useful and joy-filled life, fostering friendship with God, whole-person development, Bible-based values, and selfless service in accordance with the Seventh-day Adventist mission to the world.

PHILOSOPHY
The Seventh-day Adventist philosophy of education is Christ-centered. Adventists believe that, under the guidance of the Holy Spirit, God's character and purposes can be understood as revealed in the Bible, in Jesus Christ and in nature. The distinctive characteristics of Adventist education—derived from the Bible and the writings of Ellen G. White—point to the redemptive aim of true education: to restore human beings into the image of their Maker.

Seventh-day Adventists believe that God is infinitely loving, wise, and powerful. He relates to human beings on a personal level, presenting His character as the ultimate norm for human conduct and His grace as the means of restoration.

Adventists recognize, however, that human motives, thinking, and behavior have fallen short of God's ideal. Education in its broadest sense is a means of restoring human beings to their original relationship with God. Working together, homes, schools and churches cooperate with divine agencies in preparing learners for responsible citizenship in this world and in the world to come.

Adventist education imparts more than academic knowledge. It fosters a balanced development of the whole person—spiritually, intellectually, physically, and socially. Its time dimensions span eternity. It seeks to develop a life of faith in God and respect for the dignity of all human beings; to build character akin to that of the Creator; to nurture thinkers rather than mere reflectors of others' thoughts; to promote loving service rather than selfish ambition; to ensure maximum development of each individual's potential; and to embrace all that is true, good, and beautiful.

VISION
A thriving Adventist movement, living our hope in Jesus and transforming the Pacific.

MISSION
Make disciples of Jesus Christ who live as His loving witnesses and proclaim to all people the everlasting gospel of the Three Angels' Messages in preparation of His soon return (Matt 28:18-20, Acts 1:8, Rev 14: 6-12).

PURPOSE
"To Inspire Hope and Wholeness of Life in our Communities."

QUALITY
ADVENTIST
SCHOOLS

Pacific

RATIONALE

SO GOD CREATED MAN IN HIS OWN IMAGE, IN THE IMAGE OF GOD CREATED HE HIM;
MALE AND FEMALE HE CREATED THEM".
GENESIS 1:27

RESPONSIBILITY

We believe that Adventist schools are God's schools. They are living, dynamic communities in which God is the centre of all. God bestows upon us as leaders and staff, the stewardship of His schools. He entrusts us with providing the very best education for the students in our care.

"AND WHATEVER YOU DO, DO IT HEARTILY, AS TO THE LORD AND NOT TO MEN."
COLOSSIANS 3:23

OBJECTIVE

The objective of the Quality Adventist Schools Pacific (QASP) is to fulfil this mandate. The vision for Adventist Education is to be 'a thriving Christ-centred learning community'. In doing so we will provide a place whereby every student and staff member can flourish to become their best self and find meaning and purpose in their life.

"A FARMER WENT OUT TO SOW SEED . . .
THE REST OF THE SEED FELL ON GOOD GROUND.
THIS SEED GREW AND MADE ONE HUNDRED TIMES MORE GRAIN."
LUKE 8:5-8

CONDITIONS

The Parable of the Sower in Luke 8 links the excellence of the growth conditions to the abundance of the yield. Likewise in our school system - when conditions are optimised, intentional, consistent, and symbiotic - our students and staff will flourish.

AND JESUS INCREASED IN WISDOM AND STATURE,
AND IN FAVOUR WITH GOD AND MAN.
LUKE 2:52

ULTIMATE AIM

The ultimate aim of the QASP is to ensure that every student has the opportunity to flourish – spiritually, academically and personally – within a thriving Christ-centred learning community. The QASP Framework (QASP) is a tool which provides a structure to identity and nurture the right culture (soil conditions) in which our students can flourish.

THE HEART OF THE MATTER...

The QASP is a tool which provides a structure to identity and nurture the right culture in which our students can flourish.

COMMITMENT

COLLABORATION

The QASP is committed to improving the educational and wellbeing outcomes for all students. Adventist Education in the Pacific is fully committed to working in collaboration with all the education authorities within each country/provinces using this framework.

The success of the continuous school improvement evaluation process upon which the QASP is premised depends upon the cooperative efforts of the following in the TPUM and PNGUM: school board, principal, teachers, parents, learners, members of constituent churches, and personnel from the union and local mission/conference offices of education.

TPUM:
- American Samoa Mission
- Fiji Mission
- Kiribati Mission
- Samoa Mission
- Solomon Islands Mission
- Tonga Mission
- Tuvalu
- Vanuatu Mission

PNGUM:
- Bougainville Mission
- Central Papua Conference
- Eastern Highlands Simbu Mission
- Madang Manus Mission
- Morobe Mission
- New Britain New Ireland Mission
- Northern & Milne Bay Mission
- Sepik Mission
- South West Papua Mission
- Western Highlands Mission
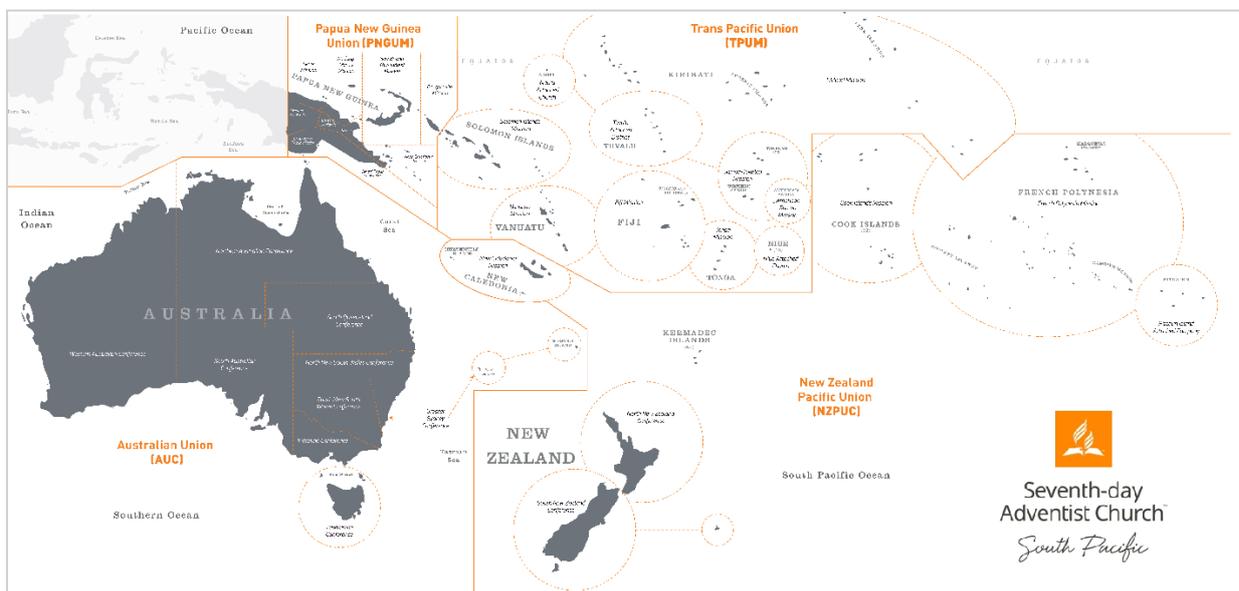
OVERVIEW OF ROLES AND RESPONSIBILITIES

The primary responsibilities of those involved in the QASP process are indicated below.

1. SOUTH PACIFIC DIVISION COMMISSION ON ACCREDITATION

The South Pacific Division Commission on Accreditation is responsible for establishing and voting guidelines, criteria, and procedures for the evaluation of schools, as well as vote terms of accreditation. It officially represents the AAA in the South Pacific Division.

2. SOUTH PACIFIC DIVISION OFFICE OF EDUCATION

This office is responsible for supervising the accreditation process and for providing professional learning in continuous school improvement planning in early childhood and/or K-13 schools in the South Pacific Division. The Education Director of the South Pacific Division serves as chair of the South Pacific Division Commission of Accreditation (SPDCOA).

3. UNION MISSION OFFICE OF EDUCATION

The responsibility of this office is to in-service the local conference/mission office of education and school personnel on continuous school improvement planning and the evaluation process. The union mission office of education is responsible for overall supervision of the continuous school improvement planning and the QASP process for all high schools and/or secondary schools in the union. The Education Director in the Union Mission is responsible for ensuring the Union Mission Education Board approves the QASP Cyclic Review reports for all high schools and/or secondary schools and recommending these reports to the SPD Commission of Accreditation for endorsement.

4. LOCAL CONFERENCE/MISSION OFFICE OF EDUCATION

This office is responsible for overall supervision of the continuous school improvement planning and the QASP process for all elementary and/or primary schools in the conference/mission. The Education Director in the local conference/mission is responsible for ensuring the Conference/Mission Education Board approves the QASP Cyclic Review reports for all elementary and/or primary schools and recommending these reports to the Union Mission Education Board for endorsement.

5. PRINCIPAL

As the agent of the school board, the principal is responsible for organizing and supervising continuous school improvement planning and the QASP process at the school.

6. SCHOOL BOARD

The local school board is responsible for appointing the Coordinating Team where applicable and providing support to the principal and teams in the preparation of the annual component reports. This school board is to review and approve five-year school improvement plan including all action plans.

A QUALITY ADVENTIST SCHOOL

QUALITY ADVENTIST SCHOOL PACIFIC

There is excellence in every school and the QASP is a tool designed to strengthen, deepen, and broaden the focus for quality in every classroom and across every dimension of the school.

THE HEART OF THE MATTER...

The QASP is about creating a thriving school culture that builds:

- empowerment and engagement of all staff.
- strong teams through intentional collaboration and sharing.
- sustainability, unity, and consistency of pedagogical practice.
- increasing capacity to use data to inform our practice.
- shared responsibility and accountability.
- a shared commitment to continuous improvement…

… to ultimately enable every student to flourish.

ESSENCE

The diagram below seeks to capture the essence of a 'Quality Adventist School'. At the heart is an uncompromising desire to '**enable every student to flourish'** within a 'thriving Christ-centred learning community'. For this to occur, we must continue to focus our attention and efforts on our four foundational domains:

- **Purpose and Identity**
- **Leadership and Culture**
- **Teaching and Learning**
- **Community and Partnership**

1 PURPOSE & IDENTITY

The heart and soul of our Adventist identity stem from an understanding of our need for a Saviour. Our schools exist to encourage each individual to develop and experience a close and meaningful relationship with Jesus Christ. Our aim is to prepare individuals to become ambassadors for Christ and to lead a purposeful life. Our identity is Christ-centred, Bible-based and underpinned by the fundamental beliefs, principles, ideals and values of the Seventh-day Adventist Church.
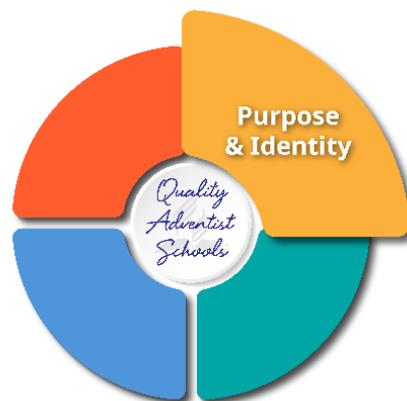
1.1 Educating for Mission
Adventist Education is to prepare, equip and empower individuals to be lifelong missionaries for God.

1.2 Purpose, Vision & Mission
Adventist Schools consistently reveal and reflect the Purpose, Vision and Mission of the Seventh-Day Adventist Church as a means of developing student faith and character.

1.3 Pastoral Care
Adventist Schools foster a compassionate and supportive environment where the school community is spiritually nurtured, enabling them to grow in their faith and moral integrity.

1.4 Special Character
Adventist Schools consistently reveal and reflect the Purpose, Vision and Mission of the Seventh-Day Adventist Church as a means of developing student faith and character.

2 LEADERSHIP & CULTURE

For Adventist school communities to thrive it is essential that they focus on appreciating and maintaining strong leadership cultures of excellence across all aspects of operation. When Adventist schools regularly evaluate their progress, reflect on the performance outcomes of their students and strategically focus on building the essential culture, systems and processes, it ensures sustainable success for the entire school community.

2.1 Staff & Student Welfare
Adventist schools ensure the wellbeing of each staff and student is a priority and provides effective programs and systems to enhance the holistic development of all individuals in the school.

2.2 Teamwork & Collaboration
Adventist schools embrace a culture of effective communication and unity amongst all staff, students and the wider community.

2.3 Compliance, Accountability & Sustainability
Adventist schools have continual practices that align with stakeholder requirement, being transparent while maintaining integrity and its unique culture.

2.4 Professional Development
Ongoing professional development is essential to Adventist schools' commitment to excellence, empowering educators to continually enhance their skills and deepen their understanding of Adventist Education principles and fostering a culture of continuous improvement.

3 TEACHING & LEARNING

Adventist schools are committed to quality teaching, learning and assessing. We set high learning expectations to challenge and engage all students and teachers to achieve their potential. We are committed to professional learning to ensure we have structures and processes in place to identify and support the needs and performance of each individual student, and we ensure all students can access and participate fully in their educational experience.
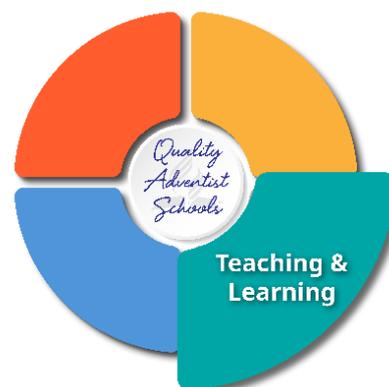
3.1 Quality Teaching Practices

Teachers within Adventist schools work collaboratively to plan, implement and evaluate high impact learning experiences within a whole school pedagogical framework which sets high expectations, and enables all students to flourish.

3.2 Curriculum

A relevant and viable curriculum, consistently and effectively delivered within a comprehensive school-wide pedagogical framework, is fundamental to quality teaching.

3.3 Assessment & Reporting

Robust and authentic assessment practices enable teachers to understand students' progress, allowing them to accurately gauge and utilise this knowledge to collectively support students in achieving the best possible outcomes.

3.4 Student Learning & Engagement

Adventist schools understand that students maximise their learning when they engage through proper learning intentions, success criteria and appropriate effective teaching strategies.

4 COMMUNITY & PARTNERSHIP

Adventist schools are committed to quality community and partnership engagement. We are committed to strengthening the partnership of the home, school and the Seventh-day Adventist church in Adventist schools. We ensure that key stakeholders of Adventist schools such as the students and their families, the Seventh-day Adventist Church, the wider community and professional partnerships such as the School Board, Government and relevant stakeholders.

4.1 Students and their Families

Teachers within Adventist schools encourages parental involvement in their children's education at the school including the pastoral care process.

4.2 Church

The school engages the Seventh-day Adventist church in the decision making process of the school through effective school board governance and robust support network for the students and their families.

4.3 Wider Community & Professional Partnerships

Adventist schools engage stakeholders, including professional partnerships such as the school board, governments, non-government organisations (NGOs), parents, staff and the wider community, in the relevant decision-making process.

QASP ALIGNMENT TO AAA

The fifteen components of the four domains that constitute the Quality Adventist Schools Pacific (QASP) are mapped to the Adventist Accrediting Association (AAA) criterion for school and institutional accreditation in the table below.

AAA CRITERIA (2019)	QASP COMPONENTS (2025)
CRITERION ⬅	➡ COMPONENT
1 History, Philosophy, Mission and Objectives	1.2 Purpose, Vision & Mission
2 Spiritual Development, Service and Witnessing	1.3 Pastoral Care
	1.4 Special Character
3 Governance, Organization and Administration	1.1 Educating for Mission
4 Finances, Financial Structure, and Industries	2.3 Compliance, Accountability & Sustainability
5 Programs of Study	3.1 Quality Teaching Practices
	3.2 Curriculum
	3.3 Assessment & Reporting
	3.4 Student Learning & Engagement
6 Faculty and Staff	2.1 Staff and Student Welfare
	2.2 Teamwork & Collaboration
	2.4 Professional Development
7 Library and Resource Centers	2.3 Compliance, Accountability & Sustainability
8 Academic Policies and Records	1.1 Educating for Mission
9 Student Services	4.1 Students and their Families
10 Physical Plants and Facilities	2.3 Compliance, Accountability & Sustainability
11 Public Relations and Constituencies	4.2 Church
	4.3 Wider Community & Professional Partnership

GUIDING PRINCIPLES

The QASP and its implementation processes are informed by best practice, pedagogy and research from within our own school system and national and international standards. The mandate of QASP is to deepen the capacity of schools to improve their student outcomes.

The success or failure of QASP hinges on our collective willingness to invest time and effort, our courage to honestly evaluate our current position, and our capacity to plan for and implement change. Pursuing our desire for flourishing students compels us to build a 'thriving Christ-centred learning community'. It is within this professional learning community that will enable staff to have conversations that are reflective to help develop a culture where continual improvement is natural and habitual.

An authentic thriving Christ-centred learning community is a professional learning community that nourishes a collaborative, united, and professional school culture. The way staff communicate, collaborate, analyse data, grow professionally, change practice, and are united - to improve student outcomes is fundamental to QASP.

We want each school to build a systematic practice of open collaboration, data analysis and targeted professional learning which results in responsive teaching practices that will improve student outcomes across the whole school.

Timperly (2020, p16) puts it this way: *"Many approaches to professional learning act as if the school is a collection of individual teachers each doing their own thing rather than an organisation with coherence where the context influences the thinking and actions of individuals who, in turn, influence the context."*

THE HEART OF THE MATTER...

The success or failure of QASP hinges on our collective willingness to invest time and effort, our courage to honestly evaluate our current position, and our capacity to plan for and implement change. Pursuing our desire for flourishing students compels us to build a 'thriving Christ-centred learning community'.

As such, the guiding principles that underpin the QASP are:

1. **Improvement is Core Business**
   Quality does not just happen - it takes effort, time, planning and preparation. For effective school improvement to occur, sufficient time is required for reflection and strategic thinking. It is important that schools do not see this process as 'just another thing to do' because it is, in fact, their core business. **School improvement is most successful and meaningful if it is continual and internally driven, not externally imposed**. Improving quality depends upon everyone in the school community owning its own school improvement journey. Quality should be built into a school's day-to-day culture – not bolted on.

2. **Learning Culture**
   Continually improving schools have a widely shared culture of improvement and shared objectives that everybody owns. Such schools are clearly and consistently focused on learning outcomes for all students. Leaders and teachers are engaged as active learners. There is potential for schools to be driven by events and the 'busy-ness' of daily school life. **Schools need to plan strategically for improving the learning culture**.

3. **Empowered Leadership**
   A culture of reflective practice operates best when the formal leadership group actively encourages more dispersed leadership at all levels in the organisation. **The effective Adventist school leader develops leadership skills in their team and has succession plans in place**.

4. **Honesty and Trust**
   An open and honest culture is based on mutual trust. Leaders, teachers, students, parents and the broader community will be engaged in authentic professional conversations throughout the processes of the QASP. A climate of **honest reflection requires a 'no blame' paradigm** within which people can feel free to identify performance improvement areas with impunity.

5. **Student Achievement**
   Improving outcomes for students is the core objective of the QASP. All strategies and processes should lead to the personal and academic success of individual students.

6. **Context**
   All Adventist **schools are unique, serving different communities**. No one knows a school better or is more attuned to the possibilities for real improvement than the people working in it.

7. **Flexibility**
   The QASP is flexible enough to be implemented in a wide range of school settings. **It is a toolkit, which allows schools to implement to suit their own circumstances and contexts**.

THE HEART OF THE MATTER…

Build RELATIONSHIPS	✓
Build UNDERSTANDING	✓
Build OWNERSHIP	✓
Build TRUST	✓
Build ACCOUNTABILITY	✓
Build UNITY	✓

CYCLE OF IMPROVEMENT

The QASP encourages this 'Cycle of Improvement' to embed a quality school improvement culture within the school. **This pattern should be the focus of leaders to drive a thriving culture and bring about meaningful and sustainable change.**

The 'Cycle of Improvement' is fundamentally built on the principles of continuous professional development, reflective practice, and collaborative learning. By investing in the growth and development of staff, our schools can create a dynamic and adaptive learning environment that responds proactively to the diverse needs of students.

THE HEART OF THE MATTER...

Embedding a 'Cycle of Improvement' **should be the focus of leaders to drive a thriving culture in which students and staff can flourish.**

The collective analysis and use of school and student data is an essential part of a school's improvement journey. Developing data literacy and a willingness to honestly reflect on the data is critical to the process. Each school's data sets should:

- Represent qualitative and quantitative sources
- Focus on performance and achievement
- Inform formative and summative processes
- Improve accountability, transparency and integrity
- Compare to externally referenced benchmark data
- Stimulate professional discussion
- Develop common understandings

THE HEART OF THE MATTER…

Developing data literacy and a willingness to honestly reflect on the data is critical to the process.
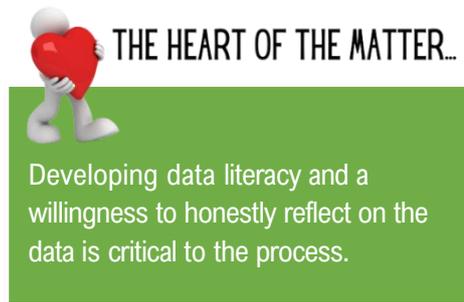
A range of data packages that will enable schools to analyse meaningful data to support their improvement journey include: (but not limited to)

- QASP School Improvement Surveys
- Respective Countries - National Exit Exams

Key reflections to understand our current situation:
- Are we united and committed to a pedagogical approach?
- Do we have a professional development focus?
- Do we spend time analysing best practice?
- Do we observe and give feedback on each other's practice?
- Do we spend time co-creating curriculum & sharing ideas?
- Do we discuss lesson plans and student assessments?
- How do we plan for the future success of all learners?
- Do we celebrate transitions in a child's academic journey?
- Do we have intervention plans in place for students at different levels?

Leadership & Culture

Real, meaningful, sustained school improvement starts with the leadership and culture – it is about creating the right culture and giving importance and priority to focus on school improvements.

The QASP is simply a tool to help school leaders create a thriving school culture that builds:
- empowerment and engagement of all staff.
- strong teams through intentional collaboration and sharing.
- sustainability, unity, and consistency of pedagogical practice.
- increasing capacity to use data to inform our practice.
- shared responsibility and accountability.
- a shared commitment to continuous improvement…
    … to ultimately enable every student to flourish.

Swygert (2004) maintains "that true school improvement depends on changes in the school culture. If culture is the social energy driving a school, then school leaders must be mindful that: Strong positive cultures do not just happen. They are built over time by those who work in and attend the school and by

formal and informal leaders who encourage and reinforce values and traditions. Many schools limp along with weak and unfocused cultures due to a paucity of leadership and lack of concern. The central concern here is the development of meaningful and productive schools. Leaders must shape and nourish cultures where teachers can make a difference, and every child can learn and where there is passion and commitment to designing and promoting the absolutely best that is possible." (Peterson & Deal, 2002, p. 8)" (Reflective Practice Vol7, No.4 Nov 2006 – Developing a Culture of Reflection: implications for school improvement)

Shafer (2018) states that "A culture will be strong or weak depending on the interactions between people in the organisation. In a strong culture there are many, overlapping, and cohesive interactions, so that knowledge about the organisation's distinctive character - and what makes it and what it takes to thrive in it - is widely spread."

The QASP recognises that reflection and professional dialogue act as drivers for improvement. It allows staff to improve the professional culture within their own school. Professional conversations are fundamental to the QASP and its successful implementation. In simple terms, an organisation is the sum of all the conversations that happen within it. Whether the conversations are in professional learning communities, staff meetings, leadership teams, parent information forums, pupil-teacher interactions, among clusters of colleagues or in the many informal ways that people interact, the nature and quality of these conversations will determine the quality of our schools. These professional conversations drive decisions and actions.

"Critically reflective practice needs to be embedded within the organisations culture, so that it is seen as a standard expectation, and not as a sort of optional extra when time allows. Of course, to make this a reality, people in leadership positions need to make sure that they are encouraging and engaging in critically reflective practices themselves - if not, any encouragement for staff to be critically reflective will come across as tokenistic and will therefore be counterproductive." (Thompson and Thompson, 2023. p.2)

THE HEART OF THE MATTER…

"Strong positive cultures do not just happen. They are built over time by those who work in and attend the school and by formal and informal leaders who encourage and reinforce values and traditions."

Montclair State University states "Growth as an effective and inclusive instructor is a continual process involving self-reflection, critique, and ongoing learning. Self-reflection includes identifying personal areas of bias or weakness in teaching. One's beliefs about students, teaching and learning feed directly into how one practices teaching. Engaging in reflective practice ensures that our beliefs, values, and practices are in alignment through continual growth and adjustment." (Principle 6: Teaching as Reflective Practice)

School leaders should build reflective questioning into their interactions with teachers. When they do this, teachers are more likely to establish goals and success criteria for students that incorporate student voice. (Akpur, 2020).

"Clearly, the intent of reflective questioning is not to force others to accept the other person's position. Rather, it is meant to encourage other people, typically teachers, to think through their own actions and motives, coming to a self-initiated conclusion, insight, or realization." (Reflective Practice Vol7, No.4 Nov 2006 – Developing a Culture of Reflection: implications for school improvement).

"Capacity building could be the most important ingredient that can be used to improve students' academic performance." (So and Boluwaduro, 2023) It is defined as practices that "lead to an increase in the collective power of a group to improve student achievement" (Fullan, 2005a, p. 4) and actions that enable deep and sustained learning for all within the system (Stoll, 2009).

Building the capacity of staff within a culture of school improvement is of paramount significance and importance. Pivotal in shaping the spiritual, academic, social, and emotional outcomes of students - are our staff. Enhancing their capacity ensures that teachers and support staff are equipped with the necessary skills, knowledge, and competencies to meet the evolving demands of education and foster an environment of continuous improvement.

Professional development initiatives, such as workshops, mentoring programs, and collaborative learning communities, not only enhance teaching effectiveness but also boosts staff morale and job satisfaction, leading to a more engaged and motivated workforce. Achieving this requires financial support.

THE HEART OF THE MATTER...

Building capacity fosters a sense of ownership and accountability among staff. When teachers are involved in the decision-making processes and have opportunities to contribute to school improvement strategies, they are more likely to be committed to the school's vision and goals. This collaborative approach cultivates a strong sense of community and shared purpose, which is essential for driving sustainable change and achieving long-term educational success.

In addition, a robust capacity-building framework supports the identification and nurturing of leadership potential within the school. By providing opportunities for teachers to develop leadership skills, schools can ensure a pipeline of capable leaders who are well-prepared to take on future challenges and drive continuous improvement initiatives.

Building capacity is closely linked with instructional leadership that focusses on developing people and developing the organisation. When leadership intentionally builds capacity within their team this will "enable students to become more active learners, develop thinking and learning skills and take greater responsibility for their own learning."(Hopkins, 2020)

Ultimately, the significance of building staff capacity within our cycle of school improvement lies in its ability to create a resilient, innovative, and responsive educational environment. This not only enhances the quality of education provided but also ensures that students are well-prepared to succeed in an ever-changing world. Investing in the professional growth of educators is a strategic imperative that yields lasting benefits for the entire school community.

THE HEART OF THE MATTER...

A strategic whole-school improvement plan is crucial for fostering a cohesive, inclusive, and high-achieving educational environment. Such a plan provides a clear vision and direction, ensuring all stakeholders—teachers, students, parents, and administrators—are aligned with common goals.

A comprehensive plan identifies and prioritises key areas for development, such as curriculum enhancement, teaching methodologies, and student support systems. This targeted approach ensures resources are effectively allocated, maximising impact. Additionally, the plan fosters a culture of continuous improvement and accountability, with measurable objectives and regular evaluations guiding progress.

A whole-school improvement plan should also address diverse student needs, promoting inclusivity, equity and equal opportunities for all learners. By implementing evidence-based strategies and interventions, the school can better support underperforming students and challenge high achievers, thereby narrowing achievement gaps.

Finally, an improvement plan enhances community trust and engagement. Transparency in goals and progress builds confidence among parents and stakeholders, fostering a collaborative environment. This collective effort drives sustained improvement, preparing students to succeed in an ever-evolving global landscape. In essence, a strategic whole-school improvement plan is vital for creating a resilient, dynamic, and future-ready educational institution.

Key to developing a strategic whole-school improvement plan is to have a clear and thorough understanding of your situation through honest reflection of your data. Upon understanding the data, the next question that must be asked is - What are we going to do about it? There needs to be clear plan about moving forward that EVERYONE is united in. Three possibilities arise:

1. **We are doing well in this space** – just keep going.
2. **We identified areas for growth** – but not a priority right now (place in School Improvement Plan for a later date).
3. **We identified an area requiring immediate attention** – (place in School Improvement Plan and set a plan to action the area for improvement).

A School Improvement Plan is a 'living' document. This means that it will and should change overtime as needs are required. It is not set in stone, but adaptive. However, it sets a clear plan of the whole school goals of the school to improve outcomes for students.

Some countries refer to the School Improvement Plan as the School Learning Improvement Plan (SLIP). The QASP uses the term School Improvement Plan which focuses on developing a strategic whole-school approach toward the school improvement plan. In this sense, the School Improvement Plan can also serve the purpose of a School Learning Improvement Plan (SLIP).

Action the Plan

Actioning the school improvement plan is **where the real focus and effort should take place**. Being very clear and transparent about an initiative, the direction, goals, and strategies to achieve a desired outcome is paramount. Embedding real sustainable change is going to take focus, professional development, support, and accountability.

For any change to be sustainable will require a whole-school community approach. It will take a willingness by staff to put aside their own preferences and build a united and consistent approach to embed the initiative.

THE HEART OF THE MATTER...

Whatever research-based initiatives you as a school decide to implement and embed in the school to improve outcomes for students – everyone on staff needs to be committed to nurturing its success. Unity and consistency, training, support and accountability, are the keys to ensuring the initiative takes hold.

Evaluate & Readjust

A cycle of evaluation, reflection, and re-adjusting, if necessary, is crucial within a cycle of improvement as it serves as the compass that guides progress and success. By regularly assessing and reflecting on initiatives and strategies, educators can gauge the effectiveness of their efforts, identify areas for improvement, and celebrate successes. This continuous timely feedback loop ensures that the school remains responsive to the evolving needs of students, staff, and the community.

Reflection allows educators to delve into the "why" behind the data, gaining insights into what worked well and what needs adjustment. It encourages collaboration among staff, fostering a culture of shared responsibility and continuous learning. Moreover, evaluation provides evidence of impact, helping schools to make data-driven decisions that prioritize student achievement and well-being.

THE HEART OF THE MATTER...

An active, robust reflection and evaluation cycle not only enhances instructional practices but also strengthens the school's overall culture. It empowers educators to innovate, adapt, and grow professionally, thereby creating a dynamic learning environment. Ultimately, by embedding reflection and evaluation into the fabric of school improvement efforts, schools can sustainably drive progress and achieve their goals of providing high-quality education to all students.

Celebrate Successes

Celebrating successes within a school improvement cycle is vital as it acknowledges the hard work and dedication of educators, students, and staff. It fosters a positive school culture, boosts morale, and reinforces the commitment to continuous improvement. By celebrating achievements, schools motivate stakeholders, inspire confidence, and strengthen community engagement, ultimately driving further progress and success. By documenting and sharing student's success stories it enhances student learning and improves school culture.

THE HEART OF THE MATTER...

By celebrating achievements, schools motivate stakeholders, inspire confidence, and strengthen community engagement, ultimately driving further progress and success.

QASP STRUCTURE

DOMAINS TO COMPONENTS

The four domains within the QASP are refined further into fifteen components which in essence help to define what makes up a quality Adventist school. These **fifteen components align with the structured process of component reviews** which provide the basis and opportunity to have a series of ongoing conversations to reflect on the quality of the school's program.

QUALITY ADVENTIST SCHOOLS

DOMAIN 1 PURPOSE & IDENTITY	DOMAIN 2 LEADERSHIP & CULTURE	DOMAIN 3 TEACHING & LEARNING	DOMAIN 4 COMMUNITY & PARTNERSHIPS
1.1 EDUCATING FOR MISSION 1.2 PURPOSE, VISION & MISSION 1.3 PASTORAL CARE 1.4 SPECIAL CHARACTER	2.1 STAFF & STUDENT WELFARE 2.2 TEAMWORK & COLLABORATION 2.3 COMPLIANCE, ACCOUNTABILITY & SUSTAINABILITY 2.4 PROFESSIONAL DEVELOPMENT	3.1 QUALITY TEACHING PRACTICE 3.2 CURRICULUM 3.3 ASSESSMENT & REPORTING 3.4 STUDENT LEARNING & ENGAGEMENT	4.1 STUDENTS AND THEIR FAMILIES 4.2 CHURCH 4.3 WIDER COMMUNITY & PROFESSIONAL PARTNERSHIPS

COMPONENTS TO STATEMENTS

The fifteen components spread across the four domains as listed in the table above consists of one hundred and fifty (150) statements. Each of the fifteen components consists of ten (10) statements. The statements provide opportunities to identify and/or develop evidence in each of the fifteen components.

DOMAIN 1: PURPOSE & IDENTITY

COMPONENT 1.1 EDUCATING FOR MISSION

Essence Statement:
Adventist Education is to prepare, equip and empower individuals to be lifelong missionaries for God.

Statements of Evidence:

NUMBER	STATEMENTS
1.1.1	Adventist Education seeks to instil a sense of purpose and direction in students' lives.
1.1.2	We integrate faith-based principles into all aspects of the school to provide a holistic learning experience.
1.1.3	All staff and students understand they are part of a global network, providing a sense of community and shared mission.
1.1.4	Our school frequently holds chapel services, prayer meetings, bible studies, week of worship and other worship activities which are central and important to school life.
1.1.5	Our school form active, regular and thriving partnerships with local churches and organizations to expand the school's impact and fulfill its mission through community service.
1.1.6	Adventist schools encourage students to serve in the school and as missionaries in the community and throughout the world.
1.1.7	Students and staff possess a solid understanding of the 28 Fundamentals of the Seventh-Day Adventist Church.
1.1.8	Our school provides practical opportunities within the school to prepare students for a life of service and leadership.
1.1.9	We encourage students to participate in community service and mission projects, fostering a sense of purpose and responsibility in their life journey.
1.1.10	The curriculum in Adventist schools is designed to reflect Adventist values and principles.

THE HEART OF THE MATTER...

How are we going?
Did you have a quality, honest, robust discussion to really understand your situation?
How do we know?
Did you analyse and reflect on quality data in the discussion?
What are we going to do now?
Is there anything you need to do to improve this area?

Essence statement:

Adventist Schools consistently reveal and reflect the Purpose, Vision and Mission of the Seventh-Day Adventist Church as a means of developing student faith and character.

Statements of Evidence:

NUMBER	STATEMENTS
1.2.1	Our school's purpose, vision, mission, and values reflect a Seventh-day Adventist worldview.
1.2.2	We organise regular reflection sessions where staff, students and stakeholders revisit the school's mission and vision, ensuring they are clearly understood, embraced and actioned by all.
1.2.3	We engage students in discussions about the mission and vision to foster a sense of ownership and understanding from a young age
1.2.4	Our school sets short-term and long-term goals that are explicitly linked to the school's vision, driving continuous improvement and mission fulfillment.
1.2.5	Our school measures not only academic achievement but also students' growth in areas related to the school's mission and values.
1.2.6	Our school's purpose, vision, and mission statements are clearly communicated to, and understood by staff, students, and parents.
1.2.7	Our school's policies and procedures actively embed and support Adventist beliefs and lifestyle through: • holistic development of students and staff; • curriculum (including Biblical Studies) and all other relevant documentation; • classroom practice; • service opportunities that develop responsible and compassionate citizens; • selection of staff and resources; • behaviour policies and disciplinary procedures; • school traditions, events, and celebrations; and • financial policies and procedures.
1.2.8	Staff and students are able to identify what makes their school distinctively Adventist.
1.2.9	Our school environment has a strong visual representation of our 'Purpose and Identity'.
1.2.10	Our school upholds, promotes and embeds their values intentionally into all aspects of school life.

THE HEART OF THE MATTER...

How are we going?
Did you have a quality, honest, robust discussion to really understand your situation?
How do we know?
Did you analyse and reflect on quality data in the discussion?
What are we going to do now?
Is there anything you need to do to improve this area?

Essence Statement:
Adventist Schools foster a compassionate and supportive environment where everyone is nurtured and enabled to flourish.

Statements of Evidence:

NUMBER	STATEMENTS
1.3.1	Our pastoral care program is an integral part of our school culture, where every staff member and students are part of the team.
1.3.2	Our school encourages peer mentoring and support groups that allow students to build positive relationships and support each other's spiritual and emotional well-being.
1.3.3	Our school implements biblically based conflict resolution practices that promote reconciliation, forgiveness, and understanding among students and staff.
1.3.4	Our school promotes mental health awareness and provides wellness resources that align with Adventist principles, helping students navigate challenges with faith and resilience.
1.3.5	We ensure that staff and students know where to go and how to access pastoral care and support where needed.
1.3.6	Our pastoral care practices are sensitive to our Pacific Island cultures and traditions ensuring they align with national education policies.
1.3.7	We identify and address potential issues early through regular check-ins, counselling sessions, and spiritual guidance, preventing problems from escalating.
1.3.8	Our school has a sufficient and dedicated pastoral care team trained to respond to the diverse needs of individuals including counselling, spiritual guidance, and crisis support.
1.3.9	Our school creates an inclusive and welcoming school environment where every student feels valued, respected, and supported regardless of their background or challenges.
1.3.10	Our school integrates daily prayer, devotions, and worship opportunities into the school routine, encouraging students to connect with God and each other.

THE HEART OF THE MATTER...

How are we going?
Did you have a quality, honest, robust discussion to really understand your situation?
How do we know?
Did you analyse and reflect on quality data in the discussion?
What are we going to do now?
Is there anything you need to do to improve this area?

Essence Statement:
Adventist Schools consistently reveal and reflect the Purpose, Vision and Mission of the Seventh-Day Adventist Church as a means of developing student faith and character.

Statements of Evidence:

NUMBER	STATEMENTS
1.4.1	Seventh-day Adventist schools aim to provide a holistic education that integrates faith and learning into all its daily activities.
1.4.2	Our school integrates service-learning projects that connect classroom learning with community service.
1.4.3	The educational approach is student-centred, focusing on individual growth and potential.
1.4.4	Our school integrates health principles into their programs, promoting a healthy lifestyle.
1.4.5	Our school intentionally leads staff and students to prepare them for baptism.
1.4.6	All staff consistently model Adventist Christian values in all types of interactions.
1.4.7	The role of Adventist education is to prepare students not just for success in this life, but for eternity.
1.4.8	The mission of Adventist education is to ensure every student flourishes spiritually, mentally, physically and their social well-being.
1.4.9	Adventist schools emphasise the importance of a personal relationship with Jesus Christ.
1.4.10	Adventist education promotes academic excellence alongside character development.

THE HEART OF THE MATTER...

How are we going?
Did you have a quality, honest, robust discussion to really understand your situation?
How do we know?
Did you analyse and reflect on quality data in the discussion?
What are we going to do now?
Is there anything you need to do to improve this area?

DOMAIN 2: LEADERSHIP & CULTURE

COMPONENT 2.1 STAFF & STUDENT WELFARE

Essence statement:
Adventist schools ensure the wellbeing of each staff and student is a priority and provides effective programs and systems to enhance the holistic development of all individuals in the school.

Statements of Evidence:

NUMBER	STATEMENTS
2.1.1	Our school provides comprehensive support services that addresses the health and wellbeing of both staff and students.
2.1.2	Our school regularly reviews and improves our welfare policies and practices to ensure they meet the evolving needs of staff and students.
2.1.3	We ensure a safe and secure school environment where every staff and student feel protected and valued.
2.1.4	We encourage a healthy work-life balance for staff to prevent burnout and promote job satisfaction.
2.1.5	Our school actively fosters an inclusive culture that respects and celebrates cultural diversity among staff and students.
2.1.6	We promote peer support programs where staff and students can support each other.
2.1.7	We create opportunities for access to mental health resources and counselling services for staff and students where applicable.
2.1.8	Our school provides resources and training on stress management techniques for staff and students.
2.1.9	Our school implements recognition and reward systems to acknowledge the achievements and contributions of staff and students.
2.1.10	We establish regular feedback mechanisms to understand and address the needs and concerns of staff and students.

THE HEART OF THE MATTER...

How are we going?
Did you have a quality, honest, robust discussion to really understand your situation?
How do we know?
Did you analyse and reflect on quality data in the discussion?
What are we going to do now?
Is there anything you need to do to improve this area?

COMPONENT 2.2 TEAMWORK & COLLABORATION

Essence Statement:
Adventist schools embrace a culture of effective communication and unity amongst all staff, students and the wider community.

Statements of Evidence:

NUMBER	STATEMENTS
2.2.1	Our staff have opportunities to co-construct and co-create through their involvement in the decisions that support the school's success.
2.2.2	Our staff are given dedicated time during the school day or week to plan collaboratively and support one another to improve student outcomes.
2.2.3	We have a professional culture and structure where staff can share ideas, give feedback, and discuss strategies (professional learning communities, collaborative teams etc).
2.2.4	Our school cultivates a culture of professionalism, trust and mutual respect among all staff members.
2.2.5	Our school has developed a dynamic and diverse network with other school communities.
2.2.6	Our teachers, administrators, and support staff work together to set clear, measurable goals for school improvement, ensuring everyone is on the same page.
2.2.7	Our decision-making processes are inclusive, giving every team member a voice to contribute their insights and expertise.
2.2.8	We have an effective appraisal process to provide and receive constructive feedback with the aim of improving teaching practices and student outcomes
2.2.9	We celebrate successes, both big and small to build morale and reinforce the value of teamwork and collaboration.
2.2.10	Our leaders ensure that whole-school directions are communicated, resourced, embedded, and hold staff to account to build unity and consistency across the whole school.

THE HEART OF THE MATTER...

How are we going?
Did you have a quality, honest, robust discussion to really understand your situation?
How do we know?
Did you analyse and reflect on quality data in the discussion?
What are we going to do now?
Is there anything you need to do to improve this area?

COMPONENT 2.3 COMPLIANCE, ACCOUNTABILITY & SUSTAINABILITY

Essence Statement:
Adventist schools are committed to ensure stakeholder requirements are met, while being transparent and maintaining our unique culture.

Statements for Evidence:

NUMBER	STATEMENTS
2.3.1	Our school implements sustainable resource management practices to ensure long-term viability.
2.3.2	Our school incorporates environmental stewardship into the school's operational practices and curriculum.
2.3.3	We develop and implement risk management plans to address potential challenges and emergencies.
2.3.4	Our school ensures financial accountability through transparent budgeting, reporting and auditing processes.
2.3.5	We comply with all local, national and international educational authorities in harmony with our Adventist world-view.
2.3.6	We invest in sustainable infrastructure and facilities that incorporates environmental stewardship into the school operational practices and support long-term educational goals.
2.3.7	We establish clear performance metrics to evaluate the effectiveness of school programs and initiatives
2.3.8	We conduct regular financial and operational audits to ensure transparency and accountability.
2.3.9	We adhere to the accreditation standards set by the QASP Cyclic Review process and endorsed by Adventist Accrediting Association.
2.3.10	Our school promotes ethical practices in all school operations, including financial management and academic integrity.

THE HEART OF THE MATTER...

How are we going?
Did you have a quality, honest, robust discussion to really understand your situation?
How do we know?
Did you analyse and reflect on quality data in the discussion?
What are we going to do now?
Is there anything you need to do to improve this area?

COMPONENT 2.4 PROFESSIONAL DEVELOPMENT

Essence Statement:
Ongoing professional development is essential to Adventist schools' commitment to excellence, empowering educators to continually enhance their skills and deepen their understanding of Adventist Education principles and fostering a culture of continuous improvement.

Statements for Evidence:

NUMBER	STATEMENTS
2.4.1	Our school has a highly relevant whole-school professional growth mindset that is owned by staff.
2.4.2	Our professional development fosters awareness of global educational trends while emphasising the importance of local context and Adventist mission.
2.4.3	Our professional development prioritises data-informed areas for improvement.
2.4.4	Our teachers receive training on incorporating environmental stewardship and sustainable practices into the curriculum, our care for God's creation.
2.4.5	Our school has a quality mentorship programmes where experienced teachers guide and support new educators in their professional and spiritual growth
2.4.6	Our school leaders participate in professional development that equips them with the skills to support and mentor teachers effectively.
2.4.7	Our teachers receive regular training on integrating faith and learning pedagogy that incorporate Adventist teachings and values across all subjects.
2.4.8	Our teachers engage in collaborative learning communities and share best practices, resources, and strategies that align with Adventist education.
2.4.9	Our professional development includes training on: • strategies to support staff's own well-being and resilience, as well as that of their students. • enhancing teachers' understanding/appreciation of the diverse cultural contexts within the Pacific; • use of data to inform instructional practices, with a focus on improving student outcomes; • integration of indigenous knowledge and practices into the curriculum; • inclusive education, where students regardless of ability have access to a holistic Adventist learning; • relevant and applicable use of technology to enhance learning aligned to Adventist values; • effective communication and modelling the school's mission/vision in leadership practices; • ensuring staff are equipped to meet compliance and accountability standards; and • student-centred teaching strategies that cater for the diverse learning needs of students.
2.4.10	We have a whole-school approach to authentic professional learning that continuously evaluates against best practices to enhance student achievement.

THE HEART OF THE MATTER...

How are we going?
Did you have a quality, honest, robust discussion to really understand your situation?
How do we know?
Did you analyse and reflect on quality data in the discussion?
What are we going to do now?
Is there anything you need to do to improve this area?

DOMAIN 3: TEACHING & LEARNING

COMPONENT 3.1 QUALITY TEACHING PRACTICES

Essence Statement:
Teachers within Adventist schools work collaboratively to plan, implement and evaluate high impact learning experiences within a whole school pedagogical framework which sets high expectations, and enables all students to flourish.

Statements for Evidence:

NUMBER	STATEMENTS
3.1.1	Our teachers collaborate on lesson planning, ensuring that lessons are engaging, inclusive, and tailored to meet diverse student needs.
3.1.2	We encourage a culture of reflective practice where teachers regularly evaluate and improve their instructional methods aligned to Adventist principles.
3.1.3	Our subjects are taught in an integrated manner where possible, helping students see connections between different disciplines and their Adventist faith.
3.1.4	Our teachers at all levels collaborate well on interdisciplinary projects or school-wide initiatives.
3.1.5	Our teachers plan for and implement effective teaching and learning, including: • setting explicit, challenging, and achievable learning goals for all students; • communicating teaching and learning strategies effectively; • evaluating the effectiveness of their personal teaching and learning programs; • incorporating the Adventist worldview in all learning areas; • consistently applying the whole school pedagogical approach; • developing students to become independent and collaborative learners, critical, creative, reflective thinkers, and effective problem solvers; and • integrating ICT to enhance learning.
3.1.6	Our students are actively engaged in the learning process, and teaching practices are designed to promote student curiosity and participation.
3.1.7	Our teaching practices encourage students to think critically, solve problems, and apply their learning to real-world situations.
3.1.8	Our teaching practices foster creativity and innovation among students, allowing them to express themselves and explore new ideas.
3.1.9	Our teachers actively involve parents and the wider community in the educational process, in supporting student success and reinforcing school values.
3.1.10	Our teachers maintain high expectations for all students, encouraging them to strive for excellence in both academic and spiritual growth.

THE HEART OF THE MATTER...

How are we going?
Did you have a quality, honest, robust discussion to really understand your situation?
How do we know?
Did you analyse and reflect on quality data in the discussion?
What are we going to do now?
Is there anything you need to do to improve this area?

COMPONENT 3.2 CURRICULUM

Essence Statement:
A relevant and viable curriculum, consistently and effectively delivered within a comprehensive school-wide pedagogical framework, is fundamental to quality teaching.

Statements of Evidence:

NUMBER	STATEMENTS
3.2.1	Our curriculum is aligned with national education standards and Adventist educational philosophy, ensuring students are well-prepared for further education and service.
3.2.2	Our curriculum is designed to be inclusive, catering to the diverse learning needs of all students, including those with special needs.
3.2.3	Every subject area incorporates biblical principles and worldview, encouraging students to apply their faith to all aspects of learning.
3.2.4	Our curriculum emphasises critical thinking and problem-solving skills, enabling students to engage thoughtfully with complex issues from an Adventist perspective.
3.2.5	Our curriculum is regularly reviewed and updated to reflect current educational research, best practices, and the evolving needs of the Pacific community.
3.2.6	Our school curriculum reflects Seventh-Day Adventist values, strongly and intentionally integrating faith with learning in all subjects.
3.2.7	Our school integrates character education into the curriculum, emphasising Adventist virtues such as compassion, integrity, and service
3.2.8	Our curriculum is student-centred, encouraging active participation, enquiry-based learning, and personalised educational pathways.
3.2.9	Technology is thoughtfully integrated into the curriculum to enhance learning, assessment, and digital literacy while promoting responsible and ethical use.
3.2.10	Our curriculum reflects and respects the diverse cultures of the Pacific Islands, promoting local knowledge, languages, and traditions alongside global perspectives.

THE HEART OF THE MATTER...

How are we going?
Did you have a quality, honest, robust discussion to really understand your situation?
How do we know?
Did you analyse and reflect on quality data in the discussion?
What are we going to do now?
Is there anything you need to do to improve this area?

Essence Statement:
Robust and authentic assessment practices enable teachers to understand students' progress, allowing them to accurately gauge and utilise this knowledge to collectively support students in achieving the best possible outcomes.

Statements of Evidence:

NUMBER	STATEMENTS
3.3.1	Our school has comprehensive assessment and reporting practices that: • are consistent with the whole-school assessment policy; • are timely and meaningful; • are highly effective in tracking student development and achievement throughout their schooling career; and • comprehensively report on student achievement to parents and students; • incorporate a balanced approach of formative and summative assessments.
3.3.2	Character education is integrated into the assessment, emphasizing the development of virtues such as honesty, kindness, and respect, in alignment with Adventist values.
3.3.3	Our students are encouraged to engage in self-reflection and goal-setting as part of their assessment process, fostering a sense of self-discipline, personal responsibility and growth.
3.3.4	Our assessments are contextually relevant, allowing students to demonstrate their knowledge and skills in ways that are meaningful within their cultural and community contexts.
3.3.5	Clear and consistent assessment criteria are communicated to provide feedback to students and parents, ensuring transparency and understanding of academic expectations and goals.
3.3.6	Our assessment includes service-based projects that encourage students to apply their learning in real-world contexts, reflecting Adventist values of community service, stewardship, character development, spiritual growth, and practical life skills.
3.3.7	We implement formative assessments that provide ongoing timely feedback to support student growth and learning.
3.3.8	We use project-based learning where appropriate to allow students to explore real-world problems and solutions.
3.3.9	Our professional development includes training on developing and using assessments that are fair, valid, and aligned with Adventist and national educational goals.
3.3.10	Our assessment integrates Adventist values and principles across all subjects, fostering a holistic spiritual, academic, and moral education.

THE HEART OF THE MATTER...

How are we going?
Did you have a quality, honest, robust discussion to really understand your situation?
How do we know?
Did you analyse and reflect on quality data in the discussion?
What are we going to do now?
Is there anything you need to do to improve this area?

COMPONENT 3.4 STUDENT LEARNING & ENGAGEMENT

Essence Statement:
Adventist schools understand that students maximise their learning when they engage through proper learning intentions, success criteria and appropriate effective teaching strategies.

Statements of Evidence:

NUMBER	STATEMENTS
3.4.1	Our school implements active learning strategies that engage students in hands-on and experiential learning activities.
3.4.2	Our school promotes collaborative learning opportunities that encourage teamwork and peer interaction.
3.4.3	We focus on student-centred teaching methods using differentiated instruction that prioritise the interests and diverse learning needs and styles of students.
3.4.4	We develop students' critical thinking and problem-solving skills through challenging and thought-provoking activities.
3.4.5	We incorporate culturally relevant materials and practices to make learning more meaningful for students.
3.4.6	We offer a variety of extracurricular activities to support students' interests and talents.
3.4.7	We empower students by giving them a voice in their learning process and school decisions.
3.4.8	Our school has a positive and supportive learning environment that fosters student engagement and motivation.
3.4.9	We regularly review and improve teaching practices and curriculum to ensure they meet the evolving needs of students.
3.4.10	We inspire our students to stay focused and engaged in their learning.

THE HEART OF THE MATTER...

How are we going?
Did you have a quality, honest, robust discussion to really understand your situation?
How do we know?
Did you analyse and reflect on quality data in the discussion?
What are we going to do now?
Is there anything you need to do to improve this area?

DOMAIN 4: COMMUNITY & PARTNERSHIP

COMPONENT 4.1 STUDENTS AND THEIR FAMILIES

Essence Statement:
Teachers within Adventist schools encourages parental involvement in their children's education at the school including the pastoral care process.

Statements for Evidence:

NUMBER	STATEMENTS
4.1.1	The school facilitates a comprehensive range of spiritual connection opportunities for students and families.
4.1.2	School staff is actively engaged in faith sharing and maximising the impact of the spiritual connection opportunities offered at the school.
4.1.3	Our school engages families in the pastoral care process, offering workshops, counselling, and spiritual guidance to support a strong home-school-church partnership.
4.1.4	The school engage parents and guardians in the welfare and development of students.
4.1.5	We encourage active parental involvement in their children's education to enhance learning outcomes.
4.1.6	There is significant evidence that the school welcomes, recognises and respects different family cultural traditions and practices.
4.1.7	The school response to communicated concerns of students and families is consistently timely, efficient and appropriate.
4.1.8	The school actively engages marginalised students and families with significant success.
4.1.9	The students and families regularly experience meaningful and respectful communication with the school.
4.1.10	Communication, both formal and informal, is consistently characterised by transparency, consistency and respect and provides frequent opportunities for feedback.

THE HEART OF THE MATTER…

How are we going?
Did you have a quality, honest, robust discussion to really understand your situation?
How do we know?
Did you analyse and reflect on quality data in the discussion?
What are we going to do now?
Is there anything you need to do to improve this area?

Essence Statement:
The school engages the Seventh-day Adventist church in the decision making process of the school through effective school board governance and robust support network for the students and their families.

Statements of Evidence:

NUMBER	STATEMENTS
4.2.1	Local church and school are effectively partnering in regular outreach ministries to the school community, which provide opportunities for faith development.
4.2.2	Partnership programs between church and school are highly valued and supported by a large proportion of students and their families.
4.2.3	The school and church community are actively engaged in highly effective strategic ministry initiatives, in partnership, that impact on the school community.
4.2.4	The school collaborates effectively and consistently with relevant Church Mission and Union departments in strategic ministries that impact directly on students and their families.
4.2.5	Almost all teachers strongly identify themselves as being part of a local church, and engage actively in their local church.
4.2.6	There are a broad range of strategies to ensure school families have regular opportunities to connect with the faith community of a local SDA church.
4.2.7	The school regularly promotes quality experiences of ministry and service that inspire its students to actively engage in church life.
4.2.8	The school is effectively demonstrating that it is part of the broader ministry of the Church through a diverse range of collaborative initiatives.
4.2.9	The school actively nurtures effective faith development of members within the local church community.
4.2.10	The school partners with the local church/es to effectively and regularly contribute to student faith development.

THE HEART OF THE MATTER...

How are we going?
Did you have a quality, honest, robust discussion to really understand your situation?
How do we know?
Did you analyse and reflect on quality data in the discussion?
What are we going to do now?
Is there anything you need to do to improve this area?

Essence Statement:
Adventist schools engage stakeholders, including professional partnerships such as the school board and governments and parents, staff and the wider community, in the relevant decision-making process.

Statements of Evidence:

NUMBER	STATEMENTS
4.3.1	Our school encourages parents and local community to be involved in the spiritual activities of the school.
4.3.2	Our school initiates and fosters strong connections between the school, local churches, and the wider community to provide a robust support network for students and their families.
4.3.3	Partnerships are always financially and ethically transparent, utilising best management practices.
4.3.4	We build strong partnerships with local health and wellness organisations to support the welfare of the school community.
4.3.5	Our school engages stakeholders, including the school board, parents, staff and the community, in the relevant decision-making process.
4.3.6	Our curriculum planning involves collaboration between teachers, students, parents, and community members, ensuring it meets the needs of the entire school community.
4.3.7	Community partnerships consistently and meaningfully reflect Biblical values, shared vision and agreed service principles.
4.3.8	The school communicates consistently and effectively with the wider community to inform, update and promote activities, events and programs using a range of media and technologies.
4.3.9	Community projects consistently have clear and comprehensive planning, which is consistently evaluated and ensures almost all participants under- stand their roles and responsibilities and are successful in delivery.
4.3.10	Professional partnerships align with the school's vision and mission is under- pinned by Biblical values, such as truth, sincerity and integrity, and creates opportunities for Spiritual growth and faith development.

THE HEART OF THE MATTER...

How are we going?
Did you have a quality, honest, robust discussion to really understand your situation?
How do we know?
Did you analyse and reflect on quality data in the discussion?
What are we going to do now?
Is there anything you need to do to improve this area?

SYSTEM EXPECTATIONS

The QASP does not mandate conformity to a certain methodology for the process of school improvement, although there are 'System Expectations' required to meet the minimum standards to be an accredited Adventist School by the General Conference of the Seventh-day Adventist Church.

ANNUAL COMPONENT REVIEWS
Use component reviews as an opportunity to create quality conversations.

Component Reviews are an opportunity to engage in robust, collaborative, open discussions as a staff. Component Reviews will address the three questions:

- **How are we going?**
- **How do we know?**
- **What are we going to do about it?**

Use the 'Statements for Evidence' as outlined in each of the Component details to help build engagement, ownership, and a narrative for united improvement if necessary.

SCHEDULE OF ANNUAL COMPONENT REVIEWS
It is the expectation that **all fifteen (15) components must be reviewed at least once within the specified five-year cycle** as per schedule in the table below.

DOMAIN	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
1 PURPOSE & IDENTITY	1.1 Education for Mission		1.2 Purpose, Vision & Mission	1.3 Pastoral Care	1.4 Special Character
2 LEADERSHIP & CULTURE	2.1 Staff & Student Welfare	2.2 Teamwork & Collaboration	2.3 Compliance, Accountability & Sustainability		2.4 Professional Development
3 TEACHING & LEARNING	3.1 Quality Teaching Practices	3.2 Curriculum	3.3 Assessment & Reporting	3.4 Student Learning & Engagement	
4 COMMUNITY & PARTNERSHIP		4.1 Students and their Families		4.2 Church	4.3 Wider Community & Professional Partnership

RATING SCALE
Understanding the Rating Scale
A 5-point rating scale is used to structure the review of components. Ratings are simply evidence-informed 'on balance judgments' of a school's place on any particular improvement spectrum. Ratings are based on the quality of evidence demonstrated. Schools are therefore encouraged not to get too caught up in trying to tie a rating down with complete precision.

Schools are highly diverse and complex organisations and achieving that level of precision is likely to waste valuable time and collaborative energy. Nevertheless, the process of coming to a reasonable consensus on a rating level will be a valuable one. A journey can only be well planned from an accurate starting point, and this is what the ratings set out to establish. The expectation at the core of the framework is that all schools demonstrate a commitment to continuous improvement.

There is no systemic expectation that all schools should be at a particular rating on any given component. If this is to be a genuine self-assessment instrument, schools must be given the trust to look honestly at 'How are we going?' and be given the support to improve where necessary. It will be considered a bold move by a school to give itself a lower rating on a component and to plan for improvement than to inflate a rating through a poor process of self-assessment.

It should be noted that the process of the QASP is not the important factor. Going through the process of reviewing all the Components is only a means to an end.   It is not the intention for schools to simply get good at doing 'Component Reviews'. The most important outcome is to see a change in school culture to become truly professional learning communities. At the end of the day, it does not really matter if a school rates itself a 2 or a 5. However, the journey in establishing the rating and then the journey to improvement is the meaningful and exciting dimension to the QASP.

Using the Rating Scale

Rating 5 Outstanding - Major strengths across all areas of the component are evident.
Rating 5 is considered exemplary practice by any standard. All decisions in this component area will be demonstrably evidence-based.

Rating 4 Engaging - Strengths outweigh weaknesses in many areas of the component are evident.
Rating 4 is considered very good practice with a number of clear strengths. The component will be an established area of focus for the school.

Rating 3 Encouraging - Some positive trends in some areas of the component are evident.
Rating 3 is considered sound practice with enough evidence that the school is trending upwards in its provision for the areas covered in this component. Attention to areas of concern within this component is becoming a more regular part of school operations.

Rating 2 Developing - More weaknesses than strengths across most areas of the component are evident.
Rating 2 suggests that there are significant areas with the potential for improvement within this component area. There are probably many areas within the component that haven't been given sufficient attention to ensure that there are good systems and structures in place to drive improvement.

Rating 1 Improving - Major weaknesses in most areas of the component are evident.
Given that components are a broad description of the key areas that all schools concern themselves with, Rating 1 would suggest that immediate remedial action on the part of the school with possible support of the local Mission, The Union Education Department and/or other external agencies is required.

USE OF DATA
Schools are expected to use a range of data to support their findings. A range of data can be obtained from various sources and school reports to support your findings. For example, student enrolment and attendance rolls, annual school statistics, student report card statistics, national examination results, meeting minutes etc.

LOG NARRATIVE IN THIS MANUAL
It is expected that after each Component Review, the school will log their findings into the relevant Appendix 6 in this manual.

REVIEW CHECK IN
The Component Review evaluation engages the local education director in the discussions of the school's growth and understanding. It is expected that **the education director/associate support and guide the school in the next steps**. The education director/associate can be a part of the actual review or post-review for each annual component review.

SCHOOL IMPROVEMENT PLAN

Each school is expected to have a School Improvement Plan. The School Improvement Plan is a plan that clearly and strategically outlines the goals of the school to improve student outcomes.

Although the School Improvement Plan is established from the beginning of Year 1 of the 5-year cycle, it should be revised annually to reflect ongoing improvement progress and other areas of improvements identified along the way. For example, recommendations from the Cyclic Review report needs to be incorporated into the School Improvement Plan.

ACTIONING THE PLAN

This is where the majority of focus needs to be – actually driving and implementing the improvement changes. Seeing clear goals and detailed planning to unite and develop staff in whole-school improvement initiatives that lead to better outcomes for students is the expectation.

QASP CYCLIC REVIEW

To be an accredited Seventh-day Adventist School, a school must participate in the QASP Cyclic Review process **once every five years**.

The QASP Cyclic Review (QASPCR) aims to assist in maintaining the basic principles established by the global headquarters of the Adventist Education program to:

- Ensure institutions align themselves to nurture faith in God, to provide a quality academic program and prepare students for leadership.
- Be accountable for the integration of faith and learning while providing a quality education.
- Promote transparency and accountability to the constituency.
- Establish intentional dialogue which fosters collaboration and understanding of the school's mission with respect to the Seventh-day Adventist Church.

Each school will be required to demonstrate:

- a strong commitment to developing Adventist Identity
- engagement in a robust school improvement process
- maintenance of SDA accreditation recommendations

The cyclic review will involve a visiting team of external professionals who will visit in the school for one or two days depending on the school's size and circumstances with the intent to support the school in strengthening the ongoing improvement program in the school. The visiting team will expect to engage with school community personnel to:

- Understand the context of the school.
- Learn how well young people learn and achieve to their potential.
- Learn how the school plans for young people's learning.
- Learn how well the staff collaborate to support young people's learning.
- Understand how and why the school has changed over time.
- Help the school identify its next steps to improve further.

If there are significant concerns identified during the Cyclic Review in any one of these three areas, then a follow up Cyclic Review re-visit will be scheduled within 1-2 years. This process forms a part of the improvement journey of all Seventh-day Adventist Schools across the TPUM and PNGUM. Schools will work in collaboration with their system offices and with the Union education department to improve learning outcomes for students.

In completing a cyclic review visit the visiting team will produce a cyclic review report with recommendations to be incorporated into the School Improvement Plan.

QASP KEY ACTIVITIES

Key activities of the QASP for each five-year cycle are highlighted in the table below.

ACTIVITY	FREQUENCY	DUE DATE	RESPONSIBLE	INSTRUCTION
ANNUAL COMPONENT REVIEW	Once every year.	October each year.	Mission/Conference Education Director	APPENDIX 6
SELF-STUDY REPORT	Once every 5 year.	One month prior to cyclic review school visit.	Principal	APPENDIX 7
CYCLIC REVIEW REPORT	Once every 5 year.	One month after the cyclic review school visit.	Mission/Conference Education Director for all primary schools and Union Education Director for all secondary schools.	APPENDIX 8
SCHOOL IMPROVEMENT PLAN	Once every 5 year	June of Year 1.	Principal	APPENDIX 9

QASP APPROVAL PROCESS

The approval process for the QASP varies depending on the category of schooling and the highest level/grade it offers. The Conference/Mission Education Director is responsible for coordinating QASP for all Adventist primary schools and middle schools in its conference/mission. The Union Mission Education Director is responsible for coordinating the QASP for all Adventist high schools and secondary schools in its union mission. Refer to the tables below for specific steps for each category.

PRIMARY SCHOOLS/MIDDLE SCHOOLS		
STEP	RESPONSIBLE	TASK DESCRIPTION
1	PRINCIPAL	• Complete the School Improvement Plan in Year 1. APPENDIX 9 • Complete the Annual Component Review each year. APPENDIX 6 • Complete the Self-Study Report. APPENDIX 7 • Submit to the Conference/Mission Education Director.
2	MISSION/CONFERENCE EDUCATION DIRECTOR	• Organise the Cyclic Review site visit to the school. • Complete the Cyclic Review Report. APPENDIX 8 • Submit the Cyclic Review Report to the Principal.
3	PRINCIPAL	• Share the Cyclic Review Report with the school administration and staff. • Submit the Cyclic Review Report to the school board for approval. • Revise the School Improvement Plan to incorporate the recommendations from the Cyclic Review Report.
4	MISSION/CONFERENCE EDUCATION DIRECTOR	• Submit the Cyclic Report to the Conference/Mission Education Board for approval. • Submit the Cyclic Review Report to the Union Mission Education Director.
5	UNION MISSION EDUCATION DIRECTOR	• Submits the Cyclic Review Report to the Union Mission Education Board for endorsement. • Issue the Certificate of Accreditation. • Submits the statement of accreditation to the SPD Education Director.
6	SOUTH PACIFIC DIVISION EDUCATION DIRECTOR	• Submits the statement of accreditation to the SPD Education Board for recording.

HIGH SCHOOLS/SECONDARY SCHOOLS		
STEP	RESPONSIBLE	TASK DESCRIPTION
1	PRINCIPAL	• Complete the School Improvement Plan in Year 1. APPENDIX 9 • Complete the Annual Component Review each year. APPENDIX 6 • Complete the Self-Study Report. APPENDIX 7 • Submit to the Conference/Mission Education Director.
2	UNION MISSION EDUCATION DIRECTOR	• Organise the Cyclic Review site visit to the school. • Complete the Cyclic Review Report. APPENDIX 8 • Submit the Cyclic Review Report to the Principal.
3	PRINCIPAL	• Share the Cyclic Review Report with the school administration and staff. • Submit the Cyclic Review Report to the school board for approval. • Revise the School Improvement Plan to incorporate the recommendations from the Cyclic Review Report.
4	UNION MISSION EDUCATION DIRECTOR	• Submit the Cyclic Report to the Union Mission Education Board for approval. • Submit the Cyclic Review Report to the South Pacific Education Director.
5	SOUTH PACIFIC EDUCATION DIRECTOR	• Submits the Cyclic Review Report to the South Pacific Commission of Accreditation. • Issue the Certificate of Accreditation. • Submits the statement of accreditation to the General Conference Education Director.
6	GENERAL CONFERENCE EDUCATION DIRECTOR	• Submits the statement of accreditation to the Adventist Accrediting Association (AAA) Advisory Board for recording.

ACKNOWLEDGEMENTS

CONCLUDING REMARK
It is the primary intention of QASP to provide opportunities for every Adventist educator to courageously look within us, our school, and our school system to create the right conditions for every student to flourish in Adventist schools.

In Luke 8:5-8 it says:

> *"A farmer went out to sow seed…the rest of the seed fell on good ground.*
> *This seed grew and made one hundred times more grain."*

This parable directly links the quality of the soil to the abundance of the yield. Our duty, our calling, as Adventist educators is to create a thriving, rich soil and immerse our students into it, nurturing each one that they may flourish – spiritually, academically, personally, and physically.

THANK YOU MASTER TEACHER
To God be the glory for the opportunity to journey with Him with QASP and God bless Adventist education in the Trans Pacific Union Mission and Papua New Guinea Union Mission.

REFERENCES

ACER. (n.d.). School Improvement Tool. Retrieved July 2024.
viewcontent.cgi (acer.edu.au)

Adventist Accrediting Association. 2019. Accreditation Handbook.
www.AdventistAccreditingAssociation.org

Adventist Schools Australia. (n.d). QAS School Improvement Toolkit Booklet.
Provided by: Insight SRC Pty Ltd www.insightsrc.com.au

Akpur, U. (2020). Critical, reflective, creative thinking and their reflections on academic achievement. Thinking Skills and Creativity, 37, 100683.

Australian Institute for Teaching and School Leadership (AITSL). (n.d.). Australian Professional Standard for Principals. Retrieved July 2024. Australian Professional Standard for Principals (aitsl.edu.au)

Australian Institute for Teaching and School Leadership (AITSL). (n.d.). Australian Professional Standards for Teachers. Retrieved July 2024. Teacher Standards (aitsl.edu.au)

Australian Institute for Teaching and School Leadership (AITSL). (n.d.). The Essential Guide to Professional Learning: Collaboration. Retrieved July 2024.
 The Essential Guide to Professional Learning: Collaboration (aitsl.edu.au)

Boyd, T. (2021). Education reform in Ontario: Building capacity through collaboration. Implementing Deeper Learning and 21st Century Education Reforms: Building an Education Renaissance After a Global Pandemic, p. 39-58.

Brown, B. D., Horn, R. S., & King, G. (2018). The effective implementation of professional learning communities. Alabama Journal of Educational Leadership, 5, 53-59.

Catholic Education, South Australia. (n.d.). Continuous Improvement Framework for Catholic Schools. Retrieved July 2024. Continuous_Improvement_Framework_for_Catholic_Schools.pdf (cesapp.catholic.edu.au)

Christian Schools Australia. (2023). Architecture School Improvement Tool. Retrieved July 2024. School Improvement Service (csa.edu.au)

Corwin Visible Learning. (n.d). Make Learning Visible. Retrieved July 2024.
Visible Learning | Building the capacity of learners to learn, teachers to teach, leaders to lead and systems to improve

Department of Education. (2020). The Alice Springs (Mpartwe) Education Declaration. Canberra: Retrieved July 2024.
The Alice Springs (Mparntwe) Education Declaration - Department of Education, Australian Government

Dueck, J. (2020). Leadership in Action. Keys to Ensure School Success. Rowman& Littlefield, London.

DuFour, R., DuFour, R., Eaker, R., Many, T., & Mattos, M. (2016). Learning by Doing (3rd ed.) Bloomington: Solution Tree Press.

Fichtman Dana, N., Yendol-Hoppey, D. (2016). The PLC Book. Moorabbin, Victoria: Hawker-Brownlow Education.

Flanagan, T., Grift, G., Lipscombe, K., Wills, J., & Sloper, C. (2016). Transformative collaboration. Moorabbin, Victoria: Hawker- Brownlow Education.

Hansen, A. (2017). How to Develop PLCs for Singletons and Small Schools. Moorabbin, Victoria: Hawker-Brownlow Education.

Hargie, O. (2021). Skilled interpersonal communication: Research, Theory and Practice. Routledge.

Hattie, J., & Zierer, K. (2019). Collaborative Teams that Transform Schools - Visible Learning Insights. Routledge.

Hierck, T., Weber, C. (2014). RTI is a Verb. Moorabbin, Victoria: Hawker-Brownlow Education.

Hopkins, D. (2020). Unleashing Greatness – A Strategy for School Improvement. AEL Vol 42, Issue 2. Unleashing Greatness.pdf (profdavidhopkins.com)

Jackson, G. (2018). Student Voices Supporting Teaching as Inquiry: Spirals of Inquiry and Voice. In 'Student Perspectives on School (pp. 215-226). Brill.

James-Ward, C., Fisher, D., Frey, N., Lapp, D. (2014). Using Data To Focus Instructional Improvement. Moorabbin, Victoria: Hawker-Brownlow Education.

Krawec, M. (2019). Systemic School Improvement and Student Achievement: A Case Study School of Education Faculty of Education and Arts, Australian Catholic University

Lipton, L., Wellman, B. (2016). Groups at Work. Strategies and structures for Professional Learning. Moorabbin, Victoria: Hawker-Brownlow Education.

Marzano, R., Heflebower, T., Hoegh, J., Warrick, P., & Grift G. (2016). Collaborative teams that transform schools. Moorabbin, Victoria: Hawker-Brownlow Education.

Mattos, M., Buffum, A. (2015). It's About Time. Sydney: Solution Tree Australia Pty Ltd.

Montclair State University. (n.d.) Principle 6: Teaching as Reflective Practice. Office for Faculty Excellence. Retrieved July 2024. Principle 6: Teaching As Reflective Practice – Office For Faculty Excellence - Montclair State University

Schmoker, M. (2018). Focus: Elevating the Essentials to Radically Improve Student Learning. ASCD.

Seventh-day Adventist Church. Statements of Belief. Retrieved July 2024. https://adventist.org.au/statements-of-belief/

Shafer, L. (2018). What makes a Good School Culture? Harvard Graduate School of Education. Retrieved July 2024. What Makes a Good School Culture? | Harvard Graduate School of Education

So, O., & Boluwaduro, O. (2023). Impact of Teachers' Capacity Building on Students' Academic Performance in Public Senior Secondary Schools in Ogun State. Nigerian Online Journal of Educational Sciences and Technology, 5(2), 207-225.

Thompson, S., & Thompson, N. (2023). The critically reflective practitioner. Bloomsbury Publishing.

Timperley, H., Ell, F., Fevre, d., and Twyford, K. (2020). Leading Professional Learning. Practical Strategies for Impact in Schools. ACER, Victoria, Australia.

Trans Pacific Union Mission. 2019. QAS – A School Review & Improvement Framework

APPENDIX 1
SIX ESSENTIAL CHARACTERISTICS OF EFFECTIVE PLC'S

DuFour et al (2016) identified six essential characteristics that are found in effective PLCs:

1. Shared mission, vision, values, goals
As Adventist educators, we have shared purpose, vision, mission, and values. Articulating and agreeing upon a pedagogical framework assists us in achieving a shared purpose and in coming to a common understanding about the school culture we wish to develop.

2. Collaborative teams focused on learning
In PLC's, educators form collaborative teams to achieve common goals for which they are mutually accountable. It is essential that the school structure provides time and support for PLC's to be effective.

3. Collective inquiry
Teams in a PLC relentlessly question the status quo, seek researched based methods of teaching and learning, test methods, and reflect on results. Building shared knowledge of both the current reality and evidence based best practice is an essential part of each team's decision-making process.

4. Action orientation and experimentation
Members of a PLC constantly transform learning and insights into action. They recognise the importance of engagement and experience in learning, and in testing research-based practices.

5. Commitment to continuous improvement
Members of a PLC constantly seek better ways to achieve mutual goals and accomplish their fundamental purpose of learning for all. This is achieved by engaging in an ongoing cycle of inquiry, using processes such as Spirals of Inquiry (Halbert et al., 2013).

6. Results orientation
Educators in a PLC assess their efforts, seek evidence of student learning, and use that evidence to inform and improve their practice ('A Big Picture Look at Professional learning Communities' p.1)

APPENDIX 2
INITIATING A PLC

When initiating a PLC, the following aspects are useful to consider:

1. Commit to the process by developing a guiding coalition

Commitment from all stakeholders within the school community is needed if PLC's are to be beneficial and have positive outcomes for student learning. Commitment to the purpose and process, and commitment of time and engagement in a collaborative way helps establish a positive organisational climate. The guiding coalition is the team that drives the school's PLC. The team should be representative of a cross-section of staff from within the school. The purpose of the guiding coalition is to drive and steer the process over time. It is not the guiding coalition's responsibility to do all the work. However, it is their responsibility to guide and support staff to do the work. Support may be offered in the form of establishing teams, finding regular times to meet, providing protocols, and assisting in the development of norms. The guiding coalition leads the evaluation of the effectiveness of the PLC process in achieving the school's identified improvement goals. It is important that the guiding coalition ties evidence based best practice and research to the work that happens within teams. The work of teams must lead to best classroom practice, meeting needs with the use of appropriate and proven pedagogical practices.

2. Prioritise PLC meeting time

For a PLC to be effective it is essential to build regular PLC meeting time into existing structures. Some ways of doing this are:

- Dedicating 45 minutes of one existing meeting a fortnight to PLC time. This may require handling administration issues in another way i.e. by email.
- Delay the start of the school day by 15 minutes and hold PLC meetings before the commencement of the school day.

3. Build teams

The makeup of teams depends on the school's goals, context and information needs. PLC teams should be flexible and agile, according to the purpose. There are a number of ways to build collaborative teams including whole school, cross curricular, KLA, Year, Stage, virtual and interest based. Small schools and departments can form effective PLCs, too, although teams may also benefit from collaborating with other schools (Hansen, 2017, p. 3). Teams may include teachers, school leaders, teaching assistants, learning support staff and chaplains. The recommended size of a team is between three and five people. The team facilitator and secretary should change for every meeting to encourage ownership and active participation.

4. Develop norms

"Norms are guiding principles by which a collaborative team governs itself and its work" (Marzano et al., 2016, p. 21). Norms frame expectations around professional conduct and may be developed for and by specific teams and/or whole school teams. It is essential that groups continually remind themselves of the norms they have identified by revisiting them at the beginning of every meeting to embed the expected professional culture.

5. Develop and follow protocols

Protocols are step by step procedures to guide the PLC team through a meeting. Different meeting protocols are developed depending on the purpose of the meeting and give meetings focus. For example, an 'analysing data protocol' is developed and followed when the purpose of the meeting is analysing data. They ensure meetings happen in a timely manner, give everyone a voice, and provide guidelines for negotiating differences of opinion. Protocols encourage depth and breadth of thinking and help to embed purpose and process. For teams, departments/stages, or whole schools to be effective initiators of change and drivers of school improvement, a framework should be established and followed.

APPENDIX 3
BUILDING CAPACITY THROUGH A PLC

A PLC is a community of educators who work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. They operate under the assumption that the key to improved learning for students is continuous learning for educators (DuFour et al., 2016). Horn and King (2018, p. 53, 54) state that "positive school reform occurs when teachers participate in authentic PLC's and further states that "The purpose (of a PLC) not only places a focus on student outcomes but shines a light on teacher outcomes as well.

Open collaboration, data analysis and targeted professional learning results in responsive teaching practices that improve student outcomes across the whole school. Professional learning communities formalise the collaboration process and Schmoker (2018) suggests that PLC's are the best, least expensive, most professionally rewarding way to improve school outcomes. DuFour et al (2016) suggests that there are **four key advantages to PLC's**.

1. PLC's focus on Learning
The fundamental purpose of the school is to ensure high levels of learning for all students. This focus on learning translates into six critical questions that drive the daily work of the school. In PLCs, educators demonstrate their commitment to helping all students learn by working collaboratively to address critical questions (DuFour et al., 2016 and Marzano et al., 2016):
- What do we want students to know?
- How will we know if our students are learning?
- How will we respond when our students do not learn?
- How will we enrich and extend the learning for our students who are proficient?
- How will we increase our instructional competence?
- How will we coordinate our efforts as a school?

2. PLC's build a collaborative culture
In order for students to achieve and progress at the highest levels, teachers cannot work in isolation. Student outcomes improve when teachers are given the time and support to work together to clarify essential student learning, develop common approaches to assessments for learning, analyse evidence of student learning, and use that evidence to learn from one another.

3. PLC's focus on growth
PLCs are data focused and measure their effectiveness on the basis of results rather than intentions. All programs, policies, and practices are continually assessed on the basis of their impact on student learning. All staff members receive relevant and timely information on their effectiveness in achieving intended results whether that is at the classroom level, a department/stage level, or a whole school level (Brown, Horn & King, 2018).

4. PLC's support and strengthen a culture of sustained practice
Through PLCs, professional learning is sustained and intensive rather than brief and sporadic. Regular and meaningful staff collaboration encourages and supports the embedding of identified strategies and priorities over time. PLCs maintain a long-term focus and ask the question - What are the next steps to support student growth? (Marzano et al., 2016).

APPENDIX 4
KEYS TO QUALITY COMPONENT REVIEWS

Transparency
Developing ownership and transparency is crucial, therefore briefing the staff regarding an upcoming component review is important.

Setting up Review groups
A review group may constitute the entire staff or a small group. Whatever the methodology – the key is ensure all staff have opportunity for input and reflection.

During the Review
- Create a safe and open discussion.
- The focus should be about reducing teacher isolation and building a team culture that brings about unity, consistency, sustainability and quality across the entire school.
- Use the 'Questions for Reflection' as a basis for your discussions to answer three questions:

    1. How are we going? Reflect on your current state against the 'Questions for Reflection'.

    2. How do we know? Don't just base your reflections on 'gut-feeling'. Assess the data to find out what is truly happening.

    3. What are we going to do about it? Be clear about the plan moving forward:
        a. We are doing well in this space – just keep going.
        b. We identified areas for growth – but not a priority right now (place in School Improvement Plan for a later date)
        c. We identified an area requiring immediate attention – (place in School Improvement Plan and set a plan to action the area for improvement)

Length of Reviews
A component review should not be a long-drawn-out process and could possibly be completed in one or two meetings. The important elements are:
- Has there been great involvement by staff in an open, collaborative, reflective culture?
- Has there been good honest reflection of the relevant data?

A component review is simply a point in time opportunity to systematically engage staff in quality discussions about key aspects of a quality Adventist school. The focus of a PLC should be in 'doing' the actual improving.

APPENDIX 5
THE HEART OF THE MATTER…

1. The QASP is a tool which provides a structure to identity and nurture the right culture (soil conditions) in which our students can flourish.

2. The QASP is about creating a thriving school culture that builds:
   empowerment and engagement of all staff;
   strong teams through intentional collaboration and sharing;
   sustainability, unity, and consistency of pedagogical practice;
   increasing capacity to use data to inform our practice;
   shared responsibility and accountability; and
   a shared commitment to continuous improvement…to ultimately enable all students to flourish.

3. The success or failure of the QASP hinges on our collective willingness to invest time and effort, our courage to honestly evaluate our current position, and our capacity to plan for and implement change. Pursuing our desire for flourishing students compels us to build a 'thriving Christ-centred learning community'.

4. Build RELATIONSHIPS, UNDERSTANDING, OWNERSHIP, TRUST, ACCOUNTABILITY, UNITY

5. Embedding a 'Cycle of Improvement' should be the focus of leaders to drive a thriving culture in which students and staff can flourish.

6. Developing data literacy and a willingness to honestly reflect on the data is critical to the process.

7. Strong positive cultures do not just happen. They are built over time by those who work in and attend the school and by formal and informal leaders who encourage and reinforce values and traditions.

8. Building capacity fosters a sense of ownership and accountability among staff. When teachers are involved in the decision-making processes and have opportunities to contribute to school improvement strategies, they are more likely to be committed to the school's vision and goals. This collaborative approach cultivates a strong sense of community and shared purpose, which is essential for driving sustainable change and achieving long-term educational success.

9. A strategic whole-school improvement plan is crucial for fostering a cohesive, inclusive, and high-achieving educational environment. Such a plan provides a clear vision and direction, ensuring all stakeholders (teachers, students, parents, and administrators) - are aligned with common goals.

10. Whatever research-based initiatives you as a school decide to implement and embed in the school to improve outcomes for students – everyone on staff needs to be committed to nurturing its success. Unity and consistency, training, support and accountability are the keys to ensuring the initiative takes hold.

11. A robust reflection and evaluation cycle not only enhances instructional practices but also strengthens the school's overall culture. It empowers educators to innovate, adapt, and grow professionally, thereby creating a dynamic learning environment. Ultimately, by embedding reflection and evaluation into the fabric of school improvement efforts, schools can sustainably drive progress and achieve their goals of providing high-quality education to all students.

12. By celebrating achievements, schools motivate stakeholders, inspire confidence, and strengthen community engagement, ultimately driving further progress and success.

13. Key questions:
    o How are we going? Did you have a quality, honest, robust discussion to really understand your situation?
    o How do we know? Did you analyse and reflect on quality data in the discussion?
    o What are we going to do now? Is there anything you need to do to improve this area?

APPENDIX 6
ANNUAL COMPONENT REVIEW

ANNUAL COMPONENT SCHEDULE
The annual component review is conducted every year during the 5 year cycle using the forms in the next pages of this appendix. Each year reviews the following components.

DOMAIN	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
1 PURPOSE & IDENTITY	1.1 Education for Mission		1.2 Purpose, Vision & Mission	1.3 Pastoral Care	1.4 Special Character
2 LEADERSHIP & CULTURE	2.1 Staff & Student Welfare	2.2 Teamwork & Collaboration	2.3 Compliance, Accountability & Sustainability		2.4 Professional Development
3 TEACHING & LEARNING	3.1 Quality Teaching Practices	3.2 Curriculum	3.3 Assessment & Reporting	3.4 Student Learning & Engagement	
4 COMMUNITY & PARTNERSHIP		4.1 Students and their Families		4.2 Church	4.3 Wider Community & Professional Partnership

ANNUAL COMPONENT FORMS
Complete the annual component review forms for each year in the next pages of this appendix as follows.

1.   **SCHOOL NAME:** Enter the name of the school.

2.   **RATING:** Circle only one of the ratings for each statement on how much evidence in the POSSIBLE EVIDENCE column is evident in the school using the rating in the table below. Note that the possible evidence indicates example(s) but there could be similar evidence not listed here.

RATING	ACHIEVEMENT LEVEL	EVIDENCE	DESCRIPTION
5	OUTSTANDING	Major strengths across all areas of the component are evident.	Considered exemplary practice by any standard. All decisions in this component area will be demonstrably evidence-based.
4	ENGAGING	Strengths outweigh weaknesses in many areas of the component are evident.	Considered very good practice with a number of clear strengths. The component will be an established area of focus for the school.
3	ENCOURAGING	Some positive trends in some areas of the component are evident.	Considered sound practice with enough evidence that the school is trending upwards in its provision for the areas covered in this component. Attention to areas of concern within this component is becoming a more regular part of school operations.
2	IMPROVING	More weaknesses than strengths across most	Suggests that there are significant areas with the potential for improvement within this component

RATING	ACHIEVEMENT LEVEL	EVIDENCE	DESCRIPTION
		areas of the component are evident.	area. There are probably many areas within the component that haven't been given sufficient attention to ensure that there are good systems and structures in place to drive improvement.
1	BEGINNING	Major weaknesses in most areas of the component are evident.	Given that components are a broad description of the key areas that all schools concern themselves with, Rating 1 would suggest that immediate remedial action on the part of the school with possible support of the local Mission, The Union Education Department and/or other external agencies is required.

3. **OVERALL ACHIEVEMENT:** Add the total rating for all 10 statements above and enter the total in ONLY 1 of blank cell in the TOTAL RATING that is equivalent to the left.

4. **AREAS OF IMPROVEMENT:** Recommend key areas of improvement for statements with BEGINNING (1) and IMPROVING (2) ratings. What evidence needs to be evident to achieve 3 or more achievement rating?

5. **OVERALL COMMENTS:** Overall remarks with emphasis on affirmations and key strengths of evidence demonstrated in this component.

6. **REVIEWER:** The Education Director, who is the reviewer, inserts his or her name, signature and date.

ANNUAL COMPONENT REVIEW			SCHOOL NAME		YEAR 1				
DOMAIN	COMPONENT	NUMBER	STATEMENTS	POSSIBLE EVIDENCE	RATING				
1 PURPOSE & IDENTITY	1.1 Educating for Mission	1.1.1	Adventist Education seeks to instil a sense of purpose and direction in students' lives.	• Involvement in worship activities (Chapels, prayer groups, Bible studies, Class worship roster etc) • Evangelism Plans • School Perception Surveys	1	2	3	4	5
		1.1.2	We integrate faith-based principles into all aspects of the school to provide a holistic learning experience.	• Subject work schemes. • Teachers work plan books.	1	2	3	4	5
		1.1.3	All staff and students understand they are part of a global network, providing a sense of community and shared mission.	• Commitment cards • Calendar events • Staff are mentoring students on mission	1	2	3	4	5
		1.1.4	Our school frequently holds chapel services, prayer meetings, bible studies, week of worship and other worship activities which are central and important to school life.	• Documentation (Day book, timetables, programs etc) • Enrolment process • Staff appraisals	1	2	3	4	5
		1.1.5	Our school form active, regular and thriving partnerships with local churches and organizations to expand the school's impact and fulfill its mission through community service.	• School conducts Adventist education awareness programs in the churches • School mission partnerships with churches and the communities	1	2	3	4	5
		1.1.6	Adventist schools encourage students to serve in the school and as missionaries in the community and throughout the world.	• Record/Report of service activities • School Perception Surveys	1	2	3	4	5
		1.1.7	Students and staff possess a solid understanding of the 28 Fundamentals of the Seventh-Day Adventist Church.	• Staff inductions are completed for all new teachers. • SPD Bible curriculum are taught at all levels.	1	2	3	4	5
		1.1.8	Our school provides practical opportunities within the school to prepare students for a life of service and leadership.	• Student prefects are involved in leadership trainings • Teachers integrate faith and learning in their lessons	1	2	3	4	5
		1.1.9	We encourage students to participate in community service and mission projects, fostering a sense of purpose and responsibility in their life journey.	• Calendar events • Community service and mission projects • Budget allocations	1	2	3	4	5
		1.1.10	The curriculum in Adventist schools is designed to reflect Adventist values and principles.	• Documentation (Policies, programs etc) • Signage	1	2	3	4	5

AREAS FOR IMPROVEMENT (For statements with BEGINNING and IMPROVING rating ONLY)		

OVERALL ACHIEVEMENT

RATING	ACHIEVEMENT LEVEL	TOTAL	TOTAL RATING
5	OUTSTANDING	41 – 50	
4	ENGAGING	31 – 40	
3	ENCOURAGING	21 – 30	
2	IMPROVING	11 – 20	
1	BEGINNING	0 – 10	

OVERALL REMARK

REVIEWER NAME		SIGNATURE		DATE	

ANNUAL COMPONENT REVIEW	SCHOOL NAME				YEAR 1				
DOMAIN	**COMPONENT**	**NUMBER**	**STATEMENTS**	**POSSIBLE EVIDENCE**	**RATING**				
2 LEADERSHIP & CULTURE	2.1 Staff & Student Welfare	2.1.1	Our school provides comprehensive support services that addresses the health and wellbeing of both staff and students.	• School counselling services • School chaplaincy services for both students and staff	1	2	3	4	5
		2.1.2	Our school regularly reviews and improves our welfare policies and practices to ensure they meet the evolving needs of staff and students.	• Perception surveys – staff and students • Needs assessment reports	1	2	3	4	5
		2.1.3	We ensure a safe and secure school environment where every staff and student feel protected and valued.	• Risk management plans • Work, health and safety plans and policies	1	2	3	4	5
		2.1.4	We encourage a healthy work-life balance for staff to prevent burnout and promote job satisfaction.	• Staff appraisals • Staff workload	1	2	3	4	5
		2.1.5	Our school actively fosters an inclusive culture that respects and celebrates cultural diversity among staff and students.	• Inclusive education policy • Calendar of events • Cultural subjects curriculum documentation	1	2	3	4	5
		2.1.6	We promote peer support programs where staff and students can support each other.	• Home evening programs for staff and students • Mentorship and home room social activities	1	2	3	4	5
		2.1.7	We create opportunities for access to mental health resources and counselling services for staff and students.	• Partnerships with local community public health centers and local hospital mental health services • Staff professional development programs on mental health awareness	1	2	3	4	5
		2.1.8	Our school provides resources and training on stress management techniques for staff and students.	• Staff professional development program on stress management • Staff workload	1	2	3	4	5
		2.1.9	Our school implements recognition and reward systems to acknowledge the achievements and contributions of staff and students.	• Remuneration review meetings documented in the school board minutes • Teaching Commendation awards	1	2	3	4	5
		2.1.10	We establish regular feedback mechanisms to understand and address the needs and concerns of staff and students.	• Perception surveys – staff and students • Staff meeting minutes	1	2	3	4	5

AREAS FOR IMPROVEMENT (For statements with BEGINNING and IMPROVING rating ONLY)				

OVERALL ACHIEVEMENT

RATING	ACHIEVEMENT LEVEL	TOTAL	TOTAL RATING
5	OUTSTANDING	41 – 50	
4	ENGAGING	31 – 40	
3	ENCOURAGING	21 – 30	
2	IMPROVING	11 – 20	
1	BEGINNING	0 – 10	

OVERALL REMARK

REVIEWER NAME		SIGNATURE		DATE	

DOMAIN	COMPONENT	NUMBER	STATEMENTS	POSSIBLE EVIDENCE	RATING				
3 TEACHING & LEARNING	3.1 Quality Teaching Practices	3.1.1	Our teachers collaborate on lesson planning, ensuring that lessons are engaging, inclusive, and tailored to meet diverse student needs.	• Classroom observation/peer evaluation • Department meeting minutes • Documentation, such as letter, emails, etc	1	2	3	4	5
		3.1.2	We encourage a culture of reflective practice where teachers regularly evaluate and improve their instructional methods aligned to Adventist principles.	• Professional development and professional learning conversations reflected in documentation, such as meeting minutes • Shared professional reading	1	2	3	4	5
		3.1.3	Our subjects are taught in an integrated manner where possible, helping students see connections between different disciplines and their Adventist faith.	• Parent/teacher interviews and open information nights • Curriculum documentation	1	2	3	4	5
		3.1.4	Our teachers at all levels collaborate well on interdisciplinary projects or school-wide initiatives.	• School board/admin/staff meeting minutes • Partnership agreements	1	2	3	4	5
		3.1.5	Our teachers plan for and implement effective teaching and learning, including: • setting explicit, challenging, and achievable learning goals for students; • communicating teaching and learning strategies effectively; • evaluating the effectiveness of personal teaching/learning programs; • incorporating the Adventist worldview in all learning areas; • consistently applying the whole school pedagogical approach; • developing students to become independent and collaborative learners, critical, creative, reflective thinkers, and • effective problem solvers; and integrating ICT to enhance learning.	• Student evaluation of lessons • Student evaluation of teaching • Programs of work • Samples of student work and school reports • Teaching journals/programs/lesson outlines • Professional development reflected in documentation, such as minutes of meetings • ICT policy and computing facilities	1	2	3	4	5
		3.1.6	Our students are actively engaged in the learning process, and teaching practices are designed to promote student curiosity and participation.	• Student marks and performance indicators • National and local examination results • Student evaluation of lessons	1	2	3	4	5
		3.1.7	Our teaching practices encourage students to think critically, solve problems, and apply their learning to real-world situations.	• Student evaluation of their learning and teaching experiences • Classroom and student books observations	1	2	3	4	5
		3.1.8	Our teaching practices foster creativity and innovation among students, allowing them to express themselves and explore new ideas.	• Teachers' workbook plans • Assessment tasks • Students' evaluation of their learning	1	2	3	4	5
		3.1.9	Our teachers actively involve parents and the wider community in the educational process, in supporting student success and reinforcing school values.	• Teacher self-evaluation using instruments, such as Pacific Professional Standards for Teachers	1	2	3	4	5
		3.1.10	Our teachers maintain high expectations for all students, encouraging them to strive for excellence in both academic and spiritual growth.	• Teaching programs that include strategies for diverse learners, such as differentiation	1	2	3	4	5

AREAS FOR IMPROVEMENT (For statements with BEGINNING and IMPROVING rating ONLY)

OVERALL ACHIEVEMENT

RATING	ACHIEVEMENT LEVEL	TOTAL	TOTAL RATING
5	OUTSTANDING	41 – 50	
4	ENGAGING	31 – 40	
3	ENCOURAGING	21 – 30	
2	IMPROVING	11 – 20	
1	BEGINNING	0 – 10	

OVERALL REMARK

REVIEWER NAME		SIGNATURE		DATE	

ANNUAL COMPONENT REVIEW	SCHOOL NAME				YEAR 2				
DOMAIN	**COMPONENT**	**NUMBER**	**STATEMENTS**	**POSSIBLE EVIDENCE**	**RATING**				
2 LEADERSHIP & CULTURE	2.2 Teamwork & Collaboration	2.2.1	Our staff have opportunities to co-construct and co-create through their involvement in the decisions that support the school's success.	• School improvement plan • QASP process • Staff meeting minutes	1	2	3	4	5
		2.2.2	Our staff are given dedicated time during the school day or week to plan collaboratively and support one another to improve student outcomes.	• Departmental meeting minutes • Timetabling allocations • Staff workload	1	2	3	4	5
		2.2.3	We have a professional culture and structure where staff can share ideas, give feedback, and discuss strategies (professional learning communities, collaborative teams etc).	• Staff appraisals • Succession planning • Governance and decision-making structures • Staff meeting minutes	1	2	3	4	5
		2.2.4	Our school cultivates a culture of professionalism, trust and mutual respect among all staff members.	• Regular staff meetings • Staff meeting minutes documentation • Regular interactions between the staff and the school board members	1	2	3	4	5
		2.2.5	Our school has developed a dynamic and diverse network with other school communities.	• Partnership agreements and MoUs with other school communities • Community based mission and service projects • Stakeholder perception surveys	1	2	3	4	5
		2.2.6	Our teachers, administrators, and support staff work together to set clear, measurable goals for school improvement, ensuring everyone is on the same page.	• QASP processes are owned by the staff and all employees • School Improvement Plan development	1	2	3	4	5
		2.2.7	Our decision-making processes are inclusive, giving every team member a voice to contribute their insights and expertise.	• Staff meeting minutes are actioned on time • Staff representative in the School Board • School committee members are shared among the staff	1	2	3	4	5
		2.2.8	We have an effective appraisal process to provide and receive constructive feedback with the aim of improving teaching practices and student outcomes	• Staff appraisals completion rates are very high • School budget allocates funding to staff professional developments	1	2	3	4	5
		2.2.9	We celebrate successes, both big and small to build morale and reinforce the value of teamwork and collaboration.	• Staff social plans • Staff awards such as outstanding national examination results, teacher of the month etc	1	2	3	4	5
		2.2.10	Our leaders ensure that whole-school directions are communicated, resourced, embedded, and hold staff to account to build unity and consistency across the whole school.	• Staff appraisals • Teachers workbook plans • Staff handbook and relevant policies • School Improvement Plan	1	2	3	4	5

AREAS FOR IMPROVEMENT (For statements with BEGINNING and IMPROVING rating ONLY)

OVERALL ACHIEVEMENT

RATING	ACHIEVEMENT LEVEL	TOTAL	TOTAL RATING
5	OUTSTANDING	41 – 50	
4	ENGAGING	31 – 40	
3	ENCOURAGING	21 – 30	
2	IMPROVING	11 – 20	
1	BEGINNING	0 – 10	

OVERALL REMARK

REVIEWER NAME		SIGNATURE		DATE	

ANNUAL COMPONENT REVIEW			SCHOOL NAME		YEAR 2					
DOMAIN	COMPONENT	NUMBER	STATEMENTS	POSSIBLE EVIDENCE	RATING					
3 TEACHING & LEARNING	3.2 Curriculum	3.2.1	Our curriculum is aligned with national education standards and Adventist educational philosophy, ensuring students are well-prepared for further education and service.	• Curriculum documentation • Co/Extra Curricular activities • Church and community projects		1	2	3	4	5
		3.2.2	Our curriculum is designed to be inclusive, catering to the diverse learning needs of all students, including those with special needs.	• Student work and behavior – Biblical values reflected • Community feedback - surveys • Newsletters, assemblies, opening and closing ceremonies, parents' evenings • Local and national competitions		1	2	3	4	5
		3.2.3	Every subject area incorporates biblical principles and worldview, encouraging students to apply their faith to all aspects of learning.	• Subject work schemes • Teachers work plans • Curriculum documentation		1	2	3	4	5
		3.2.4	Our curriculum emphasises critical thinking and problem-solving skills, enabling students to engage thoughtfully with complex issues from an Adventist perspective.	• Student camps/trips • Teaching and Learning programs • Workline, work experience programmes		1	2	3	4	5
		3.2.5	Our curriculum is regularly reviewed and updated to reflect current educational research, best practices, and the evolving needs of the Pacific community.	• Curriculum review reports • Whole school planning for literacy, numeracy and spirituality,		1	2	3	4	5
		3.2.6	Our school curriculum reflects Seventh-Day Adventist values, strongly and intentionally integrating faith with learning in all subjects.	• School Policies – regular review • Career and course information Observation – formal and informal		1	2	3	4	5
		3.2.7	Our school integrates character education into the curriculum, emphasising Adventist virtues such as compassion, integrity, and service	• Subject work schemes • Teachers work plans Curriculum documentation		1	2	3	4	5
		3.2.8	Our curriculum is student-centred, encouraging active participation, enquiry-based learning, and personalised educational pathways.	• Timetabling/time allocations • Assessment tasks • Student and Teacher goal setting		1	2	3	4	5
		3.2.9	Technology is thoughtfully integrated into the curriculum to enhance learning, assessment, and digital literacy while promoting responsible and ethical use.	• School Improvement Plan • Technology used in teaching and learning		1	2	3	4	5
		3.2.10	Our curriculum reflects and respects the diverse cultures of the Pacific Islands, promoting local knowledge, languages, and traditions alongside global perspectives.	• Inclusive education plan • Curriculum documentation		1	2	3	4	5

AREAS FOR IMPROVEMENT (For statements with BEGINNING and IMPROVING rating ONLY)		**OVERALL ACHIEVEMENT**			
		RATING	**ACHIEVEMENT LEVEL**	**TOTAL**	**TOTAL RATING**
		5	OUTSTANDING	41 – 50	
		4	ENGAGING	31 – 40	
		3	ENCOURAGING	21 – 30	
		2	IMPROVING	11 – 20	
		1	BEGINNING	0 – 10	
		OVERALL REMARK			
REVIEWER NAME		**SIGNATURE**		**DATE**	

ANNUAL COMPONENT REVIEW			SCHOOL NAME		YEAR 2				
DOMAIN	**COMPONENT**	**NUMBER**	**STATEMENTS**	**POSSIBLE EVIDENCE**	**RATING**				
4 COMMUNITY & PARTNERSHIP	4.1 Students and their families	4.1.1	The school facilitates a comprehensive range of spiritual connection opportunities for students and families.	• School churches • Prayer groups • Chapels and worships	1	2	3	4	5
		4.1.2	School staff is actively engaged in faith sharing and maximising the impact of the spiritual connection opportunities offered at the school.	• Leadership events • Outreach opportunities • Week of Spiritual Emphasis	1	2	3	4	5
		4.1.3	Our school engages families in the pastoral care process, offering workshops, counselling, and spiritual guidance to support a strong home-school-church partnership.	• Processes that ensure support for families where needed • Chaplaincy and support services. • Bible Studies	1	2	3	4	5
		4.1.4	The school engage parents and guardians in the welfare and development of students.	• Parent and Friend Association • Fundraising activities	1	2	3	4	5
		4.1.5	The school encourage active parental involvement in their children's education to enhance learning outcomes.	• Church visits • Speech nights and Graduations • Information evenings • Reports and parent interviews	1	2	3	4	5
		4.1.6	There is significant evidence that the school welcomes, recognises and respects different family cultural traditions and practices.	• Cultural Days • Cultural Food Stalls	1	2	3	4	5
		4.1.7	The school response to communicated concerns of students and families is consistently timely, efficient and appropriate.	• Communicated responses to such things as survey data, strategic planning, fees assistance	1	2	3	4	5
		4.1.8	The school actively engages marginalised students and families with significant success.	• Personal testimonies • Adventist church programs tailored to operate in the school environment	1	2	3	4	5
		4.1.9	The students and families regularly experience meaningful and respectful communication with the school.	• Volunteer opportunities including sporting events, school fairs, reading groups and learning activities, excursion, uniform shop, canteen assistance, working bees	1	2	3	4	5
		4.1.10	Communication, both formal and informal, is consistently characterised by transparency, consistency and respect and provides frequent opportunities for feedback.	• Newsletters • Student diaries • Email, phone conversations • Media advertising	1	2	3	4	5

AREAS FOR IMPROVEMENT (For statements with BEGINNING and IMPROVING rating ONLY)		**OVERALL ACHIEVEMENT**			
		RATING	**ACHIEVEMENT LEVEL**	**TOTAL**	**TOTAL RATING**
		5	OUTSTANDING	41 – 50	
		4	ENGAGING	31 – 40	
		3	ENCOURAGING	21 – 30	
		2	IMPROVING	11 – 20	
		1	BEGINNING	0 – 10	
		OVERALL REMARK			
REVIEWER NAME		**SIGNATURE**		**DATE**	

ANNUAL COMPONENT REVIEW			SCHOOL NAME			YEAR 3				
DOMAIN	**COMPONENT**	**NUMBER**	**STATEMENTS**		**POSSIBLE EVIDENCE**	**RATING**				
1 PURPOSE & IDENTITY	1.2 Purpose, Vision & Mission	1.2.1	Our school's purpose, vision, mission, and values reflect a Seventh-day Adventist worldview.		• Vision, mission and values statements display at school • Staff/students attendance at morning worship, prayer times, chapel periods	1	2	3	4	5
		1.2.2	We organise regular reflection sessions where staff, students and stakeholders revisit the school's mission and vision, ensuring they are clearly understood, embraced and actioned.		• Interviews Admin/staff/students etc • Policies and procedures • Perception surveys	1	2	3	4	5
		1.2.3	We engage students in discussions about the mission and vision to foster a sense of ownership and understanding from a young age		• Curriculum documentation • Classroom observations • Perception surveys – student/parent	1	2	3	4	5
		1.2.4	Our school sets short-term and long-term goals that are explicitly linked to the school's vision, driving continuous improvement and mission fulfillment.		• Teacher planning, including daily workbooks • Interviews – parent/teacher/students	1	2	3	4	5
		1.2.5	Our school measures not only academic achievement but also students' growth in areas related to the school's mission and values.		• Subject work schemes • Teachers' work plans • Mission and service trip reports	1	2	3	4	5
		1.2.6	Our school's purpose, vision, and mission statements are clearly communicated to, and understood by staff, students, and parents.		• Campus and building displays • Classroom displays • Staff and stakeholders' meetings	1	2	3	4	5
		1.2.7	Our school's policies and procedures actively embed and support Adventist beliefs and lifestyle through: • holistic development of students and staff; • curriculum (including Biblical Studies) and all other relevant documentation; • classroom practice; • service opportunities that develop responsible and compassionate citizens; • selection of staff and resources; • behaviour policies and disciplinary procedures; • school traditions, events, and celebrations; and • financial policies and procedures.		• Staff and student handbooks • School policies are aligned to the Adventist education philosophy • Staff profiles • Staff appraisals • Curriculum documentation • Classroom observations • Anecdotal evidence • Staff contracts that reflect SDA standards and lifestyle	1	2	3	4	5
		1.2.8	Staff and students are able to identify what makes their school distinctively Adventist.		• Staff and student handbooks • Perception surveys – staff/students	1	2	3	4	5
		1.2.9	Our school environment has a strong visual representation of our 'Purpose and Identity'.		• Campus and classroom observations • Signage	1	2	3	4	5
		1.2.10	Our school upholds, promotes and embeds their values intentionally into all aspects of school life.		• Curriculum documentation • Calendar events	1	2	3	4	5

AREAS FOR IMPROVEMENT (For statements with BEGINNING and IMPROVING rating ONLY)		OVERALL ACHIEVEMENT			
		RATING	**ACHIEVEMENT LEVEL**	**TOTAL**	**TOTAL RATING**
		5	OUTSTANDING	41 – 50	
		4	ENGAGING	31 – 40	
		3	ENCOURAGING	21 – 30	
		2	IMPROVING	11 – 20	
		1	BEGINNING	0 – 10	
		OVERALL REMARK			
REVIEWER NAME	**SIGNATURE**			**DATE**	

ANNUAL COMPONENT REVIEW			SCHOOL NAME		YEAR 3				
DOMAIN	COMPONENT	NUMBER	STATEMENTS	POSSIBLE EVIDENCE	RATING				
2 LEADERSHIP & CULTURE	2.3 Compliance, Accountability & Sustainability	2.3.1	Our school implements sustainable resource management practices to ensure long-term viability.	• Capital works • Marketing strategies • Enrolment projections	1	2	3	4	5
		2.3.2	Our school incorporates environmental stewardship into the school's operational practices and curriculum.	• School Board/Committee minutes • School improvement processes and data	1	2	3	4	5
		2.3.3	We develop and implement risk management plans to address potential challenges and emergencies.	• Risk management plans • Work Health and Safety compliance processes and reports	1	2	3	4	5
		2.3.4	Our school ensures financial accountability through transparent budgeting, reporting and auditing processes.	• Computing Technology budget • Departmental budgets • Enrolment projections • Fee policy and structure • Outstanding debt and collection	1	2	3	4	5
		2.3.5	We comply with all local, national and international educational authorities in harmony with our Adventist world-view.	• Stakeholder perception data • Compliance audits and procedures	1	2	3	4	5
		2.3.6	We invest in sustainable infrastructure and facilities that incorporates environmental stewardship into the school operational practices and support long-term educational goals.	• School improvement plan • Resourcing action plan • Visual displays of special character in signage, office and classrooms	1	2	3	4	5
		2.3.7	We establish clear performance metrics to evaluate the effectiveness of school programs and initiatives	• Minutes of School Board/Committee, Parent Association and staff meetings • School Board/Committee formation and processes	1	2	3	4	5
		2.3.8	We conduct regular financial and operational audits to ensure transparency and accountability.	• Annual reports to Mission and School boards • Financial statements	1	2	3	4	5
		2.3.9	We adhere to the accreditation standards set by the QASP Cyclic Review process and endorsed by Adventist Accrediting Association.	• QASP is rigorously implemented and adhered • Governance structures	1	2	3	4	5
		2.3.10	Our school promotes ethical practices in all school operations, including financial management and academic integrity.	• Staff/Student Handbooks and policies • Financial audit reports	1	2	3	4	5

AREAS FOR IMPROVEMENT (For statements with BEGINNING and IMPROVING rating ONLY)			

OVERALL ACHIEVEMENT

RATING	ACHIEVEMENT LEVEL	TOTAL	TOTAL RATING
5	OUTSTANDING	41 – 50	
4	ENGAGING	31 – 40	
3	ENCOURAGING	21 – 30	
2	IMPROVING	11 – 20	
1	BEGINNING	0 – 10	

OVERALL REMARK

REVIEWER NAME		SIGNATURE		DATE	

ANNUAL COMPONENT REVIEW			SCHOOL NAME			YEAR 3				
DOMAIN	COMPONENT	NUMBER	STATEMENTS		POSSIBLE EVIDENCE	RATING				
3 TEACHING & LEARNING	3.3 Assessment & Reporting	3.3.1	Our school has comprehensive assessment and reporting practices that: • are consistent with the whole-school assessment policy; • are timely and meaningful; • are highly effective in tracking student development and achievement throughout their schooling career; and • comprehensively report on student achievement to parents and students; • incorporate a balanced approach of formative and summative assessments.		• Mark Books and reports to demonstrate student improvement • Peer feedback and self-assessment • Differentiation evident in programs • Marking criteria • Comments and annotations on student assessment tasks	1	2	3	4	5
		3.3.2	Character education is integrated into the assessment, emphasizing the development of virtues such as honesty, kindness, and respect, in alignment with Adventist values.		• Whole School Assessment and Reporting Policy • Documentation of assessment in teaching program	1	2	3	4	5
		3.3.3	Our students are encouraged to engage in self-reflection and goal-setting as part of their assessment process, fostering a sense of self-discipline, personal responsibility and growth.		• Professional appraisals and observations to see assessment embedded in the learning	1	2	3	4	5
		3.3.4	Our assessments are contextually relevant, allowing students to demonstrate their knowledge and skills in ways that are meaningful within their cultural and community contexts.		• Assessment & Reporting Policy • Student Handbook • National Curriculum document, National testing results.	1	2	3	4	5
		3.3.5	Clear and consistent assessment criteria are communicated to provide feedback to students and parents, ensuring transparency and understanding of academic expectations and goals.		• Whole school policy to ascertain the protocols for communication with parents eg letter, telephone, email	1	2	3	4	5
		3.3.6	Our assessment includes service-based projects that encourage students to apply their learning in real-world contexts, reflecting Adventist values of community service, stewardship, character development, spiritual growth, and life skills.		• Report comments • Schedule of parent/teacher interviews and protocols	1	2	3	4	5
		3.3.7	We implement formative assessments that provide ongoing timely feedback to support student growth and learning.		• Marks books & student report cards • Parent feedback on parent interviews	1	2	3	4	5
		3.3.8	We use project-based learning where appropriate to allow students to explore real-world problems and solutions.		• Whole School Assessment and Reporting Policy	1	2	3	4	5
		3.3.9	Our professional development includes training on developing and using assessments that are fair, valid, and aligned with Adventist and national educational goals.		• Teaching programs • Teaching diaries	1	2	3	4	5
		3.3.10	Our assessment integrates Adventist values and principles across all subjects, fostering a holistic spiritual, academic, and moral education.		• Assessment and reporting policy	1	2	3	4	5

AREAS FOR IMPROVEMENT (For statements with BEGINNING and IMPROVING rating ONLY)				
	OVERALL ACHIEVEMENT			
	RATING	**ACHIEVEMENT LEVEL**	**TOTAL**	**TOTAL RATING**
	5	OUTSTANDING	41 – 50	
	4	ENGAGING	31 – 40	
	3	ENCOURAGING	21 – 30	
	2	IMPROVING	11 – 20	
	1	BEGINNING	0 – 10	
	OVERALL REMARK			

REVIEWER NAME		SIGNATURE		DATE	

ANNUAL COMPONENT REVIEW			SCHOOL NAME		YEAR 4				
DOMAIN	**COMPONENT**	**NUMBER**	**STATEMENTS**	**POSSIBLE EVIDENCE**	**RATING**				
1 PURPOSE & IDENTITY	1.3 Pastoral Care	1.3.1	Our pastoral care program is an integral part of our school culture, where every staff member and students are part of the team.	• Parent education events • Pastoral care policies	1	2	3	4	5
		1.3.2	Our school encourages peer mentoring and support groups that allow students to build positive relationships and support each other's spiritual and emotional well-being.	• Mentoring, peer support, buddy programs • Home room/class worship • Home and school parent representation	1	2	3	4	5
		1.3.3	Our school implements biblically-based conflict resolution practices that promote reconciliation, forgiveness, and understanding among students and staff.	• Clear concise information on Christianity & Seventh-day Adventism • Number of students committing to Christ/Baptism	1	2	3	4	5
		1.3.4	Our school promotes mental health awareness and provides wellness resources that align with Adventist principles, helping students navigate challenges with faith and resilience.	• Support counselling • Special programs (spiritual, emotional, social) • Surveys – students, parents and staff	1	2	3	4	5
		1.3.5	We ensure that staff and students know where to go and how to access pastoral care and support where needed.	• Student and staff handbooks • Dedicated pastoral care room/office	1	2	3	4	5
		1.3.6	Our pastoral care practices are sensitive to our Pacific Island cultures and traditions ensuring they align with national education policies.	• Work Health and Safety procedures • Crisis management procedures and records • Risk management procedures and records	1	2	3	4	5
		1.3.7	We identify and address potential issues early through regular check-ins, counselling sessions, and spiritual guidance, preventing problems from escalating.	• Counselling services • Behaviour management plans	1	2	3	4	5
		1.3.8	Our school has a sufficient and dedicated pastoral care team trained to respond to the diverse needs of individuals including counselling, spiritual guidance, and crisis support.	• Chaplaincy services • Crisis and grievances policies	1	2	3	4	5
		1.3.9	Our school creates an inclusive and welcoming school environment where every student feels valued, respected, and supported regardless of their background or challenges.	• Staff meeting minutes • Effective SRC • Comprehensive accessible/secure student information database	1	2	3	4	5
		1.3.10	Our school integrates daily prayer, devotions, and worship opportunities into the school routine, encouraging students to connect with God and each other.	• Daily prayer and devotions in the classrooms and chapels • Regular worship sessions in the school daily timetable	1	2	3	4	5

| AREAS FOR IMPROVEMENT (For statements with BEGINNING and IMPROVING rating ONLY) | | | | |

AREAS FOR IMPROVEMENT (For statements with BEGINNING and IMPROVING rating ONLY)

OVERALL ACHIEVEMENT

RATING	ACHIEVEMENT LEVEL	TOTAL	TOTAL RATING
5	OUTSTANDING	41 – 50	
4	ENGAGING	31 – 40	
3	ENCOURAGING	21 – 30	
2	IMPROVING	11 – 20	
1	BEGINNING	0 – 10	

OVERALL REMARK

| REVIEWER NAME | | SIGNATURE | | DATE | |

ANNUAL COMPONENT REVIEW			SCHOOL NAME			YEAR 4				
DOMAIN	**COMPONENT**	**NUMBER**	**STATEMENTS**		**POSSIBLE EVIDENCE**	**RATING**				
3 TEACHING & LEARNING	3.4 Student Learning & Engagement	3.4.1	The school implements active learning strategies that engage students in hands-on and experiential learning activities.		• School field trips and excursions • Project exhibitions, modelling and authentic assessments	1	2	3	4	5
		3.4.2	The school promotes collaborative learning opportunities that encourage teamwork and peer interaction.		• Anti-bullying program • Learning support programs and resources • Student transition documentation	1	2	3	4	5
		3.4.3	The school focuses on student-centred teaching methods using differentiated instruction that prioritise the interests and diverse learning needs and styles of students.		• Use of a variety of thinking and learning styles theory in unit planning and assessment • Attitudinal surveys of students • Formative Assessment	1	2	3	4	5
		3.4.4	The school develops students' critical thinking and problem-solving skills through challenging and thought-provoking activities.		• Assessment Tools • Student work displays of learning and student portfolios • 21st century learning activities	1	2	3	4	5
		3.4.5	The school incorporates culturally relevant materials and practices to make learning more meaningful for students.		• Student portfolios • Curriculum, planning and implementation documentation	1	2	3	4	5
		3.4.6	The school offers a variety of extracurricular activities to support students' interests and talents.		• Co-curricular and extra-curricular • Gifted and talented opportunities	1	2	3	4	5
		3.4.7	The school empowers students by giving them a voice in their learning process and school decisions.		• Student exit surveys • Student leadership • Student representative school board	1	2	3	4	5
		3.4.8	The school has a positive and supportive learning environment that fosters student engagement and motivation.		• Allocation of budget to resources • Resource audit • Reporting structure	1	2	3	4	5
		3.4.9	The school regularly review and improve teaching practices and curriculum to ensure they meet the evolving needs of students.		• Collaboration in Professional dialogue, moderation of student work, Staff meetings • Work scheme review	1	2	3	4	5
		3.4.10	The school inspire our students to stay focused and engaged in their learning.		• Motivational programs are held for students • Buddy groups for senior and junior students.	1	2	3	4	5

AREAS FOR IMPROVEMENT (For statements with BEGINNING and IMPROVING rating ONLY)			
OVERALL ACHIEVEMENT			
RATING	**ACHIEVEMENT LEVEL**	**TOTAL**	**TOTAL RATING**
5	OUTSTANDING	41 – 50	
4	ENGAGING	31 – 40	
3	ENCOURAGING	21 – 30	
2	IMPROVING	11 – 20	
1	BEGINNING	0 – 10	
OVERALL REMARK			

REVIEWER NAME		SIGNATURE		DATE	

ANNUAL COMPONENT REVIEW		SCHOOL NAME			YEAR 4	
DOMAIN	**COMPONENT**	**NUMBER**	**STATEMENTS**	**POSSIBLE EVIDENCE**	**RATING**	
4 COMMUNITY & PARTNERSHIP	4.2 Church	4.2.1	Local church and school are effectively partnering in regular outreach ministries to the school community, which provide opportunities for faith development.	• Various church departments working closely with the school in planning ministry initiatives within or connected to our school community – eg service projects, summer camps, etc	1 2 3 4 5	
		4.2.2	Partnership programs between church and school are highly valued and supported by a large proportion of students and their families.	• Identifiable shared strategic ministry initiatives operating within the school that are impacting on the spiritual development of students	1 2 3 4 5	
		4.2.3	Our school and church community are actively engaged in highly effective strategic ministry initiatives, in partnership, that impact on the school community.	• Promotion of existing ministries such as Pathfinders, Adventurers, Sabbath School, Youth Rallies, service projects. Health promotion programs, parenting programs	1 2 3 4 5	
		4.2.4	Our school collaborates effectively and consistently with relevant Church Mission and Union departments in strategic ministries that impact directly on students and their families.	• Church Administration articulating to the broader Church the significant emphasis on ministry within our schools.	1 2 3 4 5	
		4.2.5	Almost all teachers strongly identify themselves as being part of a local church, and engage actively in their local church.	• Teachers or administrators preaching or contributing at the local church	1 2 3 4 5	
		4.2.6	There are a broad range of strategies to ensure school families have regular opportunities to connect with the faith community of a local SDA church.	• School or students involved in church programs.	1 2 3 4 5	
		4.2.7	Our school regularly promotes quality experiences of ministry and service that inspire its students to actively engage in church.	• Church programs promoted to school families	1 2 3 4 5	
		4.2.8	Our school effectively demonstrating that it is part of the broader ministry of the Church through a diverse range of collaborative initiatives.	• Pastors taking opportunity to connect and minister within the school environment eg Bible studies, chapels, Prayer/Spiritual/Health weeks	1 2 3 4 5	
		4.2.9	The school actively nurtures effective faith development of members within the local church community.	• Teachers engaged and connected with a local church community eg regular church attendance, taking a role in local church ministries	1 2 3 4 5	
		4.2.10	The school partners with the local church/es to effectively and regularly contribute to student faith development.	• Teachers involved in joint activities with pastors, departmental leaders or broader church initiatives	1 2 3 4 5	

AREAS FOR IMPROVEMENT (For statements with BEGINNING and IMPROVING rating ONLY)	OVERALL ACHIEVEMENT			
	RATING	**ACHIEVEMENT LEVEL**	**TOTAL**	**TOTAL RATING**
	5	OUTSTANDING	41 – 50	
	4	ENGAGING	31 – 40	
	3	ENCOURAGING	21 – 30	
	2	IMPROVING	11 – 20	
	1	BEGINNING	0 – 10	
	OVERALL REMARK			

REVIEWER NAME		**SIGNATURE**		**DATE**	

ANNUAL COMPONENT REVIEW			SCHOOL NAME			YEAR 5				
DOMAIN	**COMPONENT**	**NUMBER**	**STATEMENTS**	**POSSIBLE EVIDENCE**		**RATING**				
1 PURPOSE & IDENTITY	1.4 Special Character	1.4.1	Seventh-day Adventist schools aim to provide a holistic education that integrates faith and learning into all its daily activities.	• School calendar of events • School annual reports and school improvement plans		1	2	3	4	5
		1.4.2	Our school integrates service-learning projects that connect classroom learning with community service.	• Records of service projects and community partnerships		1	2	3	4	5
		1.4.3	The educational approach is student-centred, focusing on individual growth and potential.	• School performances – concerts, church services, dramas, music		1	2	3	4	5
		1.4.4	Our school integrates health principles into their programs, promoting a healthy lifestyle.	• Canteen and dining hall/cafeteria menu reflects healthy food choices • Sports carnivals, lunchtime sporting events promote a healthy life.		1	2	3	4	5
		1.4.5	Our school intentionally leads staff and students to prepare them for baptism.	• Participation and response to opportunities such as Prayer Week, Bible classes, class worships etc		1	2	3	4	5
		1.4.6	All staff consistently model Adventist Christian values in all types of interactions.	• School policies such as staff recruitment, enrolment policies, support staff and teacher PDs are aligned with Mission/Church policy.		1	2	3	4	5
		1.4.7	The role of Adventist education is to prepare students not just for success in this life, but for eternity.	• Gospel values are demonstrated in all school communication • Adventist distinctiveness is embedded in relevant assessments		1	2	3	4	5
		1.4.8	The mission of Adventist education is to ensure every student flourishes spiritually, mentally, physically and their social well-being.	• Spiritual nurture through, staff retreats, life-renewal programs • Adventist Fundamental Beliefs embedded in documentation		1	2	3	4	5
		1.4.9	Adventist schools emphasise the importance of a personal relationship with Jesus Christ.	• Student interviews or surveys show that students are able to identify relationships between culture and Adventist Christianity		1	2	3	4	5
		1.4.10	Adventist education promotes academic excellence alongside character development.	• Teachers model prayer; appropriate timetable allocations are made for worship and Biblical Studies • SPD Bible Curriculum and resources visibly displayed in classrooms		1	2	3	4	5

AREAS FOR IMPROVEMENT (For statements with BEGINNING and IMPROVING rating ONLY)			

OVERALL ACHIEVEMENT

RATING	ACHIEVEMENT LEVEL	TOTAL	TOTAL RATING
5	OUTSTANDING	41 – 50	
4	ENGAGING	31 – 40	
3	ENCOURAGING	21 – 30	
2	IMPROVING	11 – 20	
1	BEGINNING	0 – 10	

OVERALL REMARK

REVIEWER NAME		SIGNATURE		DATE	

ANNUAL COMPONENT REVIEW			SCHOOL NAME		YEAR 5				
DOMAIN	**COMPONENT**	**NUMBER**	**STATEMENTS**	**POSSIBLE EVIDENCE**	**RATING**				
2 LEADERSHIP & CULTURE	2.4 Professional Development	2.4.1	Our school has a highly relevant whole-school professional growth mindset that is owned by staff.	• Staff involvement in the development of the professional development plan	1	2	3	4	5
		2.4.2	Our professional development fosters awareness of global educational trends while emphasising the importance of local context and Adventist mission.	• Professional development plan • School strategic plan	1	2	3	4	5
		2.4.3	Our professional development prioritises data-informed areas for improvement.	• Professional needs assessment report	1	2	3	4	5
		2.4.4	Our teachers receive training on incorporating environmental stewardship and sustainable practices into the curriculum, our care for God's creation.	• Professional development data • Results of school culture surveys	1	2	3	4	5
		2.4.5	Our school has a quality mentorship programmes where experienced teachers guide and support new educators.	• Induction and mentoring procedures	1	2	3	4	5
		2.4.6	Our school leaders participate in professional development that equips them with the skills to support and mentor teachers.	• Shared leadership structure model	1	2	3	4	5
		2.4.7	Our teachers receive regular training on integrating faith and learning pedagogy that incorporate Adventist teachings and values across all subjects.	• Allocation for professional development in annual budget	1	2	3	4	5
		2.4.8	Our teachers engage in collaborative learning communities and share best practices, resources, and strategies that align with Adventist education.	• School spiritual development plan	1	2	3	4	5
		2.4.9	Our professional development includes training on: • strategies to support staff's own well-being and resilience, and students. • enhancing teachers' understanding/appreciation of the diverse cultural contexts within the Pacific; • use of data to inform instructional practices, with a focus on improving student outcomes; • integration of indigenous knowledge and practices into the curriculum; • inclusive education, where students regardless of ability have access to a holistic Adventist learning; • relevant and applicable use of technology to align learning to SDA values; • effective communication and modelling the school's mission/vision in leadership practices; • ensuring staff are equipped to meet compliance and accountability standards; • student-centred teaching strategies that cater for the diverse learning needs.	• Minutes of relevant committees • Targeted in-services for potential leaders • Appraisal process • Succession plan	1	2	3	4	5
		2.4.10	We have a whole-school approach to authentic professional learning that continuously evaluates against best practices to enhance student achievement.	• Staff professional development budget	1	2	3	4	5

AREAS FOR IMPROVEMENT (For statements with BEGINNING and IMPROVING rating ONLY)

OVERALL ACHIEVEMENT

RATING	ACHIEVEMENT LEVEL	TOTAL	TOTAL RATING
5	OUTSTANDING	41 – 50	
4	ENGAGING	31 – 40	
3	ENCOURAGING	21 – 30	
2	IMPROVING	11 – 20	
1	BEGINNING	0 – 10	

OVERALL REMARK

REVIEWER NAME		SIGNATURE		DATE	

ANNUAL COMPONENT REVIEW		SCHOOL NAME			YEAR 5				
DOMAIN	COMPONENT	NUMBER	STATEMENTS	POSSIBLE EVIDENCE	RATING				
4 COMMUNITY & PARTNERSHIP	4.3 Wider Community & Professional Partnership	4.3.1	Our school encourages parents and local community to be involved in the spiritual activities of the school.	• Combine sabbath worship together with the local community at school. • Adventist education promotion in the local community and churches.	1	2	3	4	5
		4.3.2	Our school initiates and fosters strong connections between the school, local churches, and the wider community to provide a robust support network for students and their families.	• Professional development plan • School strategic plan	1	2	3	4	5
		4.3.3	Partnerships are always financially and ethically transparent, utilising best management practices.	• Professional needs assessment report	1	2	3	4	5
		4.3.4	We build strong partnerships with local health and wellness organisations to support the welfare of the school community.	• Professional development data • Results of school culture surveys	1	2	3	4	5
		4.3.5	Our school engages stakeholders, including the school board, parents, staff and the community, in the relevant decision-making process.	• Induction and mentoring procedures	1	2	3	4	5
		4.3.6	Our curriculum planning involves collaboration between teachers, students, parents, and community members, ensuring it meets the needs of the entire school community.	• Shared leadership structure model	1	2	3	4	5
		4.3.7	Community partnerships consistently and meaningfully reflect Biblical values, shared vision and agreed service principles.	• Allocation for professional development in annual budget	1	2	3	4	5
		4.3.8	The school communicates consistently and effectively with the wider community to inform, update and promote activities, events and programs using a range of media and technologies.	• School spiritual development plan	1	2	3	4	5
		4.3.9	Community projects consistently have clear and comprehensive planning, which is consistently evaluated and ensures almost all participants under- stand their roles and responsibilities and are successful in delivery.	• Minutes of relevant committees • Targeted in-services for potential leaders • Appraisal process • Succession plan	1	2	3	4	5
		4.3.10	Professional partnerships align with the school's vision and mission is under- pinned by Biblical values, such as truth, sincerity and integrity, and creates opportunities for Spiritual growth and faith development.	• Staff professional development budget	1	2	3	4	5

AREAS FOR IMPROVEMENT (For statements with BEGINNING and IMPROVING rating ONLY)

	OVERALL ACHIEVEMENT		
RATING	**ACHIEVEMENT LEVEL**	**TOTAL**	**TOTAL RATING**
5	OUTSTANDING	41 – 50	
4	ENGAGING	31 – 40	
3	ENCOURAGING	21 – 30	
2	IMPROVING	11 – 20	
1	BEGINNING	0 – 10	

OVERALL REMARK

REVIEWER NAME		**SIGNATURE**		**DATE**	

APPENDIX 7
SELF-STUDY REPORT

The aim of this self-study report is to provide opportunity to truly reflect on the improvement in the journey of the school and provide a summary that will form the basis of the presentations during the Cyclic Review visit.

This document is 14 pages in total. It is indicative of the required length for the full report. Please DO NOT exceed this maximum length.

We ask you to reflect on the three key questions as outlined in the QAS Framework:

QUALITY ADVENTIST SCHOOLS
Pacific

HOW ARE WE GOING?	HOW DO WE KNOW?	WHAT ARE WE GOING TO DO NOW?
Please share your narrative since your last QAS Cyclic Review.	Please use as much data to provide supporting evidence and assist in sharing your narrative. For example, Annual Component Review, Annual School Statistics, National Examination Statistics, Student Report Statistics.	Please comment on the future directions you wish to pursue from your findings in the next 5 years.

The Cyclic Review Officer will contact you before your QASCR visit to assist you with completing this report.

The completed report is to be returned to the Cyclic Review Officer at least four weeks prior to the Cyclic Review visit.

As a result of the Cyclic Review visit, the 'QAS Visiting Team Report' will be tabled with:
- South Pacific Division Board of Education: For accreditation purposes
- Union Education Board & Mission/Conference Education Board: For accreditation purposes.
- School Board: For accountability and direction

![Adventist Education]

Adventist Schools Report
SELF-STUDY REPORT

QASP CYCLIC REVIEW

SCHOOL

UNION

MISSION/CONFERENCE

DATE OF CYCLIC REVIEW VISIT

SCHOOL ADDRESS

SCHOOL PHONE/MOBILE

SCHOOL EMAIL ADDRESS

EXPIRY DATE OF CURRENT SDA ACCREDITATION

PRINCIPAL NAME

LEADERSHIP TEAM

PART A: OUR ADVENTIST IDENTITY

REFLECT ON...

Please share an overview of the culture and commitment of the school to developing a strong Adventist Identity and fulfilling the mission of the church. This should include:
- the efforts and activities to intentionally reveal Jesus with staff, students and community;
- the impact of chaplaincy in the school;
- the intentional plans in place to improve the spiritual vibrancy in the school;
- a description of the school's connection and engagement to the local SDA churches;
- opportunities for students to develop and embed life-skills and values through service;
- future directions to continue improving Adventist Identity.

Key data to share (but not limited to):
- % Adventist/Christian/non-Christian staff
- % Adventist/non-Adventist students
- Mission Impact narrative
- Changes in faith climate measures for students, staff and parents

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

PART B: OUR SCHOOL CULTURE

REFLECT ON...

Please share information and data about the schools culture and processes. This should include:
a description of your school culture in context to the elements in the QAS model:
- staff and student ownership;
- student voice responsive leadership;
- intentional staff collaboration and sharing focused professional development;
- data informed decision making sustained and united practice quality teaching and learning staff and student well-being;
- the school's current cultural strengths, challenges and opportunities;
- a description of recent initiatives and strategies that have been implemented to improve school culture;
- future directions to continue improving school culture.

Key data to share (but not limited to):
- Relative strengths and challenges of school culture.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

PART C: OUR STUDENT OUTCOMES

REFLECT ON...

Please share information and data that focusses on student outcomes in regard to their academic learning and wellbeing. This should include:

- the nature and makeup of the learners and the school community and how this impacts learning;
- examples of significant data trends that have emerged from your data dashboard & school improvement survey results;
- an analysis and description of the journey of your student performance across a range of norm referenced indicators (National examination results etc);
- a description of recent initiatives and strategies that have been implemented to improve student outcomes (learning & wellbeing);
- future directions to continue improving student outcomes (learning & wellbeing).

Key data to share (but not limited to):

- % Attendance student data.
- National examination results.
- Year 12/13 or Form 6/7 results *(school-based student reports)*.
- Exit or highest level results *(school-based student reports)*.
- Relative strengths and challenges of student voice.

PART D: OUR SCHOOL IMPROVEMENT PROCESSES

REFLECT ON...

Please share information and data about the school's improvement processes. This should include:

- the way you are building a professional learning culture/community within the school;
- the process and culture of component reviews, and how has this developed over time;
- how data has been used and shared to improve outcomes for students;
- a description of recent initiatives and strategies that have been implemented to build a united culture of improvement;
- what are the 1-3 major whole school goals for improvement within the next 5 years;
- future directions to continue building an improvement culture across the school.

Key data to share (but not limited to):

- Annual Component Review results *(Already reported in this QASP booklet)*
- Rolling School Improvement Plan *(School-based report)*
- Relative strengths and challenges of school culture.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

PART E: STUDENT ENROLMENT DATA

CURRENT STUDENT ENROLMENT

LEVEL	K	1	2	3	4	5	6	TOTAL
PRIMARY								

LEVEL	7	8	9	10	11	12	13	TOTAL
SECONDARY								

STUDENT ENROLMENT BY GENDER

PRIMARY	K	1	2	3	4	5	6	TOTAL
FEMALE								
MALE								

SECONDARY	7	8	9	10	11	12	13	TOTAL
FEMALE								
MALE								

STUDENT ENROLMENT BY DENOMINATION

PRIMARY	K	1	2	3	4	5	6	TOTAL
ADVENTIST								
NON ADVENTIST								

SECONDARY	7	8	9	10	11	12	13	TOTAL
ADVENTIST								
NON ADVENTIST								

PAST & CURRENT STUDENT ENROLMENT

Complete the table below by recording the total enrolment for each year starting this year plus the previous four years.

CATEGORY	LEVEL	20	20	20	20	20
PRIMARY	K – 6					
SECONDARY	7 – 13					
TOTAL						

PART F: PRINCIPAL ATTESTATION

CERTIFICATION

I certify that the school complies with the following statements.

PRINCIPAL'S NAME	PRINCIPAL'S SIGNATURE	DATE

CHECKLIST

Please, complete the checklist in the table below by ticking only one box either YES or NO for each statement.

NO.	STATEMENT	YES	NO
1	The signage at the school either has Adventist in the school name, or the name Adventist is a clear identifier in the sub-name of the school.		
2	The Certificate of Accreditation is clearly displayed in a public area in the school.		
3	The school has a set of purpose statements that reflect the philosophy of Adventist Education on the campus and handbooks/manuals/policies/procedures.		
4	The school conducts daily staff worships which are excellently attended.		
5	The school timetables daily morning worship for each class.		
6	The school timetables weekly chapels with a spiritual focus.		
7	The school provides for regular timetabled Biblical Studies classes for every year level.		
8	Teachers' programs show high quality evidence of Adventist Identity throughout their planning.		
9	The school regularly updates their school statistics each term.		
10	The school conducts regular discipleship activities in alignment with the spiritual master plan.		
11	The school regularly issue student reports and parent interviews at least 2 times a year in alignment to the Adventist assessment policy.		
12	The school regularly has board meetings at least 4 times a year.		
13	The school is regularly informed by timely financial operating statements and reporting.		
14	The school regularly has stakeholder meetings such as Parents & Teachers Association (PTA), ex-students/alumni etc.		
15	The school operates in alignment with the Adventist education philosophy.		
16	The school rigorously evaluates and monitors teachers' weekly plans.		
17	The school chaplain is actively involved in the spiritual development of both staff and children and their families.		
18	The school is guided by policies and procedures that are aligned to Adventist education philosophy.		
19	The school is intentional in ensuring viable financial operations.		
20	The school collaborates effectively with key stakeholders such as the Seventh-day Adventist administration and local churches, Parents & Teachers Associations (PTA), ex-students and alumni, government etc.		

If you have responded 'NO' to any of the above, please explain in the next page.

Principal to explain your justification to the NO responses in the checklist in the previous page in the table below.

NO.	JUSTIFCATION

APPENDIX 8
CYCLIC REVIEW REPORT

Please, complete the cyclic review report in this appendix and follow the approval process below.

CYCLIC REVIEW LEADER: Completes the cyclic review report with his or her team. Once approved by the team and signed by the team leader, submit a copy of the cyclic review report to the school Principal.

SCHOOL PRINCIPAL: The school Principal shares the cyclic review report with his administration team and staff before submitting it to the school board for approval.

EDUCATION DIRECTOR:
PRIMARY SCHOOLS/MIDDLE SCHOOLS
1. The Conference/Mission Education Director submits the cyclic review report to the Conference/Mission Education Board for approval for all primary schools including early childhood equivalent to a Kindergarten (K) level in a primary school.
2. Once approved, the Conference/Mission Education Director sends the cyclic review report to the Union Mission Education Director to issue the Certificate of Accreditation.
3. The Union Mission Education Director will also send the statement of recommendation without the cyclic review report to the South Pacific Division Education Director for recording. The accreditation period should include the beginning and end dates/year.

HIGH SCHOOLS/SECONDARY SCHOOLS
1. The Union Mission Education Director submits the cyclic review report to the Union Education Board for approval for all high schools and secondary schools.
2. Once approved, the Union Mission Education Director sends the cyclic review report to the South Pacific Division Director to issue the Certificate of Accreditation.
3. The South Pacific Division Director will also send the statement of recommendation only to the Adventist Accrediting Association (AAA) in the General Conference for recording. The accreditation period should include the beginning and end dates/year.

Please ensure that your cyclic review report is at least 5 pages and no more than 7 pages.
The use of photographs to support your cyclic review report is strongly encouraged where applicable.

QUALITY ADVENTIST SCHOOLS PACIFIC
CYCLIC REVIEW REPORT

SCHOOL DETAILS	
SCHOOL NAME	
PRINCIPAL	
ADDRESS	

This report is written as a summary of the five-year Cyclic Review visit to the nominated school. It is prepared to inform and meet the needs of the following organisations:

CYCLIC REVIEW TEAM DETAILS	
LEADER	
MEMBER	
MEMBER	
MEMBER	
MEMBER	
MEMBER	

- The school itself;
- The school board;
- The local conference/mission;
- The Trans Pacific Union Mission/Papua New Guinea Union Mission;
- The South Pacific Division Commission of Accreditation;
- The Adventist Accrediting Association (AAA) of the General Conference;
- Any state regulatory body that is requiring evidence of the school's improvement journey.

CYCLIC REVIEW VISIT	
DATE OF VISIT	
REPORT PREPARED BY	
SIGNATURE	

RATIONALE

Seventh-day Adventist education operates a worldwide system of primary, secondary and tertiary institutions. The South Pacific Division of the Seventh-day Adventist Church has delegated responsibility for the accreditation of primary and secondary schools to

<div style="border:1px solid black; height:50px;"></div>

Enter Mission/Conference name above

as part of the

<div style="border:1px solid black; height:50px;"></div>

Enter Union Mission name above

of the Seventh-day Adventist Church.

To ensure that each school fulfils its role and mission adequately and that the highest standards of education are provided to the clientele of the school, a cyclical process of school review has been established. The Quality Adventist Schools Cyclic Review (QASCR) process, is a "quality assurance" part of the QASP conducted by the Education Departments in the Trans Pacific Union Mission/Papua New Guinea Mission and in all their conference and missions on behalf of the world-wide Seventh-day Adventist school system. The Quality Adventist Schools (QAS) improvement program accompanied by the QASCR is designed to support schools on their individual quest to create high quality educational entities. The QASCR meets the Seventh-day Adventist church requirements for accreditation and other key stakeholders' expectations such as national governments in alignment with the national plans and priorities for school improvement.

Trans Pacific Union Mission/Papua New Guinea Union Mission in conjunction with their conference/mission and Adventist schools operate the QASP Cyclic Review to encourage school-based reflection and improvement. This process forms a significant part of the culture of school improvement in Adventist schools across the Pacific, where schools work in collaboration with their system offices and with their Union Mission Education Departments to improve learning outcomes for students in their care.

ACCREDITATION RECOMMENDATION

To be an accredited Seventh-day Adventist School, all Adventist schools must participate in the Quality Adventist Schools Cyclic Review process once every five years and will be required to demonstrate:
1. A strong commitment to the mission and ministry of the Seventh-day Adventist Church and developing Adventist Identity throughout all its teachings and practices;
2. An ongoing commitment to the Quality Adventist School Pacific improvement program and engagement in a robust school improvement process;
3. A strong commitment to maintaining Adventist school registration with key stakeholders.

> As a result of the Cyclic Review visit, the Quality Adventist Schools Cyclic Review visiting team recommends that under the arrangements with the Adventist Accrediting Agency that
>
> **SCHOOL NAME**
>
> be accredited for the period of _____ years
> from today _____ until 31 December 20____.

OVERVIEW OF FINDINGS

1. Regarding a strong commitment to the mission and ministry of the Seventh-day Adventist Church and developing Adventist Identity throughout all its teachings and practices;

2. Regarding an ongoing commitment to the Quality Adventist School Pacific improvement program and engagement in a robust school improvement process;

3. Regarding a strong commitment to maintaining Adventist school registration with key stakeholders.

MORE SPECIFIC FEEDBACK…

1.   ADVENTIST IDENTITY

The visiting team seeks to add value to this area of Adventist Identity, it encourages the school to:

2.   SCHOOL CULTURE

As the visiting team seeks to add value to this area of school culture, it encourages the school to:

3.   STUDENT OUTCOMES

As the visiting team seeks to add value to this area of student outcomes, it encourages the school to:

4.   SCHOOL IMPROVEMENT PROCESSES

As the visiting team seeks to add value to this area of its school improvement processes, it encourages the school to:

MAJOR AFFIRMATIONS

The Cyclic Review visiting team wishes to make the following **major affirmations**. We wish to affirm:

MAJOR REFLECTIONS

Furthermore, in addition to the major affirmations, the Quality Adventist Schools Cyclic Review visiting team wishes to add value to the improvement journey of the school and notes the following **major reflections** for the school to consider that will support to build an even stronger culture of improvement.

FINAL THOUGHTS

EXPRESSION OF THANKS

APPENDIX 9
SCHOOL IMPROVEMENT PLAN

The School Improvement Plan (SIP) is also similar to the School Learning Improvement Plan (SLIP) hence both plans are concurrently used in various countries in the Trans Pacific Union Mission and the Papua New Guinea Union Mission.

The School Improvement Plan (SIP) is an important outcome of the QASP. The development of school improvement actions plan provides the school an opportunity to transform its vision of excellence into strategic improvement action steps for introducing change and creating a higher level of accountability. The QASP provides opportunities for action plans to be created in significant areas of the school that needs urgent improvement.

ACTION PLAN (Year 1 – Year 5): The School Improvement Plan (SIP) consists of key action plans for the 5 year cycle, Year 1 to Year 5. The four domains of the QASP constitute Action Plan 1 to Action Plan 4 respectively as follows.

ACTION PLAN	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
ACTION PLAN 1 PURPOSE & IDENTITY	1.1 Education for Mission		1.2 Purpose, Vision & Mission	1.3 Pastoral Care	1.4 Special Character
ACTION PLAN 2 LEADERSHIP & CULTURE	2.1 Staff & Student Welfare	2.2 Teamwork & Collaboration	2.3 Compliance, Accountability & Sustainability		2.4 Professional Development
ACTION PLAN 3 TEACHING & LEARNING	3.1 Quality Teaching Practices	3.2 Curriculum	3.3 Assessment & Reporting	3.4 Student Learning & Engagement	
ACTION PLAN 4 COMMUNITY & PARTNERSHIP		4.1 Students and their Families		4.2 Church	4.3 Wider Community & Professional Partnership
ACTION PLAN 5					
ACTION PLAN 6					
ACTION PLAN 7					
ACTION PLAN 8					

ACTION TASK DESCRIPTION: Write 3 key improvement action tasks that need to be implemented in order to address the areas of improvement in each component. Leave the remaining 2 rows for areas of improvement identified through out the 5 year cycle in each component which are usually identified during the annual component reviews and the cyclic review reports.

YEAR: Each action plan consists of 5 years from Year 1 to Year 5 where the Year indicates the action tasks must be completed by 31 December of that year. Also note that an action plan may be blank for a particular year but you can work on the action tasks due the next year.

QASP ACTION PLANS: The first four actions plans 1 – 4 are required for the QASP and the remaining action plans 5 – 8 (can be more) are for any other action plans not already in 1- 4.However, are required by other accreditations and/or stakeholders such as the government and non-government organisations (NGOs).

ACTION PLAN 1 PURPOSE & IDENTITY				SCHOOL NAME					
YEAR 1 ( )		**YEAR 2 ( )**		**YEAR 3 ( )**		**YEAR 4 ( )**		**YEAR 5 ( )**	
1.1 Education for Mission				**1.2 Purpose, Vision & Mission**		**1.3 Pastoral Care**		**1.4 Special Character**	
NO.	ACTION TASK DESCRIPTION	NO.	ACTION TASK DESCRIPTION	NO.	ACTION TASK DESCRIPTION	NO.	ACTION TASK DESCRIPTION	NO.	ACTION TASK DESCRIPTION
1.1.1				1.2.1		1.3.1		1.4.1	
1.1.2				1.2.2		1.3.2		1.4.2	
1.1.3				1.2.3		1.3.3		1.4.3	
1.1.4				1.2.4		1.3.4		1.4.4	
1.1.5				1.2.5		1.3.5		1.4.5	

ACTION PLAN 2 LEADERSHIP & CULTURE		SCHOOL NAME							
YEAR 1 ( )		**YEAR 2 ( )**		**YEAR 3 ( )**		**YEAR 4 ( )**		**YEAR 5 ( )**	
2.1 Staff and Student Welfare		**2.2 Teamwork & Collaboration**		**2.3 Compliance, Accountability & Sustainability**				**2.4 Professional Development**	
NO.	ACTION TASK DESCRIPTION	NO.	ACTION TASK DESCRIPTION	NO.	ACTION TASK DESCRIPTION	NO.	ACTION TASK DESCRIPTION	NO.	ACTION TASK DESCRIPTION
2.1.1		2.2.1		2.3.1				2.4.1	
2.1.2		2.2.2		2.3.2				2.4.2	
2.1.3		2.2.3		2.3.3				2.4.3	
2.1.4		2.2.4		2.3.4				2.4.4	
2.1.5		2.2.5		2.3.5				2.4.5	

ACTION PLAN 3 TEACHING & LEARNING				SCHOOL NAME					
YEAR 1 ( )		YEAR 2 ( )		YEAR 3 ( )		YEAR 4 ( )		YEAR 5 ( )	
3.1 Quality Teaching Practices		3.2 Curriculum		3.3 Assessment & Reporting		3.4 Student Learning & Engagement			
NO.	ACTION TASK DESCRIPTION	NO.	ACTION TASK DESCRIPTION	NO.	ACTION TASK DESCRIPTION	NO.	ACTION TASK DESCRIPTION	NO.	ACTION TASK DESCRIPTION
3.1.1		3.2.1		3.3.1		3.4.1			
3.1.2		3.2.2		3.3.2		3.4.2			
3.1.3		3.2.3		3.3.3		3.4.3			
3.1.4		3.2.4		3.3.4		3.4.4			
3.1.5		3.2.5		3.3.5		3.4.5			

ACTION PLAN 4 COMMUNITY & PARTNERSHIP		SCHOOL NAME							
YEAR 1 ( )		**YEAR 2 ( )**		**YEAR 3 ( )**		**YEAR 4 ( )**		**YEAR 5 ( )**	
		4.1 Students and their Families				**4.2 Church**		**4.3 Wider Community & Professional Partnership**	
NO.	ACTION TASK DESCRIPTION	NO.	ACTION TASK DESCRIPTION	NO.	ACTION TASK DESCRIPTION	NO.	ACTION TASK DESCRIPTION	NO.	ACTION TASK DESCRIPTION
		4.1.1				4.2.1		4.3.1	
		4.1.2				4.2.2		4.3.2	
		4.1.3				4.2.3		4.3.3	
		4.1.4				4.2.4		4.3.4	
		4.1.5				4.2.5		4.3.5	

ACTION PLAN 5		SCHOOL NAME							
YEAR 1 ( )		YEAR 2 ( )		YEAR 3 ( )		YEAR 4 ( )		YEAR 5 ( )	
NO.	ACTION TASK DESCRIPTION	NO.	ACTION TASK DESCRIPTION	NO.	ACTION TASK DESCRIPTION	NO.	ACTION TASK DESCRIPTION	NO.	ACTION TASK DESCRIPTION

ACTION PLAN 6		SCHOOL NAME							
YEAR 1 ( )		**YEAR 2 ( )**		**YEAR 3 ( )**		**YEAR 4 ( )**		**YEAR 5 ( )**	
NO.	ACTION TASK DESCRIPTION	NO.	ACTION TASK DESCRIPTION	NO.	ACTION TASK DESCRIPTION	NO.	ACTION TASK DESCRIPTION	NO.	ACTION TASK DESCRIPTION

ACTION PLAN 7		SCHOOL NAME		
YEAR 1 ( )	**YEAR 2 ( )**	**YEAR 3 ( )**	**YEAR 4 ( )**	**YEAR 5 ( )**
NO.	ACTION TASK DESCRIPTION	NO.	ACTION TASK DESCRIPTION	NO.	ACTION TASK DESCRIPTION	NO.	ACTION TASK DESCRIPTION	NO.	ACTION TASK DESCRIPTION

ACTION PLAN 8		SCHOOL NAME							
YEAR 1 ( )		**YEAR 2 ( )**		**YEAR 3 ( )**		**YEAR 4 ( )**		**YEAR 5 ( )**	
NO.	ACTION TASK DESCRIPTION	NO.	ACTION TASK DESCRIPTION	NO.	ACTION TASK DESCRIPTION	NO.	ACTION TASK DESCRIPTION	NO.	ACTION TASK DESCRIPTION

THIS PAGE IS INTENTIONALLY LEFT BLANK

QUALITY ADVENTIST SCHOOLS PACIFIC FRAMEWORK
VERSION 1
APPROVED IN SEPTEMBER 2025