

THE CHRISTIAN SCHOOLS' TRUST

Partnering with others to grow Christian education to the Glory of God



Aidanfield Christian
School



Ashburton Christian
School



Middleton Grange
School

Rolleston
Christian School



ASHBURTON CHRISTIAN SCHOOL SPECIAL CHARACTER REVIEW REPORT – DRAFT – JANUARY 2017

1. Preamble

Ashburton Christian School opened operating as a Private School in 2009 with the assistance of the Christian Schools' Network including The Christian Schools' Trust.

In 2011 Ashburton Christian School integrated into the State system with The Christian Schools' Trust as Proprietor.

In 2013 the CST commissioned the first of a series of triennial Special Character Reviews. The Review was undertaken on behalf of the Proprietor by Carl Becker. (see Appendix 9.1)

In 2016 the Trust and Board of Ashburton Christian School signed off on a Memorandum of Understanding which formalised a number of customs and practices within the operational relationship between the Proprietor and the Board. The MoU included Special Character guidelines. The Special Character guidelines provide for a triennial external review of the School's Special Character commissioned by the Proprietor.

Also during 2016 the Proprietor's Special Character Review tool was further refined and has been used for the first time in this review.

2. Reviewers

This review was carried out by Mark Larson (CST CEO) and Megan Cassidy (Associate Principal Middleton Grange School).

Prior to being CEO to the CST Mark was Principal at Middleton Grange School – 1999 to 2010 and has been involved in similar Special Character reviews around New Zealand.

Megan Cassidy has been Associate Principal at Middleton Grange School since 2013. Megan has also worked in the Catholic State Integrated School system as well as being an ex-member of the Teachers' Council.

3. Review Process

3.1 Pre Visit

Before the Reviewers' onsite visit (December 1 2016) the following review actions were undertaken:

- Attestations were completed by the Board and the Proprietor around Legal Compliance and areas of Good Practice (see Appendix 9.2)
- A range of documentation was provided to the Reviewers by the Principal. This documentation constitutes some of the evidence for the Reviewers' findings and recommendations. (see Appendix 9.3)
- A Parent Survey was undertaken (see Appendix 9.4)
- It was agreed that the onsite visit would focus on gathering evidence relating to Domains 2, 3 and 4 of the Dimensions of Effective Practice.

Domain 2 – Educationally powerful connections and relationships which maintain and enhance the Special Character of the School

Domain 3 – Responsive Curriculum, Effective Teaching and Opportunity to Learn, Maintain and Enhance the Special Character of the School

Domain 4 – Professional Capability and Collective Capacity to maintain and enhance the Special Character of the School

3.2 Onsite

3.2.1 The Reviewers met with Principal Tim Kuipers upon arrival on site. Tim presented areas of particular growth and challenge since the last Review in terms of the Special Character of the School and proposed next steps planned by the Board for continuing to enhance the Special Character.

3.2.2 The Reviewers were given a tour of the School.

3.2.3 A number of class visits were undertaken.

3.2.4 Five staff were interviewed including one support staff member.

3.2.5 Megan interviewed a number of pupil groups from Year 5 through to Year 10.

3.2.6 The Reviewers sighted further documentation provided on site by the Principal.

3.2.7 The Reviewers presented emerging findings to the Board Chair prior to also sharing these with the full Board at its meeting on the evening of December 1st.

4. Executive Summary

- Very good progress has been made on all of the recommendations from the last review in November 2013. (It would be worth a fresh look at the Board's Policy framework once the new Education (Update Amendment Bill is in place. Current policies have good Special Character content. They would benefit by listing all the procedures the Policy requires the Principal to have in place.)
- Tim Kuipers' Principal leadership was endorsed with acclamation at all levels. He is considered visionary and progressive while being considered and consultative in the

way that he plans and implements change. He has strong theological skills and the Word of God is front and centre in the life of the School. Tim has quite strong views on a number of things however he embraces and accommodates a diversity of thinking in belief within the staff who feel safe and affirmed with his approach. Notwithstanding this he is very clear about the non-negotiables of the Special Character of the School and is unafraid to challenge those who lapse on those.

He loves, and is loved by the School community. Many anecdotes reflect occasions when Tim has gone above and beyond the call of duty to look after pupils, staff and parents in need. Staff are very happy and cohesive. Tim understands his weaknesses and puts strategies in place to mitigate these. He is an exemplary Principal.

- Strategic Planning – The 2017 Charter has set five exciting and very appropriate goals for the Schools. Four key words at Ashburton are **“LOVE, KNOW, SERVE AND IMPACT”**. Considerable work has been done since the last review to flesh out what these mean for teacher planning and pupil engagement. They are very evident in the language and life of the School. Tim has led an excellent approach to curriculum design responding to Innovate Learning Environments and Information Technology.

He has led the development of a Relationships Education programme (Sex Ed/Health Ed) which is the envy of the country.

- A School-wide Behaviour Management Plan with very strong and explicit Biblical links is working extremely well and has made a huge difference to settling the campus down.
- The new Special Character Guidelines require that the staff be supported to develop a theological framework against which to reflect on and refine their practice. Tim is extremely well placed to lead this and is beginning to think around next steps.
- All staff interviewed believe the School has the right balance within Christian Character development and academics.
- The School has a very coherent Junior (Years 0 to 6) Hub. In Years 7 to 10 there are two well-functioning classes (Years 7/8 and Years 9/10) but no real sense of a Middle School community or culture yet. Tim has some ideas on next steps here.
- Parent Survey showed very high support for and confidence in the School.
- The Board Attestation and the Proprietor Appointee Attestation presented a “clean” report.
- The School continues to go from strength to strength and the Proprietor can have great confidence that there is a strong personnel systems process (and increasingly paper work) in place to continue to maintain and enhance the Special Character of the School.
- The newly elected Board is showing good signs of providing an appropriate sounding board for the Principal and engaging in its own professional development.

5. Other Findings and Recommendations

5.1 Dimensions 2, 3 and 4 of Effective Practice

DOMAIN 2 – EDUCATIONALLY POWERFUL CONNECTIONS AND RELATIONSHIPS WHICH MAINTAIN AND ENHANCE THE SPECIAL CHARACTER OF THE SCHOOL	
DIMENSION OF EFFECTIVE PRACTICE	COMMENDATIONS AND RECOMMENDATIONS
<p>1. Learning centred relationships effectively engage and involve the School community Enrolled parents become partner parents.</p> <ul style="list-style-type: none"> Parents, families, whanau and community are welcomed and involved in School activities as respected partners in learning A Strengths based approach recognises and affirms diverse denominational backgrounds A range of appropriate and effective communication strategies are used Differentiated strategies address the importance of Maori, Pasifika, and ESOL students participating in the School's Special Character 	<p>Survey results suggest high level of parental satisfaction with the School's performance. Parents feel very welcome on site.</p> <p>The Principal encourages parents, staff and pupils to respect the non-denominational character of the School. The Principal maintains an emphasis on face to face communications where possible.</p> <p>It is recommended the Principal continue to explore how to strengthen multi-cultural responsiveness cultural practices within Special Character.</p>
DOMAIN 3 – RESPONSIVE CURRICULUM, EFFECTIVE TEACHING AND OPPORTUNITY TO LEARN, MAINTAIN AND ENHANCE THE SPECIAL CHARACTER OF THE SCHOOL	
DIMENSION OF EFFECTIVE PRACTICE	COMMENDATIONS AND RECOMMENDATIONS
<p>2. Students participate and learn in collaborative inclusive learning communities characterised by love</p> <ul style="list-style-type: none"> Respectful and productive relationships value difference and diversity Modelling instructional organisation, task design and grouping practices develop learning community and support active learning The learning community is characterised by Biblical virtues 	<p>Overall, 4 groups were interviewed; Year 1 boys, Year 8, Year 9 and 10 girls and Year 9 and 10 boys.</p> <p>The Year 1 boys were part of a rather energetic ESOL class and responded that they knew God was 'in their lessons' because they prayed and learned about Him. A highlight was their earnest discussion around knowing that God was an important part of their school by the way they got 'lots of cuddles, people were kind and they were learning to be kind?'</p> <p>The 10 Year 8 students were evenly split re gender, were engaging and very keen to talk about their school. Beyond the devotions, class prayer and school name it was pleasing that they all knew the school mission statement and motto and were aware that the school was a "place based on values" and where they learned to "know their place in God's story". They agreed they were encouraged to, and taught, to behave well and 'treat each other well'.</p> <p>The group all felt safe to ask and talk about 'big topics' and gave a specific example of evolution. When discussion was teacher-led and managed, the environment was safe; they respected other people's views and could disagree 'but not in a mean way'. This was also evident when they talked about their faith. The visiting missionaries as part of the Term 4 Impact</p>

	<p>programme inspired them to be more confident about sharing their faith journey. A comment was shared that the fear of students being mean afterwards hindered them really opening up and the group expressed how they would “love the idea of being brothers and sisters in Christ’ being developed so they could be more comfortable outside the teacher-led environment.</p> <p>The Year 9 and 10 group numbered 11 with 3 girls. They knew they were in a Christian environment because of the “enthusiasm of the staff” and how they were always “linking scripture to aspects of their lives”. They also saw the way staff acted towards them as evidence in that they did not feel judged. Both girls and boys did not feel they articulated their faith because they were all very similar, not because they were in an unsafe environment. They felt cared for, supported in their learning, well-prepared to go on to the year ahead.</p>
<p>3. Students have effective, sufficient and equitable opportunities to learn</p> <ul style="list-style-type: none"> • Management of the learning environment enables participation and engagement • Barriers to participation are addressed • Students with special needs and abilities participate in learning opportunities that provide appropriate challenge and support 	<p>It was pleasing to note that all of the Year 8 students were aware of the Behaviour Management Plan and could clearly articulate the rationale behind it, and when used consistently, it was successful. With one or two students, they saw behaviour that was not being modified. The Head, Hands, Heart system was also familiar to them and they realised the restorative nature behind it, and appreciated the ability to apologise for their behaviour and have a process that allowed them to work through the reasons behind it and the impact on others. Interestingly, they put more emphasis on the restorative process rather than the apology itself. This assisted them to “help treat each other with love”. There was no doubt that all students in their class got treated with respect and all had the same opportunities to learn.</p> <p>The Year 9-10 students were unanimous in their support of the classroom environment and the management of behaviour, although the girls were not sure of the specifics because they had never experienced it! At times, ‘sneaky talking’ prevented them from learning but they felt overall that the people in their class treated each other with respect and that as evidence, said that when they were wanting help from their teacher, everyone ‘waited nicely’. They were all familiar with the Behaviour Management Plan and spoke enthusiastically of the ‘green’ element which gave them the opportunity to begin each new day ‘fresh’ which they greatly appreciated. All the Year 9 and 10 students said they were supported in their learning and they understood the restorative nature of the Head, Heart, Hands system. They all felt safe and supported in their learning and</p>

	<p>appreciated how they were treated with respect, forgiveness and grace when they misbehaved.</p> <p>All classrooms had beautiful displays that explicitly focused on the teaching of Jesus and His great love for His children. Walls and display spaces shared a common language that exemplified the School's vision ethos, expectations and hope for each child. It was an absolute pleasure to spend time with such enthusiastic and engaging young people.</p>
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DOMAIN 4 – PROFESSIONAL CAPABILITY AND COLLECTIVE CAPACITY MAINTAIN AND ENHANCE THE SPECIAL CHARACTER OF THE SCHOOL

DIMENSION OF EFFECTIVE PRACTICE	COMMENDATIONS AND RECOMMENDATIONS
<p>1. A strategic and coherent approach to human resource management builds capability and capacity</p> <ul style="list-style-type: none"> All teachers are well qualified and have relevant Special Character, curriculum assessment and pedagogical knowledge All teachers authentically model the School's Special Character 	<p>Commendations:</p> <ul style="list-style-type: none"> A welcoming and inclusive culture evident across school. Use of prayer a strong aspect of school culture (students, staff, Board, Proprietors). Learning Tree model, as Student Graduate Profile, presents a powerful foundation for student character growth. The Foundational Studies curriculum provides clear guidelines for the student special character journey through the school. Students are encouraged to bring 'who they are' into the learning experience. Reflective practice, as part of staff pedagogy, allows korero on challenging issues to be safe and supported. There is an evident culture of supporting families that may be struggling with their own Faith journey, through prayer, advice, and acts of service. There is a strong focus on growing student servant leadership as they progress through the school, with a specific focus of passing the baton from Year 10 to 9 with a three-day adventure/testimony experience at the end of the year. There is inherent engagement of staff in sharing their Christian journey with others within a supportive high trust culture of love. There is recognition of the unique gifts in us all and space for these to flourish. There is the ability to have robust korero on challenging issues from Proprietors through to students. There is a safe, supportive culture which allows for risk-taking through open-to-learning conversations and prayerful relationships between staff. <p>Recommendations:</p> <ul style="list-style-type: none"> Continue to explore how to strengthen multi-cultural responsiveness practices within special character. Explore how to strengthen student agency around

	<p>enabling their stories to lead special character culture.</p> <ul style="list-style-type: none">• Explore capacity to lead development of a resource base for special character component of learning (across NZ Christian schools).• Explore how to build on tukana-teina relationship opportunities throughout school.• Look at developing ways to archive the celebration stories of the school, past and present.• Explore school-appropriate ways to evidence the special character aspect of appraisal.• Explore how to host Board/Proprietors on site to experience special character culture of the school.
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5.2 General Findings

5.2.1 The Reviewers were impressed with the wide range of networking, reading, study and thinking the Principal has done on the interface between the Basic Principles of Christian Education and the myriad of new ideas and practices “out there” in education. To illustrate he shared with us his thinking around such interesting topics as:

- The place of Biblical literacy in a Christian School
- The place of devotions in a Christian School
- The distinctive role in which a Christian School should approach what has traditionally been called sex education
- Curriculum design

5.2.2 Thinking around the School’s Charter for the next four years is explicitly limited to the Special Character and Vision of the School. For 2017 (and probably beyond) the focus will be on:

- Honouring New Zealand’s bicultural heritage within the context of the Special Character of the School
- Providing increasing numbers of opportunities for students to authentically link the curriculum with acts of service
- Make the Key Competencies the core of the curriculum then choose a range of contexts appropriate to the Special Character of the School to deliver the Key Competencies. The context will provide identity, content and meaning. The Reviewers consider this a refreshing and rare approach to curriculum design.
The School will use the New Zealand Centre for Gifted Education to provide professional development to staff on depth and complexity in the learning process with a view to ensuring students are able to think critically, creatively and in a Christ-like fashion (using the Bible).
- Broadening the provision for international students including the opportunity to partner with a local business to bring international students to New Zealand. Commendably any profit derived from such an enterprise will be given away by the School.
Broadening provision for domestic families by exploring the possibility of providing education to Year 13.
- Building on the establishment phase of the School by developing systems and processes to ensure sustainability, succession and continuity. This will particularly focus on schemes of work and an articulation of what exemplary practice as a teacher looks like at Ashburton Christian School.

6. Internal Review

The Reviewers found that this external review is supplemented by a range of School internal review practices.

6.1 The Board has a regular policy review cycle although this is not completely up to date.

6.2 Proprietor Appointees are directly involved in the development of the Annual Plan within the context of the Charter.

6.3 The Board undertakes periodic audits.

6.4 Proprietor Appointees provide an annual assurance report to the Proprietor.

7. Next Review

The next Review is scheduled for 2019. The Memorandum of Understanding and Special Character Guidelines will be reviewed at the same time.

8. Thanks

8.1 The Proprietor wishes to thank the Board, Principal and staff for their co-operation with this review. It has been a joy to undertake.

8.2 The Proprietor also wishes to thank Middleton Grange School for allowing Megan Cassidy to be involved most usefully in the review process.

9. Appendices

9.1 Special Character Review 2013 (Carl Becker)

9.2 Board Attestation

9.3 List of Documentation Considered

9.4 Parent Survey

Appendix One



Ashburton Christian School Special Character External Review Report

Date: November 26 2013



Reviewer Carl Becker

DETAILS

School Type: **Year 1- 10**

Roll Numbers: **92**

Principal: **Tim Kuipers**

Board Chair: **Margaret Butler**

Christian School Trust Chair : **Peter Van Rij**

Ashburton Christian School Trusts Chair: **Keith Townsend**

INFORMATION SOURCES FOR THE REVIEW

PROCESSES:

1. Online Surveys: Parents, Staff, Board and Land Trust.

2. On site visit over two days involving:

- Meetings with staff, parents, student leaders, board and land trust.
- In class visits during devotions and general class programmes.
- Time processing school and board documents relating to the school's Special Character.

3. Board Attestation Self Evaluation.

The National Administration Guidelines (NAG 2) requires all schools to develop a Strategic Plan, maintain a programme of self-review and report to the community. In Christian School Network (CSN) schools, this process must include provision for the maintenance and development of the each school's Special Character as defined by the Land Trust and recorded in the Integration agreement held by CSN on behalf of the Land Trust. The review and development cycle includes an annual internal self-review process and an external review every three years.

EXECUTIVE SUMMARY

Executive Summary

Ashburton Christian school is a dynamic Christian School. It has real sense of purpose at all levels of operations. Its Christian Special Character is passionately held by the principal and is well translated into the learning and the wider school culture. The principal leads this well. His vision for and understanding of Christian Education is robust and coherent. Staff and students receive thoughtful leadership in such matters. All stakeholders have a high approval rating of the schools Special Character and its implementation.

Students speak well of the school. They warmly engage with learning and its application to Christian living and faith. The schools Special Character is often woven into subject areas, providing context for knowing and understanding. Student thinking is valued and there is some evidence of teachers extending the programme to wider issues of faith with students, by exploring pop culture and the associated implications, particularly in the senior classes.

The positive school behavior and learning culture has been a challenge for the principal to embed as the school experiences continued growth, changes in key staff and student turnover. The principal has been intentional with staff development with regard to behavior management, implementation of the Christian curriculum and ethos. His leadership and knowledge in these areas is laying a firm foundation for the school out of its Special Character.

The school's Special Character permeates the whole ethos of the school. It is encapsulated in board documents (e.g. Strategic Plan and Charter), job descriptions and the school curriculum. The Interact Curriculum has provided a scaffold for the devotions and learning themes each term. Students speak well of their learning experiences related to the schools Special Character and seem engaged. Teachers endeavour to connect the learning of scripture to the students world whether it's in Devotions or in a Literature or Social Studies classes.

The school is now well established in its Special Character, ethos and vision. The Proprietor (Christian Schools Network), the land trust (Ashburton Christian School Trust) and the board have worked well to build and establish the school over the last five years and should be proud of what has been achieved. The school would now benefit by formalising the Special Character outcomes and systems so that the foundations that have been laid are not lost, but can be built on going forward as people come and go.

FINDINGS

This section of the report provides feedback on the school's Special Character as it relates to each of the eight dimensions.

1. Board

The board has a holistic view of Christian Education and seeks to integrate its Special Character into its administrative documents and processes as evidenced in the school Charter and various policies such as Performance Management and Self Review. What is written in these policies is good practice and core to building a focused and continually developing Christian School, however there is little evidence of these being implemented in a consistent way. The governance structure of the school is quite complex as the board is also connected to the land trust (Ashburton Christian Schools Trust) and the Proprietor (Christian Schools Trust), each of which have distinct responsibilities but share a common vision for a Christian School in Ashburton. Things seem to be working well with all groups at this stage. It would be helpful if there was some documentation created to show the interconnectedness of the groups, their distinct responsibilities, and what is common to them all. This may help some on the board who feel a lack of connection with CST reps and an understanding of the role of CST members on the board, as proprietor.

2. Land Trust and Proprietor

The land trust (ACST) and proprietor (CSN) have achieved a great deal in a relatively short period of time from when the school opened as a private school (2009), then became integrated as a state school (2011). It would appear that the ACST and the CSN have given a great deal of scope to the principal and staff with regard to the development of the school's Special Character direction and focus, while they focused on getting the school built and integrated. Very important tasks! Now that the school has all its core facilities to accommodate students up to year 10, it would be appropriate for the ACST and CSN to work with the principal to put some processes in place that clearly articulate the Special Character vision and outcomes they wish to see evidenced. It would be well worth considering how the proprietor may want the school management to provide feedback on Special Character matters on a year-by-year basis. This could be woven into the schools annual reporting cycle.

3. School Management

School Management and staff are committed to the school's Special Character. The principal has an in depth appreciation of the many dimensions there are to Christian Education. He is valued for this by staff and board. He embodies and articulates the school's Special Character in a coherent and heart felt manner. It's the Principals robust understanding of Christian Education that has developed and held the school's Special Character through the foundational years of the school. The Principal allows for a lot of diversity of teaching around Special Character, which is not an issue when there are very clear guidelines and structures in place to ensure a unity amidst the diversity. This is something that would benefit by becoming more structured from Year 1-10 so there is a consistency at the core.

One area of challenge is the professional development of staff in relationship to teaching of the Bible as part of the Special Character programme. The principal has staff attend the annual Christian School's conference as funds permit. The school's geographical isolation make such Professional Development (P.D.) very costly (when the Operation Grant from the Ministry is so limiting in such a small school) and not something all can staff can participate in and learn together from. The funding of such P.D. is a matter the Land Trust may be able to assist the board with. Professional Development need not be limited to attendance at conferences. School management needs to be creative and consider ways in which relevant Christian Education books, podcasts and articles could be systematically processed by staff for the enhancement of the Special Character dimensions of the school. At present the only intentional work in this regard seems to be at the beginning of each term as the staff spend time (often a day) unpacking the Interact theme and how it could be developed and applied across the curriculum. This is a good model that needs to be built on through-out the year as a whole staff, but also through each staff member developing P.D. goals related to teaching of the school's Special Character programme, and have these embedded in the appraisal processes.

4. Admin Audit

The Attestation Self Evaluation form completed by the Board Chair and Principal confirmed that the school has good administrative management with regard to matters related to being a State Integrated school. The process highlighted the need to develop better systems at the board and proprietor level with regard to the administration of aspects of Special Character as outlined elsewhere in the report.

5. Curriculum / Teaching and Learning

The curriculum is broadly held together by the Interact material. The Interact theme for each term tends to be a focus whether it's a junior or a senior class. This creates a sense of community across the school through its Special Character. Students are familiar with the school motto and vision statements and often use the terms when talking about their learning experience in the school.

There is clear evidence of the Christian faith being woven naturally into the overall curriculum. It's not something that happens just in Devotions each day. When Christianity is brought into a curriculum it seems to be authentic and appropriate. There was some evidence of students in the senior classes having the opportunity to work with issues that they are facing in culture (contemporary music) and determining what may be an appropriate Christian/Biblical response to such matters. There was little evidence of this kind of inquiry/problem solving pedagogy happening in a structured way across the school. It seems to happen informally, in class discussions or during devotions. The school may want to consider being more intentional in this regard and focus more on teaching students how to think rather than what to think, and consider how this may look like at various levels of the school.

One of the challenges that the school seems to be facing is the wide disparity with regard to biblical literacy of students. This is something that staff need to respond to by determining what is meant by the term and what is the school's responsibility in addressing it. It would appear that there is not a clear sense of what this means and whether it is core to the work of the school. What biblical literacy may look like could largely be determined by the outcomes decided for the Special Character dimensions of the school. This could also shape professional development priorities for staff.

6. Ethos

The vision statement seems reasonably well embedded in the school culture along with its motto. Students and staff use the language of these statements quite naturally when talking about what the school is all about. The staff have introduced a Restorative Justice behavior modification model into the school. Staff have received training, support and guidance from the principal in the implementation of this model. It is encouraging seeing how the principal is adapting aspects of this model to fit in with the school's Special Character ethos.

7. Parents

Parents speak well of the school. Some spoke of the way it had created greater unity amongst churches in Ashburton. They feel as though the Christian dimension of the school is not forced, but natural and appropriate to a school context. Parents consider that the school's Special Character is impacting positively on their children's faith journey. They appreciate the way in which God is brought into all areas of the curriculum from science to handwriting. The school's welcoming and inclusive culture and excellent pastoral care was something rated highly by parents.

8. Students

Students also speak well of their school and the education they are receiving. They consider their teachers to be genuine in their care for them, helping them when they do wrong and desiring to see them grow in their faith.

SUMMARY

A summary of matters identified in the Review for the Management, Board, Land Trust and Proprietor to reflect on going forward:

1. Special Character Guidelines document be created so it covers all aspects of the Special Character: vision, philosophy, implementation, outcomes and monitoring. This process could also develop a graduate profile so that the document maintains a student focus.
2. Board Policy Statements with reference to Special Character need to be intentionally implemented so they have value.
3. Governance structure needs to be more clearly outlined with reference to board, proprietor (CSN) and land trust (ACST).
4. The Principal to write up the schools philosophy about Christian education and model for implementation at each level of the school as appropriate. Then sets up consistent processes for implementation and monitoring of what is happening through planning, appraisals, reviews and structured feedback to board and proprietor.
5. Specific funds are budgeted for staff development in Special Character each year.
6. Appraisal process embedding Special Character outcomes in performance management and professional development processes.

APPENDIX 9.2

PROPRIETOR

COMPLIANCE AND GOOD

PRACTICE CHECKLIST – TRIENNIAL

REVIEW



Aidanfield Christian
School



Ashburton Christian
School



Middleton Grange
School

Rolleston
Christian School

Cornerstone
Christian Early Learning Centres

1. Is the Proprietor currently meeting all of the conditions constituted in its Trust Deed?

1.1 Does it currently have an appropriate number of trustees?

Yes

1.2 How are Proprietor Trustees recruited and trained? Can the School community be reassured that Proprietor Appointees have suitable credentials to provide strong oversight of the Special Character of the Schools in its network?

They are selected from those known to have a range of skills and abilities helpful to the functioning of the Trust – legal, financial, managerial, architectural etc.

1.3 Is the Proprietor's current Strategic Plan in line with the objectives of the Proprietor Trust Deed?

Yes

2. Does the school's Integration Agreement define the School's Special Character adequately and clarify the expectation that Special Character will permeate all dimensions of School life? Are there other supporting documents?

Yes

3. Are the foundational documents above living documents? (visible, accessible and routinely used by stakeholders)

Reasonably

4. Has the Proprietor ensured an appropriate number of Proprietor Appointees on the School Board?

Yes

5. How are Proprietor Appointees recruited and trained? Can the School community be assured that these Appointees can exercise due diligence in protecting and enhancing the Special Character of the School?
*Two are from the CST and as Proprietors are in frequent conversation about Special Character importance. One is from the local land trust for ACS*_____
6. What policies and procedures does the Proprietor have in place to protect and enhance the Special Character of the School?
Does this mean policies and procedures formed by the Proprietor as opposed to the Board of Trustees?
7. Are Proprietor Trustees aware of their statutory obligations under the Private Schools' Conditional Integration Act (1975)?
*Yes*_____
8. Are Proprietor Appointees to the Board aware of their statutory obligations under the Private Schools' Integration Act (1975)?
*Reasonably*_____
9. Does the Proprietor ensure the Principal and Board understand the unique role of the Proprietor and communicate clearly with the Proprietor as required by the Private Schools' Conditional Integration Act (1975)?
*Yes*_____
10. Has the Proprietor ensured the Board is aware of its obligations under the Special Character Guidelines?
*Yes*_____
11. Where applicable, does the Proprietor resource the School so that the School can fulfil the Proprietor's expectations?
*Yes*_____
12. Any other comments (that the Proprietor or its delegate may want to add)

COMPLETED BY David Bayne (Proprietor or its Delegate)

DATE: 29/9/16_____

APPENDIX 9.3

ASHBURTON CHRISTIAN SCHOOL SPECIAL CHARACTER REVIEW

LIST OF DOCUMENTATION SIGHTED BY THE REVIEWERS

1. Christians Schools' Trust – Board of Trustees Memorandum of Understanding and Special Character Guidelines (2016)
2. Charter and Annual Plan
3. Education Review Office Report (2015)
4. Miscellaneous Newsletters and School Magazines
5. 2013 Special Character Report (Carl Becker)
6. Staff Appointments
7. Miscellaneous
 - School's Integration Agreement
 - Board Policies
 - Self Review documents, curriculum reports and programme of curriculum delivery
8. Staff Performance Management Documents
9. Trustee Handbook

Appendix Four

Ashburton Christian School Special Character - community survey

- **Question**
Summaries
- **Data**
Trends
- **Individual**
Responses

Q1

Please give your opinion on the following statements.

- Answered: 33
- Skipped: 0

The School caters for t...
The expression of the...
The School mission and...
Parents are valued as...
The School is a vibrant...
The School's expression o...
The School has positive...
The School equips staff...
School standards of...
The School has excellent...
The School allows for...
012345678910

	Very Well	Well	OK	Poorly	Very Poorly	Total	Weighted Average
The School caters for the spiritual development of children appropriately for their age and stage.	60.61% 20	39.39% 13	0.00% 0	0.00% 0	0.00% 0	33	1.39
The expression of the Christian Faith in the School is appropriate to a School context.	78.79% 26	21.21% 7	0.00% 0	0.00% 0	0.00% 0	33	1.21
The School mission and vision are	66.67% 22	30.30% 10	3.03% 1	0.00% 0	0.00% 0	33	1.36

	Very Well	Well	OK	Poorly	Very Poorly	Total	Weighted Average
articulated and implemented effectively.							
Parents are valued as partners in children's education.	66.67% 22	24.24% 8	9.09% 3	0.00% 0	0.00% 0	33	1.42
The School is a vibrant expression of Christian community.	57.58% 19	33.33% 11	9.09% 3	0.00% 0	0.00% 0	33	1.52
The School's expression of its Christian Special Character is relevant and engaging for students.	54.55% 18	42.42% 14	3.03% 1	0.00% 0	0.00% 0	33	1.48
The School has positive leadership with a clear direction.	66.67% 22	21.21% 7	12.12% 4	0.00% 0	0.00% 0	33	1.45
The School equips staff well to deliver its Special Character effectively.	43.75% 14	53.13% 17	3.13% 1	0.00% 0	0.00% 0	32	1.59
School standards of learning and achievement are high.	50.00% 16	40.63% 13	9.38% 3	0.00% 0	0.00% 0	32	1.59
The School has excellent pastoral care.	25.81% 8	41.94% 13	32.26% 10	0.00% 0	0.00% 0	31	2.06
The School allows for diversity of thinking around the Christian faith and living.	31.03% 9	55.17% 16	13.79% 4	0.00% 0	0.00% 0	29	1.83

Q2

- Answered: 33
- Skipped: 0

Taking everything i...
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	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Unsure	Total	Weighted Average
Taking everything into consideration how satisfied are you with the overall performance of the School?	60.61% 20	39.39% 13	0.00% 0	0.00% 0	0.00% 0	33	1.39

Comments(3)

Have had two kids through ACS very happy that we had the opportunity to choose a Christian school for our kids. Don't know who the pastoral care is for the school tho.

10/13/2016 7:39 PM

Ashburton is blessed to have ACS. It works alongside us the parents in training our children in the way of Biblical principles.

9/23/2016 10:59 AM

We have children in the Yr 7 to 10 age group and feel that the school could possibly cater for their spiritual development by having morning devotions separate from that of the rest of the school. The same topics could be covered, but pitched at a level for that age group. Perhaps even some speakers could be booked to come in from time to time, such as church youth leaders etc. The issues facing this age group are obviously different than the younger age group, which probably needs to be taken into consideration rather than just continuing with the same methods year after year. Overall though we are very happy with the spiritual grounding and foundation that the school provides for this age group, which gives the children a chance to mature and be firm in their faith before they go into secular education. In terms of school pastoral care, we aren't sure which teachers are assigned to which age group, so perhaps this could be published from time to time in the school newsletter. We do have high regard for Tim Kuipers as principal, who we believe is a strong leader. We also appreciate the way he interacts with us as parents, and asks for comments and feedback.

9/22/2016 1:30 PM