RAS
Run-A-School
A Principal's Handbook
For The Pacific
Revised 2012

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Original input and assistance from Dr Barry Hill and Dr Marion Shields gratefully acknowledged
Preamble

A number of years ago there used to be only one Run A School – Principals’ Handbook published for the whole of the South Pacific Division. But with the development of education over the intervening years and the huge educational reforms that have taken place across our Division, it is no longer appropriate to produce just one handbook hoping that it will be suitable for all conferences and missions to use. Instead it has become necessary to produce a handbook for the Pacific to more readily meet the needs of this region alone.

As is often the case, teachers are appointed as principals with little or no training or experience. This handbook is an attempt to address this lack. The various chapters and appendices are designed to be a resource to the School Principal and hopefully will be developed and adjusted to meet the local conditions and requirements. Rather than slavishly following each page, it should be read as a guide with a view to putting into practice only those things that will work in the local situation.

As you use this manual and find there are areas that are not covered or are completely out of touch, please feel free to contact me as listed below with your input and updates.

The accompanying CD-Rom has a complete handbook in electronic form and can be downloaded and used to print off individual forms or portions of the document.

As you read and study this handbook, try to see how it can be used in your office for the better running of your school.

May God continue to guide and lead in your life and the lives of your staff. May the Adventist school under your control continue to develop in a quality school with many of its students committing their lives to the Master Educator.

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1. Introduction

Becoming a school principal is one of the most exciting and demanding roles that there is today.

As the leader of your school, you set the tone, and together with your team of paid and volunteer helpers you have the opportunity to make a difference in children's lives, to bring them to Jesus Christ and to give them an excellent education.

To accept a position of employment in a Seventh-day Adventist (SDA) School is a statement of commitment and dedication to Christian education and the welfare of all students. It is your responsibility as the school leader to run your school – that is why this document is called "Run-A-School" or RAS. It is intended to be a simple guide to helping you run the best school possible!

1.1 A Balanced Approach

It is essential that you have a balanced approach. That means you need to plan your day to schedule time for God, your family, your work and you. Get a diary and use it! Have a detailed timetable and use it faithfully until you have developed good habits. Being a principal could take up 24 hours of your day, but if you do not have a balance you will get sick, stressed and grumpy! Don't try to do everything. Remember you will not please all of the people all of the time, no matter how hard you try. So do your best and commit it to God.

1.2 Understanding Your Responsibilities

The principal occupies the pivotal position in the school and is accountable for leadership and management consistent with relevant legislation and the policies of the South Pacific Division. The task is complex and requires the principal to be the leading learner in the school, and a role model to staff and the community.

The principal is accountable for the following:

1.2.1 Educational Leadership

- The education and welfare of all students
- Effective teaching and learning practices throughout the school
- Developing the school’s vision, priorities and targets that are reflected in the annual school plan
- Translating the school’s vision, priorities and targets into relevant policies and practices
- Developing a culture of collaboration, in which all members of the school community contribute to the achievement of shared goals.

1.2.2 Educational Programs

- Relevance of the total school curriculum to meet individual and group needs
- The implementation of varied teaching and learning strategies, that take into account the learning styles and needs of students.
- Evaluation of teaching and learning programs including the assessment of student outcomes.

1.2.3 Learning Outcomes

- Teachers identifying the individual learning needs of students and assisting each student to maximise his or her learning outcomes
- Evaluating student learning outcomes consistent with a documented school assessment policy
- Reporting student achievement to parents, students, teachers and the school community

1.2.4 Student Welfare

- A comprehensive student welfare and discipline policy which is regularly reviewed and is fair
- Policies, programs and practices which are regularly reviewed and which promote the protection, safety, self-esteem and welfare of students
- Providing staff training that will promote the consistent implementation of student welfare and discipline procedures - in particular child protection
1.2.5 Staff Welfare, Development and Management
- Promoting a collegial and co-operative culture to support team effectiveness
- Effective communication and decision-making processes within the school
- Informing staff of their responsibilities
- Clarifying the duties of school staff and ensuring staff comply
- Facilitating the professional growth of staff through curriculum development and evaluation, planning, classroom management and teaching skills
- Assisting staff who experience difficulties in the performance of their duties
- The maintenance by all staff of documentation required in the completion of their duties
- Supervising and evaluating the implementation of teaching and learning programs and associated teaching strategies
- Inducting staff in the requirements of policies and mandatory training procedures

1.2.6 Physical and Financial Resource Management
- An annual budget and annual school financial statement
- Plans to maximise the operation of the school within available physical and financial resources
- Appropriate application of existing resources to identified areas of need including school buildings and grounds
- Financial management practices which meet South Pacific Division requirements
- Identifying occupational health and safety issues
- Maintaining appropriate records in accordance with Audit requirements

1.2.7 School and Community Partnerships
- Maintaining open communication throughout the school community and with other government agencies
- Acknowledging the views and expectations of, and working with parents for the personal, social and educational welfare of their children
- Supporting the operation of school-based parent organisations, which may involve community members
- Forming effective partnerships with the school community, business and industry where appropriate
- Promoting Seventh-day Adventist education and training

1.3 Organisation And Time Management
Research has shown that people who are not organised, who behave in a frenzied manner to accomplish too many tasks are less effective, less creative and ultimately less healthy – physically, mentally and spiritually! Time management is valuable for everyone. It can help you get more done in the same or even less time. It can help you be more effective. It can certainly reduce stress you may be experiencing.

1.3.1 How do you control your use of time?
- Establish responsibilities, priorities and objectives – this is your choice
- Eliminate unnecessary and inappropriate activities
- Delegate as much as possible
  - Choose your delegates carefully
  - Outline the task(s) clearly and make sure the delegate understands what to do
  - Establish ‘checkpoints’ which will support the delegates and reassure your fears
  - Praise delegates for tasks completed
  - Plan and schedule your days and weeks
  - Remember TNT – TODAY, NOT TOMORROW
  - In addition, MASTER LISTS are very helpful. These are continuous lists of ideas, tasks, phone calls, building plans, wish-lists and agenda items for meetings. Put them in your diary either as notes or stick in a page or put them in the back of your diary.
  - Be conscious of time – don’t waste it!
1.3.2 A Time Management Tool – Your Diary

✓ What should be in your diary?
  ✓ Daily, weekly, monthly appointments
  ✓ Room for comments for planning and recording
  ✓ Reminder of telephone calls/record significant conversations
  ✓ Reminders
  ✓ Meeting notes
  ✓ Goals
  ✓ Ideas
  ✓ Happenings

✓ Choose your diary carefully. Effective managers have been found to prefer:
  ✓ A planner format
  ✓ A diary that lies flat
  ✓ A diary with a time management section
  ✓ Range of features
  ✓ A day to a page

✓ Make your diary work for you
  ✓ Before the beginning of the year enter all important dates (meetings, school holidays, public holidays, conferences, dates of personal significance such as birthdays)
  ✓ Avoid scheduling too tightly. As your diary starts to fill, schedule time for yourself or you will end up with wall to wall appointments and no time to catch up with your work or breathe!
  ✓ Everyday check the next day’s/weeks appointments so you are prepared
  ✓ Ensure you carry your diary with you at all times

Quick Tips

✓ Have a writing pad beside your bed, if you wake up with an idea or a worry, jot it down. This really helps reduce stress. You can go back to sleep more easily.

✓ Always have a scribble pad or a voice-recorder with you, especially if you travel. Your mobile phone voice recorder works really well.

✓ Make sure you have something useful to read when you know you may have to wait. Especially when waiting for doctor’s or family members’ appointments.
1.3.3 Managing the Paperwork

- Enlist a mail sorter if you can. Someone who will sort out all the mail addressed to others, first.
- Learn to DRAFT your mail. (sort into these categories)

| D | DELEGATE | Material that would be more helpful for someone else, or to someone with a delegated job. Put their name on it and put it in the OUT tray |
| R | READ | Have a file for later reading – journals, advertising etc. |
| A | ACT | When you've sorted the mail return to this pile and attend to items that need immediate attention. Check each piece of mail for deadline dates, 'return' forms and required signatures. |
| F | FILE | A recent survey showed that 75% of what we file, we don’t read. However you must keep policy documents, legislation, official documents and correspondence |
| T | TOSS | Junk mail, some advertising – don’t hoard! |

- Never handle a piece of paper more than twice. Once when sorting and once when resolving.
- Screen unnecessary paper – cancel subscriptions to newsletters you never read. Cut down on photocopier use.
- E-MAILS – adopt much the same approach as for paper, and don’t fall into the trap of wasting time reading or sending stories/pictures/poems etc.
- Allocate time for paper work each day. Discipline the habit of processing paperwork or e-mails. Usually the beginning or the end of the day is easiest.
- Focus on your action pile.
  - Prioritise your list
  - Use time-savers - form letters, compliment slips
  - Use the phone when you can – quicker and easier
  - Use e-mail if you can, its more convenient for many businesses

1.4 Basic School Requirements

Pacific Island schools need to have certain procedures, policies and curriculum matters in place to ensure that students learn well. Here is a basic checklist of indicators of a school’s viability and ability to offer a reasonable level of education.

<table>
<thead>
<tr>
<th>DIMENSION OF THE SCHOOL</th>
<th>SUGGESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Learning Program</td>
</tr>
<tr>
<td>1. Teacher programs for every subject and for each year, including syllabus documents and state requirements, are in a central place, in a format agreed on by the whole school</td>
<td>✔ Checked by principal at the start of the year and each term. Review them in terms of the mission and objectives of the school. At least have scope and sequence charts for all programs. Decide early what is taught and by whom</td>
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<tr>
<td>2. Teachers’ daily workbooks are checked each week by deputy or principal</td>
<td>✔ Check that these are uniform in format, reflect the programs, and include learning content, outcomes and activities</td>
</tr>
<tr>
<td>3. Timetables are complete before school starts</td>
<td>✔ Usually done by teachers in primary or deputy for secondary. Watch the spread and number of periods in secondary</td>
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<tr>
<td>4. An overview of the curriculum is in the principal’s office</td>
<td>✔ Clear statement of school philosophy and goals adapted to the needs of the school, subjects offered, and the approach to learning, are all needed</td>
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<tr>
<td>DIMENSION OF THE SCHOOL</td>
<td>SUGGESTIONS</td>
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<td>5. The principal or deputy supervises teaching</td>
<td>popping in and out for a minute or two helps</td>
</tr>
<tr>
<td>6. A school-wide procedure for assessing student work is in place</td>
<td>Decide on and write a procedure for marking work in all classes and subjects. Agree on how much homework is to be set</td>
</tr>
<tr>
<td>7. The principal or deputy coordinates the school curriculum</td>
<td>Be familiar with state requirements and good teaching practice. Involve teachers in planning. Lead by example</td>
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<tr>
<td>8. There is an annual review of the school’s academic performance</td>
<td>Meet regularly with teachers or HOD’s, and review exam results with the education director each year</td>
</tr>
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### B School Organisation

**Suggestions**

1. **Regular meetings are held**
   - Staff meetings
   - School administration team
   - Academic committee (large school)
   - Departmental meetings (large school)
   - Make all meetings short and to the point. Appoint a chair. Focus agendas on recommendations. Keep minutes. Make sure there is genuine discussion and not dictatorship
   - Hold staff meetings at least once a fortnight

2. **Rosters are in place**
   - Uniform check
   - Roll marking and check
   - Student work supervision
   - Weekend duties
   - Dining hall supervision
   - Study period supervision
   - Worship services roster
   - Make sure teachers’ loads are shared evenly. Make sure the pastor has a vespers and sermon roster that is double-checked. Establish a routine for roster checking. Have a brief description of what is required of teachers for each policy. Remind teachers regularly of their responsibilities.

3. **Policies below are in place**
   - Discipline
   - Playground supervision in day schools
   - Fee collection
   - School finance and management
   - Emergency procedures
   - Pastoral care – counselling, helping
   - School Board operation
   - Policies are best developed in consultation with staff and regularly reviewed
   - Policies help when the pressure is on and decisions have to be made
   - Allow for staff and student grievances in connection with pastoral care

4. **Administrative responsibilities are clearly spelt out. For example:**
   - Principal may deal with staffing, marketing, PR, staff issues, government liaison, parents, difficult student discipline
   - Deputy may deal with timetable, rosters, discipline, cover for staff absences, school curriculum
   - Registrar may deal with student leave, work lines, records and grades
   - Ensure that there are clear lines of responsibility
   - Delegate and let the deputy or registrar deal with specified issues and consult with the principal, but allow them to carry out their delegated duties. Empower administrators to perform their tasks responsibly
   - Check regularly that the tasks are being done with responsibility

5. **Special days are planned beforehand**
   - Registration day
   - Parent interview day
   - Closing day or night
   - Development days
   - It is useful to meet with parents on registration day to air concerns, raise issues and meet teachers.
   - Teachers and students work around the school for a development day
<table>
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<tr>
<th>DIMENSION OF THE SCHOOL</th>
<th>SUGGESTIONS</th>
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</table>
| 6. **The principal is visible in the school** | ✓ Manage by walking around  
✓ Principal’s model is vital. Spells out clear goals values and expectations, is cheerful, caring, cooperative, self-confident, alert, persistent, knowledgeable, and is punctual, seen regularly, visits classrooms often |
| ✓ Daily check of school and dormitory appearance | ✓ Daily check of teacher duties in progress  
✓ The principal is on the school grounds to greet and farewell students and parents and walks around a good deal |

### C School Discipline

<table>
<thead>
<tr>
<th>SUGGESTIONS</th>
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| ✓ Move from cause to effect - what was done, the effect, what can be done  
✓ Create an atmosphere of purpose. The mission of the school is this, so we do this around here  
✓ Discipline of a serious nature must include parents to allow them to grasp the fairness of the decision  
✓ There is a gain in intensity from teacher to deputy principal to principal |

### D School and Community

<table>
<thead>
<tr>
<th>SUGGESTIONS</th>
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| ✓ Make sure your school offers the best service and the best relationships  
✓ Market the school. The school sells a product, and if customers are unhappy, they do not buy the product  
✓ Newsletters, radio, newspaper reports, public performances, build trust |

### E School Finances

<table>
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<th>SUGGESTIONS</th>
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| ✓ Check fee payment every month  
✓ To get unpaid fees a school could withhold student reports; send students home for a week or two to raise money, make the most of the “Wantok system”  
✓ Insist on a percentage paid up front |
<table>
<thead>
<tr>
<th>F</th>
<th>School Facilities</th>
<th>Suggestions</th>
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<tbody>
<tr>
<td></td>
<td><strong>School grounds and buildings are clean, neat and well maintained</strong></td>
<td>☑️ At the start of the year walk around and make a list of needed maintenance</td>
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<td></td>
<td>✓ Ongoing basic maintenance is carried out</td>
<td>☑️ Make a maintenance schedule to check missing louvers, rusty gutters, broken pipes, water pump gaskets, power leads, boiler cleaning, machinery maintenance</td>
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<tr>
<td></td>
<td>✓ There is a schedule of urgent maintenance</td>
<td>☑️ Check sufficient rooms and furniture for the projected enrolment</td>
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<tr>
<td></td>
<td>✓ Grounds are neat, attractive and tidy</td>
<td>☑️ Deal with damage and graffiti or assign the work to work lines as priority</td>
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<tr>
<td></td>
<td>✓ Buildings are clean, painted and neat</td>
<td>☑️ Check that farm produce for boarders is sufficient to start the year</td>
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<td></td>
<td>✓ There are displays of student work and/or posters and charts on classroom walls</td>
<td>☑️ Check health and safety issues — electrical supply, safety in kitchen, gas or hot water supply etc.</td>
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<td>✓ There are no large piles of unsorted junk in classrooms, libraries or offices</td>
<td>☑️ Establish a priority order for accomplishing plant tasks</td>
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<td>✓ Signs are attractive and large enough to project a good image of the school and display the SDA name.</td>
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<tr>
<th>G</th>
<th>Teacher Practices</th>
<th>Suggestions</th>
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<tr>
<td></td>
<td><strong>Teachers are professional. They:</strong></td>
<td>☑️ The principal is the instructional and spiritual leader of the school. It is his or her task to ensure that teachers receive professional development and that they are supervised and encouraged to be professional</td>
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<tr>
<td></td>
<td>✓ teach the Adventist worldview</td>
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<td></td>
<td>✓ show care and concern for students</td>
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<td></td>
<td>✓ prepare class work thoroughly</td>
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<td></td>
<td>✓ assess student work regularly</td>
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<td></td>
<td>✓ creatively use learning resources</td>
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<td>✓ provide a stimulating learning place</td>
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<td></td>
<td>✓ are involved in out of class activities</td>
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<td></td>
<td>✓ do assigned tasks responsibly</td>
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2. Legal Stuff

2.1 LEGAL DOS AND DON'TS

Increasingly we are living in a world where legal issues are becoming a matter of serious concern for school principals. Rough handling of a child can be seen as assault and disgruntled parents and staff may resort to lawyers to try to gain payments for something you have done or said.

Therefore it is critical that everything you do is within the law, and you are aware and careful of what you say.

Many books have been written on the subject, conferences and workshops have been held to try to inform and protect principals in the course of their work.

2.1.1 Here are a few simple guidelines

First, remember that you have a legal duty of care towards your students and staff, therefore:

- Ensure that all physical interactions with students are within the law, and reflect a caring Christian approach.
- As a principal, ensure that your staff understand and comply with this instruction.
- Do not threaten students or staff inappropriately OR beyond what you know you are legally allowed to do.
- Keep records of all significant meetings, face to face or telephone conversations, including dates.
- Keep records of dates and actions in regard to problems with students, staff or parents. Ensure these records are in a safe/locked place.
- Inform your Education Director, and/or seek their advice quickly on problem situations with potentially wider implications.
- Pray about these issues, asking God to help you behave and think appropriately, and to guide you in difficult situations.
- Ensure that you comply with copyright laws and that your staff do as well.
- Ensure that you and your staff keep all required documentation up to date such as attendance roll books, admissions register, discipline records, accident records, emergency drill record, and student evaluation results.
- If you are asked an important question by staff or parents and you are unsure of the answer, don't make 'anything' up, say: I'll think about it, OR, I'll let you know tomorrow, OR, I'm unsure, I'll check on it for you.
3. School Structure And Organisation

3.1 Intra school communication

Your staff/volunteers need to know what is happening both today and in the weeks that lie ahead.

✓ Have a white board/blackboard/daybook near the front door which records what is happening – update this daily.
✓ Have pigeon holes for staff and yourself, where messages, papers etc. can be left safely.

3.2 External communication

Let your parents know what is happening through regular newsletters (weekly, monthly depending on what you can manage). Make sure that you keep your correspondence to parents simple and always file a copy.

For remote schools that lack facilities and resources to have regular newsletters, consider the ways the community shares news, and see if news about events and human interest stories can be shared in a creative community based way.

3.3 Running a Staff Meeting

Have staff meetings regularly, either weekly or fortnightly.

✓ Set a starting and finishing time. Limiting the meeting to an hour after school will help you stay efficient.
✓ Encourage staff to contribute and speak to the items they raise – have a time limit for each.
✓ Keep meeting minutes and place them where staff can read them or give each a copy. (See 9.14)

✓ Sample agenda (See 9.10)

✔ Upcoming events
✔ Items of teaching and learning
✔ Issues and concerns
✔ Committee reports
✔ Health and safety issues

Many schools alternate a staff meeting and professional development on a fortnightly basis.

3.4 Committees

If your school is large enough it is helpful to share the leadership and management load with teachers and volunteer parents through committees.

These meet on a monthly or term basis to consider new programs and ideas, resources and budgets/fundraising.

Committees could include: buildings and grounds, technology, special needs students and various subject areas such as numeracy, literacy, science, health etc.

It is useful to have a social and staff welfare committee to plan special events for the staff and provide general support.

It is often useful to have 'representative committees'. That is, people are elected from groups to be on a committee, and the next year someone else gets the opportunity from that group to be on the committee. So a school budget committee might include the leader (or more) from the Home and School, a teacher representative, a teacher aide representative, an accountant and school administration.
3.5 **School Newsletters**

3.5.1 Sample topics:
- A brief note from you as the principal
- Welcome new students or staff
- educational excursions
- special events or visitors
- important notices
- reminders of meetings
- sharing of your school vision

3.6 **Enrolments**
- Ensure that before enrolment you interview the parents and the child.
- Ensure that as children commence you have a fully completed enrolment form for them with details of:
  - the child
  - his/her parents/guardian
  - who is responsible for fees
  - past student records
  - medical and allergy records
  - how to contact the parents
  - signed permission forms for outings or emergency medical treatment

3.7 **Prospectus and Parent Handbook**

At the initial interview or before, give the parents a school prospectus and parent handbook. Small schools may have combined these. The purpose is that parents will understand how the school operates and what is required of them and the students who attend the school.

Topics include:
- Background to the school and why the school exists (Philosophy, Mission Statement, Vision Statement, School Motto etc.)
- Staff – Names, roles and responsibilities
- Bell times
- School Assemblies
- Attendance rules
- Safety rules
- Health rules
- Role of parents
- Volunteers
- Behaviour expected in the playground and in class, etc.

3.8 **Staff Handbook**

The purpose of this book is to set out for staff how the school operates, and their responsibilities.

Topics will cover:
- School philosophy and ethos
- School vision
- Marking the roll
- Teaching and learning
  - timetables
  - subject allocations
  - lesson plans
  - program
  - resource management and sharing
  - beginning and ending each day with prayer with students
- Behaviour management
3.9 **Staff Worship**

Start EACH day with staff worship before school begins. This is a time to seek the Lord’s guidance for the day. Create a roster so that each staff member gets opportunity to do worship. Your local minister/district director should also be invited from time to time. You may even like to invite the elders and deaconesses of the church to take staff worship.

3.10 **Rosters and Timetables**

Because of the duty of care it is important that staff are punctual and that students are supervised at all times when in the care of the school. Therefore rosters are important. Staff should not go off playground duty until the next adult arrives or the bell rings to end recess.

3.11 **Supervision of students**

From the time that children arrive at the school until they leave, you are responsible to ensure their safety and welfare. Therefore you must have rosters that show who is looking after the children when they are not in class. You need to have clear rules of what behaviour and activities are allowed on the playground.

3.12 **Excursions**

From time to time you may have educational excursions - maybe once a month or once a term. You must be sure that these are educational, not just a chance to get out of school! Therefore they:

- need to be planned
- need to fit in the with curriculum
- be thought through carefully and be safe
- have adequate supervision
- have activities to prepare the students to understand
- have activities for afterwards to test their new learning
- need to have parental permission for the student to be taken off campus

3.13 **First Aid, Accidents**

- Staff should be trained in first aid
- All accidents to staff or students should be reported to the principal and recorded in an accident register
- First aid kits should be kept in a safe place
- Parents should be notified of any serious injury as soon as possible
3.14 Emergency Management - EARTHQUAKE

3.14.1 During Earthquake

✓ If indoors
  ✓ Stay indoors and ensure nobody moves about or leaves the building
  ✓ Get everybody under tables, benches or internal door frames
  ✓ Keep away from windows, shelves and overhead fittings

✓ If outdoors
  ✓ Keep everybody clear of buildings, walls, power lines, trees and any other hazard

3.14.2 After Earthquake

✓ Check for injuries and administer First Aid
✓ Do not move seriously injured individuals unless they are in danger
✓ Turn off utilities such as Electricity, Gas and Water
✓ Evacuate via the safest route
✓ Contact the Mission Office
✓ Inform any insurance companies that you have cover with of any damage e.g. Risk Management Services of the Church
✓ Listen to media for information
✓ Be prepared for after shocks
✓ Do not re-enter any damaged building until they have been checked by authorities
4. **Buildings and Maintenance**

4.1 **Developing an Assets Management Plan**

This plan is to organise how you will look after the buildings and property

- First organise a plan/map of the school property with details of all the buildings
- A second plan should list all of the furniture and equipment in the buildings
- Walk around and write down the details of what needs to be done for
  - maintenance and
  - development to meet your needs
- Put these in priority. The things that need to be done urgently are put first
- Then, together with your Education Director and School Board chairman, make a timetable of when these things will be done within your budget
- Students should be required to pay for any damage they cause deliberately
- Develop a zero tolerance to breakages and damage. In other words fix or repair as soon as possible.

4.2 **Occupational Health and Safety (OHS) - routine, records, inspection**

Occupational Health and Safety is extremely important

- Organise regular inspections once a term
  - walk around and check for things which might cause accidents
  - write it in an Occupational Health and Safety register
  - tick them off as they are fixed
- Staff and parents should be encouraged to report any dangerous objects etc. that they notice. This must be written in the OHS register as well
- Try to have items fixed within a day or two

4.3 **Evacuation drills, records**

Have regular evacuation drills at least once a term (example: Fire evacuation drill)

- Make sure the students know the signal (bell or whistle or siren) for an evacuation drill
- Make sure they know where to go when they leave the building
- Make sure the staff always take their roll books and count their students immediately
- Roster a staff member to always do a quick check of out-buildings e.g. toilets
- Have someone responsible to call for help
- Make sure everyone knows who to call for help
- Keep a record of your evacuation drills with dates and any comments that will help you do better next time (See Appendix 5 – Emergency Drill Record)
- Aim to complete the evacuation drill in under 2 minutes

4.4 **Lock Down**

Lock Downs are done for the following reasons:

- An out of control student who is a threat to the safety of other students, staff, or himself or herself (class lock down only)
- Someone has a gun or weapon (school lock down only)
- An intruder is found
- The presence of a hazardous chemical outside the building
- A weather related event, example, flood, fire, etc.
Lock Down Procedures:

- If you hear, “LOCKDOWN” or an administrator announces the lockdown in person, everyone is to stay where they are
- Classroom teachers are to:
  - Quickly glance outside the room to direct any students or staff members into your room immediately
  - Lock your door
  - Place students against the wall, so that the intruder cannot see them looking in the door. Look for the ‘Safe Corner’
  - Turn out lights and computer monitors
  - Keep students quiet
  - Note: All staff members should locate and hold on to their roll book prior to turning out the lights. This will aid in accounting for all students should an evacuation be necessary
- If students and teachers are outside the school building, they should stop, drop, and remain still. You will be directed where to relocate depending on the situation
- Nurses/cafeteria workers/support staff should stay in the area they are in, secure the doors, and turn out the lights
- Stay in safe areas until directed by law enforcement officers or an administrator to move or evacuate. Never open doors during a lockdown. An administrator will signal all personnel if the lockdown has been lifted
- If an evacuation occurs, all persons/classrooms will be directed by a law enforcement officer or administrator to a safe location
- Once evacuated from the building, teachers should take roll to account for all students present in class. Administrators will divide and keep in communication with radios or cell phones

Important:

- Make sure that students know the lock down signal and its difference from an evacuation drill signal
- Make sure that students know what to do and where to go in such an emergency
- Because there are so many different places students can be when such an emergency may arise it is important that various scenarios are talked about by staff and practical procedures for duty of care are discussed
- Keep records of any practice drills

Example scenarios:

- All children are in class when a lock down is needed
- Children are at recess or lunch
- Normal class time but some classes are having sport

4.5 New buildings/extensions

When enrolments increase and additional classrooms are needed or when old buildings are beyond repair, new buildings need to be considered. Discuss with your Education Director what the process is.

- Organise a building fund
- Organise a fund raising program
- Apply for government, church. business or international aid grants
5. Policy

5.1 Why have policies?
Policies set the rules for everyone to understand how something will be done, they save a lot of time and make decisions easier.

5.2 Elements of a School Policy
A school policy has four key elements. These are:

✓ A rationale - this is the reason for having the policy and should reflect the school’s special character or philosophy.
✓ A statement of the purposes of the policy - this state what the policy is for
✓ Guidelines - these are statements of how things will happen, or rules for the operation of the policy
✓ Implementation - this is a statement about who is responsible to carry out the policy, and about when this should be done

5.3 Procedures in developing your own policies
✓ Decide what rules or policies need to be drafted
✓ Together with staff, brainstorm the rules that will form this policy
✓ Try it as a draft for a week or two to see if you have covered everything
✓ Finalise it as a policy, and decide on a review date (usually every year or so)

See Sample Policies in Appendix 6 on page 71
6. Teaching and Learning

6.1 Special Character

Ensure that the special character and philosophy statements are developed through all levels of planning down to classroom teaching and students’ work.

6.2 Professional Development (PD)

Professional development (PD) is about teachers updating their professional knowledge on a regular basis

- Find out what professional development is available and whether your budget can afford it
- Make sure that it is what teachers actually need, not just a day away from school
- Programs might be offered by the church system or other local educational agencies
- Have a register to record which teachers attended the programs, what was learnt, the cost of the program, the cost of relief teachers (See Appendix 7)
- Budget a certain amount of money for each teacher to attend PD during the year
- Have the teacher share the information with the rest of the staff in a staff workshop when they have completed the PD
- When organising to be away on PD the teacher should arrange for someone else to do their rostered supervision duties
- They should also leave a detailed program of work for a relief teacher

6.3 Classroom Supervisory/ Supportive Visits

As principal it is your responsibility to know what is going on in teachers’ classrooms. Therefore:

- you must visit classrooms on a regular basis, especially when teachers are new
- In the first two years of teaching a junior teacher should be on an induction program and where possible have a 10% reduction on teaching load. This time is for extra planning and for them to see you and or any other staff for support
- you need to check their programs and workbooks to ensure that they are making adequate preparation. Sign and date these
- for beginning teachers their programs and workbooks should be checked every week
- ensure that their behaviour management strategies are effective
- ensure that their results show effective student educational outcomes

6.4 Behaviour Management

Together with your staff decide on a behaviour management system

- Students need to have the following basic rights:
  - The right to be an individual
  - The right to be respected and treated with kindness at school
  - The right to express thoughts, ideas, and feelings within a Christian framework
  - The right to be safe at school

- Implementation of Behaviour Management system
  - Help students to experience success
  - Help students accept responsibility for their own behaviour. They must choose to behave appropriately and the school community must not accept poor behaviour
  - Teach values of honesty, trust, respect and cooperation in a Christian context
  - Create a safe, caring, orderly and productive learning environment which supports the rights of all students to learn and all teachers to teach
  - Children must be taught that sexual and racial harassment and bullying are not acceptable
  - The staff will develop consequences for both responsible and irresponsible behaviours and will consistently apply these
  - System level procedures such as suspension and exclusion will be used to support a change in the behaviour of students who do not respond to school level consequences for irresponsible behaviour
✓ Involve staff, students and their families in decisions about how student behaviour will be managed
✓ Take into account State expectations in terms of individual rights and social responsibilities as well as the consequences of both responsible and irresponsible behaviours

✓ Having a clean, tidy and attractive classroom will assist in the development of good behaviour. Train children to keep the room clean and tidy, especially before leaving
✓ At the beginning of the year, discuss classroom behaviour with students and set a list of classroom rules
✓ Have regular classroom meetings to discuss issues and remind students of values
✓ Have classes line up at the classroom door before moving into the room in an orderly manner

6.5 Assessment and Reporting
Assessment is important because it is how we find out if our teaching has been successful. Schools are responsible for reporting on student achievement to the students, to parents, other teachers and schools, and to the school community.

✓ Parents will be given written reports on their child’s progress at least twice a year, as well as discussion during interviews.
✓ Students' daily work, homework and assignments should be marked daily
✓ Every effort should be made to mark and hand completed work back to students with useful comments as soon as possible as it serves to reinforce work learned
✓ Tests and exams should be conducted regularly and the results recorded
✓ At the beginning of each year staff will discuss their students with their previous teachers when and if the previous teacher is available
6.6 Planning
- Before school starts for the year, teachers need to consult the syllabus and prepare their program of work – either for a semester or for a whole year
- From this program they then set out the work for the week
- To start the week and each day, the work must be prepared beforehand
- Teachers must not come to the classroom unprepared

6.7 Resource Management
Resources cost money and need careful management to make them last (radios, TVs, sports equipment etc.).
- Have a policy as to how the staff will use and share resources
- Have a borrowing policy and register so you know who the last person was that used the equipment
- Make sure everything is labelled with the school name and a number. Keep these recorded in an assets register along with its purchase value
- Keep all purchase receipts in a safe place together with the register

6.8 Curriculum
- Make sure each teacher has access to curriculum documents. They could be kept in the library. Some schools give each teacher a box of documents at the beginning of the year which they must hand in at the end of the year
- Each teacher should develop their own Scope and Sequence programs from SPD and government guidelines. These are their ‘Programs of Work’ and are the basis for all of their daily and weekly teaching
7. **Staff Management**

7.1 **CODE OF ETHICS**

The Teacher-Minister acknowledges that Seventh-day Adventist schools exist for the benefit of the students whose needs and rights must be considered of first importance. Furthermore, the responsibility of promoting the cause of Christ requires the Seventh-day Adventist Teacher-Minister to maintain standards of exemplary professional conduct and spiritual leadership. It is acknowledged that the actions of the Teacher-Minister will be viewed and appraised by the church membership, the local community, professional associates and students. To this end the Seventh-day Adventist Teacher Minister subscribes to the following set of ethical principles:

7.1.1 **General Principles**

The Seventh-day Adventist Teacher Minister:

- accepts the Christian Teaching Ministry as a sacred calling
- has a high sense of commitment to the aims and ideals of Christian education in general and particularly to the philosophy upon which the Seventh-day Adventist school system is based
- adopts the Christian principles of morality, truth, reason, justice, mercy and prudence in the performance of all responsibilities; and
- adopts and promotes a lifestyle that incorporates principles and practices consistent with those associated with active membership in the Seventh-day Adventist Church

7.1.2 **Professional Relationships**

**To the Seventh-day Adventist Church**

The Seventh-day Adventist Teacher Minister:

- promotes a global view of the church and its mission
- implements and acts in harmony with the policies of the South Pacific Division of the Seventh-day Adventist Church
- maintains the standards and seeks to improve the effectiveness of the teaching ministry through formal study, research and continuing professional development activities
- lives a life of unselfish cooperation and dedication
- fulfils professional responsibilities with honesty and integrity
- uses the privileges of academic freedom responsibly, and
- supports the local church by active participation in its programs

**To Students**

The Seventh-day Adventist Teacher-Minister:

- recognises Christ as the focal point of the curriculum and of every activity in the school
- relates to each student as a candidate for the kingdom of God
- views the pastoral role of the teaching ministry as of utmost importance
- supports the principles of the process and protects the civil and human rights of all individuals
- considers the welfare of students of prime importance and the teacher’s chief concern
- allows students the freedom to express their views and carefully and objectively considers their opinions
- holds in professional confidence the ideas, needs, weaknesses and failures of students
- recognises the right of equal opportunities for all according to their ability, without discrimination on account of race, sex, religion or social antecedents, and
- upholds, within the context of the philosophy of the school, students’ right of free exercise of conscience
To Other Employees
The Seventh-day Adventist Teacher Minister:
✓ avoids striving for personal gain through political, social, religious, family, or other influences
✓ gives encouragement and moral support to associates on the school staff
✓ gives due recognition to lines of authority
✓ gives due recognition to duties and responsibilities assigned to other staff members
✓ gives due recognition to functions of administrators, and
✓ does not engage in competition with colleagues for position, rank, salary, students or student time

To Parents
The Seventh-day Adventist Teacher Minister:
✓ refrains from discussing confidential or official information outside of professional responsibility
✓ involves the parents in identifying the educational needs of the child
✓ provides regular communication about the child’s progress
✓ respects parental rights, including rights of custody or other constraints, as established by the Family Law Courts, and
✓ exercises a prudent duty of care in providing adequate supervision of students

7.1.3 Academic Responsibility
Persons who accept employment as school administrators or teachers in the education system of the Seventh-day Adventist Church recognise that by so doing they impose upon themselves certain limitation on academic freedom. The philosophy and teachings of the Seventh-day Adventist Church in general and the educational objectives of its Education Department determine these limitations in particular. The Seventh-day Adventist Church has as one of its main purposes the nurturing of its young people in the tenets and objective of the Church, thus it is the policy of employing bodies to select and continue in employment only such teachers as hold church membership and are in good and regular standing and who will in their professional and social conduct be governed by Seventh-day Adventist principles.

The Church considers that there can be no such state as complete freedom of expression either in word or act. Freedom finds its most perfect expression when the universally accepted beliefs and morals of society such as truthfulness, decency, moral integrity, and the canons of good taste are constrained by the Christian ethic. These characteristics must be assumed as binding upon all teachers. In addition, the Church-related nature of the Adventist school, properly restricts academic freedom in respect to church doctrine and belief. The teacher must exhibit loyalty to the principles of the Church and is committed to teach only those beliefs and concepts which do not conflict with its fundamental tenets. A teacher voluntarily assumes these boundaries when accepting appointment within the Seventh-day Adventist school system. Conversely, when a teacher finds himself or herself either unwilling or unable to comply with the Church’s principles of faith, it becomes his duty to resign. Failure to act in good faith under these circumstances may properly be regarded as grounds for dismissal.

7.2 Induction of new staff
✓ Ensure that new staff are welcomed and supported
✓ Ensure that new staff receive a copy of the staff handbook and fully understand what is required of them. It’s a good idea to have a checklist to ensure that nothing is forgotten
✓ Ensure that beginning teachers are not overloaded with subjects or duties that experienced staff no longer wish to undertake.
### Staff Induction Checklist

<table>
<thead>
<tr>
<th>Please tick the appropriate boxes</th>
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<tbody>
<tr>
<td>I have access to staff handbook</td>
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<tr>
<td>I have read and understand the staff handbook including First aid arrangements for staff and students</td>
</tr>
<tr>
<td>I have received daily routine including lesson times</td>
</tr>
<tr>
<td>I have received the role and location of key personnel</td>
</tr>
<tr>
<td>I have received the rules regarding camps, excursions etc. and relevant forms</td>
</tr>
<tr>
<td>I have received Occupational Health and Safety training and policies</td>
</tr>
<tr>
<td>I understand the procedures for accessing buildings after hours</td>
</tr>
<tr>
<td>I understand the requirements regarding keys and have received a key to my room</td>
</tr>
<tr>
<td>I understand the behaviour management policy and how to get assistance</td>
</tr>
<tr>
<td>I understand the arrangements for lunch and recess</td>
</tr>
<tr>
<td>I have been allocated a mentor/buddy staff member</td>
</tr>
<tr>
<td>The expectations of my job have been clearly explained to me</td>
</tr>
<tr>
<td>I have seen sample Programs of Work and Daybook</td>
</tr>
<tr>
<td>I understand the library and Teachers’ Resources procedures</td>
</tr>
<tr>
<td>I understand the photocopier procedures</td>
</tr>
<tr>
<td>I understand the school computers procedures</td>
</tr>
<tr>
<td>I understand the budget information supplied</td>
</tr>
<tr>
<td>I have been briefed on emergency procedures</td>
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</tbody>
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### Unsatisfactory performance – Guidelines to Manage

- Make sure that staff know what they are supposed to do and the standard you expect
  - show them samples of good work
  - frequently check and discuss their work until you know their work is acceptable
- Document and date your concerns
  - observations
  - phone calls
  - letters, and
  - visits from other staff or parents
- Let staff know immediately, in a calm and kind way if their work is not acceptable, and what they are to do about it
- Be discreet and do not embarrass them
- Follow up regularly to ensure they are meeting your requirements

### Summary Checklist for Poor Performance

- Have you made this person and their problems a matter of prayer and have you faithfully continued that prayer habit?
- Has the person been told what is unsatisfactory in a discreet and courteous manner, based on school or systemic documentation and collected data regarding their inadequate performance?
- Have they been given a chance to discuss this and explain why the inadequacy might be?
- Has the person been clearly told what is expected and given written copies of this together with timelines?
- Has a plan been put into place to assist them in achieving these expectations?
• Has their performance been monitored regularly as per the timelines and have they been given regular feedback, and do they understand the consequences of failure to improve?
• Has the final meeting been minuted indicating decisions made and why, and have they been given a copy?

7.6 Personal and Career Development
Monitor your staff throughout the year and be aware of their needs. This might include coaching for personal development such as presentation skills, spiritual needs, support through a mentor, etc. OR Career Development through additional responsibilities, professional development visits, encouragement towards additional professional study. See Appendix 14 – Advanced Study Documentation

7.7 Collaborative Decision Making
In many schools staff are unhappy and do not work well because they are not allowed to contribute to the decision making of the school and their potential value is ignored. Do not be afraid to encourage staff to contribute to discussion and decision making or threatened by their enthusiasm. Use their brains! And make them responsible for ensuring the success of a project. Allow them to contribute in brainstorming, ensure all suggestions are legal and within budgets, and then let them vote.

7.8 Leave
• Ensure that staff know the procedure if they are going to be absent
  ✔ when they must notify you
  ✔ what they must provide for a relief teacher
  ✔ who is responsible for organising a relief teacher for them and
  ✔ what are the qualifications necessary for a relief teacher
• Ensure staff know how much leave they are entitled to, and that if these entitlements are exceeded, they will not be paid
• Ensure staff understand the amount of notice they must give you before asking for Long Service Leave
8. Strategic Planning

8.1 Why do we need Strategic Planning?
Strategic planning is the 'Big Picture' of where your school is going, what are the big things you plan to do? In developing a strategic plan, it will be easier if the major sections of the accreditation program are followed. These will include sections for:

- Special Character and the Spiritual Program
- Administration (Including staff)
- Finance
- Facilities and Library
- Curriculum and Instruction
- Questionnaires
- Student Service (IF boarding is provided)

8.2 Elements of a Strategic Plan
Whereas a plan is simply a statement of the objectives and activities you will pursue in a given time period, a strategic plan links your objectives clearly to your vision and your situation. This means you will have strong reasons for what you do, and also that you will have a clear sequence and timeframe for your plan. A strategic plan has six key elements.

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<thead>
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<tbody>
<tr>
<td>1.</td>
<td>A vision</td>
<td>This is a statement of your ideal situation, department or school. This states your dream of how things could be, if you had the resources.</td>
</tr>
<tr>
<td>2.</td>
<td>A SWOT analysis</td>
<td>This is an analysis of your strengths, weaknesses, opportunities and threats. Such analysis sets the scene for your strategy because good planning requires good information. This element is achieved through the accreditation process</td>
</tr>
<tr>
<td>3.</td>
<td>Objectives</td>
<td>These are goals that will match the content of your vision.</td>
</tr>
<tr>
<td>4.</td>
<td>Strategies</td>
<td>These are activities, procedures, meetings, visits etc. you will use to pursue your objectives.</td>
</tr>
<tr>
<td>5.</td>
<td>Responsibility</td>
<td>This is a statement of who is responsible for achieving your goals or completing the plan, and when.</td>
</tr>
<tr>
<td>6.</td>
<td>Evaluation</td>
<td>This records how effective your strategies are. When you gather data about the progress of your plan you make judgements about how well it has worked, and you report these to your stakeholders.</td>
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8.3 How do you do it?

- Effective Strategic planning is not something you do alone, but instead you involve your school community in the thinking process and the decision making.
- You can do strategic planning for a single major event, but the best way is to have a three year plan, with yearly reviews.
- Have your school community meet to discuss the future they want for the school.
- Split them into groups with one person to write down the ideas.
- Start with writing down the good things about the school, that they don't want to lose.
- Then write down the things that they feel could be improved. Use the detailed questions from Sections 2 – 8 in the accreditation document to gather good quality data. This is the basis for your strategic plan.
- Next put them in order over the three or five years. Two or three might be placed at the beginning, but you can't do everything at once, and so some ideas may not get started until the second year or even the third.
- You will have to budget and fund raise as well, so include this in the plan.
8.4 Key Areas for a School Strategic Plan

There are a number of key areas to be considered when planning the running of a Seventh-day Adventist school. These are:

- **Special Character and the Spiritual Program** - This looks at the special character of the school, what sets it apart from all others, the values, beliefs and faith of those who will be part of the school community.

- **Administration** – This is looking at the administrative systems and policies and includes the staff also. Administration documentation including policies, procedures and handbooks are also to be considered.

- **Financial Resources** - This covers the financial operation of the school. It includes not only what is earned or collected but what is spent and allocated in terms of operating the school.

- **Facilities and Library** – This is looking at the school physical plant from the front gate to the back fence and all buildings and facilities in between. It especially focuses on the library both in resourcing and function.

- **Curriculum** - This covers both the formal and informal curriculum. It is more than just the subjects, but also includes teaching methods, addresses student learning needs and identifying resources.

- **Questionnaires** – These questionnaires will prove extremely informative when given to the parents, teachers and students to answer. Look for trends that appear to be present.

- **Student Services** (where provided) – For students that are boarding the focus here is at the program that is provided and required of them. This will include work line, devotions, social programs, study programs, health and wellbeing of the students.

A simple goal should be developed for each of these key areas when developing the plan. Remember that each goal is part of developing the grand dream we and the community have for the school.
9. School Governance

9.1 What is School Governance?

School governance is the process by which the parents, church and school work together to ensure a quality Christian education for our students. Our students deserve this, our parents demand this, and our church’s future requires this.

- **Effective leadership by the Board and principal inspires the school staff to give their best**
  When leaders create a climate of trust and confidence, the staff feel supported and positive about their work. And when teachers feel good about their work, students benefit.

- **Quality Boards elicit support from the constituency**
  When the School Board and staff act with integrity and show respect for each other, the constituency will have confidence in the governance process. When confidence is high, community support for the school will be strong.

- **Effective boards ensure accountability**
  True accountability is possible only where authority is clearly defined. When the board's roles and the staff's roles are clearly defined and understood, this usually results in positive and professional attitudes and behaviour.

- **Quality Board members are vital because our school system is essential to the church.**
  Effective governance will help us operate the quality schools that our students deserve, our parents demand, and our church's future requires.

9.2 School Board Terms of Reference

<table>
<thead>
<tr>
<th>SCHOOL BOARD TERMS OF REFERENCE</th>
<th>Authority</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Review annually the school operation and report to the mission education board on the school’s preservation of its Seventh-day Adventist mission and ethos, the quality of the school’s witnessing program and the financial viability of the school.</td>
<td>Report to the mission board</td>
</tr>
<tr>
<td>2. Implement policies and procedures of the mission in terms of local conditions.</td>
<td>Power to act</td>
</tr>
<tr>
<td>3. Develop policies in local school matters such as: pursuing the mission of the school, use of property and buildings, equipment and maintenance of school plant, cleaning and upkeep of grounds, academic and physical master plans, and student health and safety.</td>
<td>Power to act</td>
</tr>
<tr>
<td>4. Be supportive of the principal, recognising that it is the principal’s role to implement the policies developed by the board. These include financial policies, student conduct, maintaining student enrolment, and confirming student enrolment and attendance. The Principal manages and operates the school on a day to day basis. The Board monitors activity through the setting and evaluation of adherence to policy.</td>
<td>Power to act</td>
</tr>
<tr>
<td>5. In consultation with the school administration and staff recommend to the mission education board on the academic program and curriculum of the school. Addition or deletion of grades and or subjects at a school is the responsibility of the Mission Board not the local School Board.</td>
<td>Recommend to the mission board</td>
</tr>
<tr>
<td>SCHOOL BOARD TERMS OF REFERENCE</td>
<td>Authority</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>6. Be responsible for the financial management of the school in harmony with the education policies of the mission</td>
<td>Power to act</td>
</tr>
<tr>
<td>7. During the last term of the school year, in counsel with the local mission treasurer, prepare an annual operating budget setting out all items of income and expenditure for the next school year.</td>
<td>Power to act</td>
</tr>
<tr>
<td>8. Receive and consider monthly statements from the mission treasurer and determine ways and means of maintaining a balanced budget, noting that it has the responsibility to liquidate any indebtedness.</td>
<td>Power to act</td>
</tr>
<tr>
<td>9. Ensure that all church contributions, tuition and other income is passed on to the mission treasury, except such special funds as the mission may authorise the School Board to administer</td>
<td>Power to act</td>
</tr>
<tr>
<td>10. Establish the tuition/fees schedule for the school within the parameters established by the mission education board.</td>
<td>Power to act</td>
</tr>
<tr>
<td>11. Counsel with the regional board on the employment of non-teaching personnel. This category of denominational employee is a School Board appointment.</td>
<td>Power to act</td>
</tr>
<tr>
<td>12. Support the home and school association committee.</td>
<td>Power to act</td>
</tr>
<tr>
<td>13. Ratify the recommendations of the school administration in situations involving serious disciplinary cases and to serve as the ultimate authority in the dismissal of students. It is not the Board’s role to get involved in discipline matters. The Board sets the policy and then affirms the principal and staff in the management and application of the policy. Serious cases and cases where the staff and principal recommend serious actions like expulsion should come to the Board for final approval. This is to make sure that, in the final instance, policy has been applied with the intent of the Board in a loving, gracious, Christ like manner.</td>
<td>Power to act</td>
</tr>
<tr>
<td>14. Accept responsibility for adhering to the mission adopted school calendar. Any modifications or contemplated changes must receive prior approval from the regional board of education.</td>
<td>Power to act</td>
</tr>
<tr>
<td>15. Receive and consider the periodic school visitation and inspection reports, and to support the regional education board in the implementation of the recommendations made.</td>
<td>Power to act</td>
</tr>
<tr>
<td>16. Ensure that all reasonable care is taken to protect the health and safety of persons employed or engaged in activities organised by the school in harmony with the Division occupational health and safety policy.</td>
<td>Power to act</td>
</tr>
<tr>
<td>17. Between August and November of each year report staffing needs for the following year to the Mission Education Directors.</td>
<td>Report to Mission Education Director</td>
</tr>
</tbody>
</table>
9.3 Roles and Responsibilities of School Board Members

- The role of the board is to establish a vision. The vision sets the school's direction, and should drive every aspect of its program.
- The board is responsible for establishing and maintaining an organisational structure that supports the vision by:
  - Developing policies
  - Establishing budget priorities for both operating and capital improvement
  - Supporting and showing their appreciation of the professional staff.
- The board assess progress and ensures accountability.
- Board members are advocates for students and Adventist education. Board members should take every opportunity to communicate to constituents and community members the value of Adventist education.

9.4 School Board Members are Part of a Team

Power does not reside in individuals on School Boards. Power is exercised only through the authority of the entire Board team.

**Effective team members**

- have a positive, supportive attitude
- are receptive and respectful listeners
- possess integrity and thus are worthy of trust
- are able to communicate well with others and do so openly, honestly and clearly
- display a high level of professionalism
- operate with fairness

9.5 The Glue for the Team

Trust is the most important quality for leaders and their boards. It is the 'glue' that facilitates effectiveness. And this trust is earned action by action, meeting by meeting, year by year.

**A high trust environment exists when**

- members exhibit high standards of integrity and personal ethics
- policies and board procedures are consistently followed
- board members trust one another
- members trust the expertise of the professional staff, principal and director of education
- members respect the confidentiality of the School Board
- there are no ‘surprises’ at meetings but sensitive items or concerns are communicated to the principal as soon as possible

9.6 Guidelines for Productive Board Deliberations

- listen with respect
- listen to more than is being said
- share information calmly
- express differences kindly
- look for common ground
- raise a hand or follow a procedure for speaking up
- have a time limit for monologues
- allow several others to speak before one member speaks again
- be open-minded
- learn from others, communicate rather than argue
- allow time for all viewpoints to be expressed
9.7 Code of Ethics
A code of ethics is an expression of those personal ideals that should guide an individual's daily activities.

In all my actions as a school board member, my first commitment is to the well-being of our youth. My primary responsibility is to each child – regardless of race, creed, colour, gender or national origins.

I also have other commitments to
- the philosophy, mission and goals of Seventh-day Adventist education
- the teachings and standards of the Seventh-day Adventist Church, and
- the constitutions of my nation and state, and the established policies of the Seventh-day Adventist School system.

By understanding and accepting the foregoing commitments I shall
- consider my position as a board member as a trust and not use it for private advantage or personal gain.
- be constantly aware that I have no legal authority except when I am acting as a member of the Board.
- present my concerns and concepts through the process of board debate and, if in the minority on any decision, I shall abide by and support the majority decision. When I am in the majority I shall respect divergent opinions.
- encourage ideas and opinions from the constituency and endeavour to incorporate their views in the deliberations and decisions of the board.
- devote sufficient time, thought, and study to proposed actions to be able to base my decisions upon all available facts and vote my honest convictions.
- remember that the basic functions of the board are to establish the policies by which the school is to be administered and recommend to the conference, the principal and staff who will implement those policies.
- recognise that the deliberations of the board are confidential and may be released publicly only with Board approval.

9.8 Staff Meetings
Staff meetings are an important way of creating team spirit amongst your staff. You are the principal but you cannot run a school on your own. Staff meetings can be a great way to build team spirit and ownership of the school so you are not on your own.

- Staff meetings need to be regular and brisk
- You need to create an agenda with items for discussion

9.9 Agendas
- It is very important that all staff or board members are able to submit agenda items for discussion at the respective meetings.
- Invite members to submit agenda items beforehand. Some of these can even be dealt with immediately rather than waste the time of the whole committee. This will also prevent 'little surprises' for which you are not prepared.
- Committee members should get a copy of the agenda at least a day or more before the meeting.
# Sample Agenda

**Papandiki School Staff Meeting**

Meeting 3 – 20 March 2012

<table>
<thead>
<tr>
<th>AGENDA</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>Members Present</strong></td>
<td>Principal</td>
</tr>
<tr>
<td>2.</td>
<td><strong>Apologies</strong></td>
<td>Principal</td>
</tr>
<tr>
<td>3.</td>
<td><strong>Welcome</strong></td>
<td>Principal</td>
</tr>
<tr>
<td>4.</td>
<td><strong>Devotional and opening prayer</strong></td>
<td>Gibeon Fundi</td>
</tr>
<tr>
<td>5.</td>
<td><strong>Minutes from last Meeting</strong></td>
<td>Secretary</td>
</tr>
<tr>
<td></td>
<td><em>After any corrections are made, vote to accept the minutes as true and accurate.</em></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td><strong>Matters arising</strong></td>
<td></td>
</tr>
<tr>
<td>6.1</td>
<td>Item/Issue 1</td>
<td></td>
</tr>
<tr>
<td>6.2</td>
<td>Item/Issue 2</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td><strong>Matters Pending</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>These are matters that have arisen from previous minutes that are still outstanding that still cannot be completed. They are not for discussion or action at this meeting but still have to be concluded at a later meeting.</em></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td><strong>Reports</strong></td>
<td></td>
</tr>
<tr>
<td>8.1</td>
<td>Principal’s</td>
<td>Principal</td>
</tr>
<tr>
<td>8.2</td>
<td>Finance</td>
<td>Finance Manager</td>
</tr>
<tr>
<td>8.3</td>
<td>Property</td>
<td>Principal</td>
</tr>
<tr>
<td>9.</td>
<td><strong>General Business</strong></td>
<td>Tani Janki</td>
</tr>
<tr>
<td>9.1</td>
<td>Item/Issue 1</td>
<td>Tani Janki</td>
</tr>
<tr>
<td>9.2</td>
<td>Item/Issue 2</td>
<td>Principal</td>
</tr>
<tr>
<td>9.3</td>
<td>Item/Issue 3</td>
<td>Wende Peta</td>
</tr>
<tr>
<td>10.</td>
<td><strong>Closing Prayer</strong></td>
<td>Peter Malema</td>
</tr>
<tr>
<td>11.</td>
<td><strong>Time meeting concluded</strong></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td><strong>Date and time for next meeting</strong></td>
<td></td>
</tr>
</tbody>
</table>

## 9.11 How to Chair Meetings

- Ensure that attendees know
  - what the meeting is about – send out an agenda beforehand
  - where it is to be held
  - what time it is to start
  - what they have to do or bring (bring and / or read backing documents)

- Start on time
- Begin with prayer and a 1-2 minute devotional
- Make sure the Secretary of the meeting is recording the minutes
- Accept the minutes of the previous meeting
- Discuss anything from the previous meeting that was held over
- Briskly move through the agenda items
- Slow down if necessary to ensure that minutes are taken properly and resolutions recorded in full. An effective chairman makes sure that all actions are formulated properly during the meeting to ensure its correctness
- Allow members to speak, remembering Guidelines for Productive Board Deliberations. You may wish to print these out and include with the agenda.
- Always make sure that people’s comments are directed at the issue and are not personal complaints at other members
If somebody says something that sounds like they are not happy with you as the principal – defuse it in the meeting by saying something like, “That could be a valid point of view, let’s talk about it after the meeting individually and I will be happy to listen to your reflections.” Just make sure that you do talk and you do listen!

Remain calm and unfailingly polite and professional. Do not accept un-Christian behaviour.

Discussion should be encouraged and fostered

Remember it is not “us versus them” in any meeting

There is wisdom in the collective voice of the members – listen to it well

Don’t take issues personally or feel threatened if your ideas are voted down

9.12 Tension Releasers!

Sometimes things can get heated as members disagree on the way to approach an issue. Ways to resolve this:

- Tell a light-hearted story or incident
- Simply suggest that the members/staff reflect on the issue and come back to it at the following meeting or
- Jump to the next agenda item and return to the difficult item at the end of the meeting
- If a consensus is reached – make sure the disagreeing parties are not taking the issue personally afterwards
- If you have brought some food to the staff meeting suggest a break while people get a drink and something to nibble on.
- Pause for a season of prayer asking God to help with wisdom.

If a member placed an item for discussion on the agenda, let them present it in the meeting and simply facilitate the discussion

Allow good discussion but do not simply waste time

When you sense that discussion is waning, ask:

- a member to “move” a motion
- another member to “second” it
- for final discussion
- to end the discussion one member must say “question”
- When a member of a committee calls out the word “question” they are saying to the committee that they feel enough discussion has taken place and it is time to question if the motion can be tested by a vote. The vote should be taken to assess if it will be accepted or voted out
- if all are in favour of “question”, the motion can be formally voted on

Take the time at each staff meeting to:

- ask for any concerns on students
- focus on an area of professional development
- enhance the spiritual focus of the staff
- consider an aspect of the school’s philosophy and objectives

When the agreed finishing time for the meeting approaches, simply tell the staff that the unfinished items will be dealt with at the next meeting. They will respect that approach and possibly be briefer in their comments next time.

If, during the meeting, you notice you have a quiet staff member, take the time to find out why. This may mean visiting in their home, storying, and eventually getting to the issue that is worrying them.
9.13 After the Meeting

- Minutes should be available for all to read or copies made and distributed to all members as soon as possible after every meeting.
- Information is power – the more open and sharing you can be, the more your staff will feel they are part of the team and will be supportive and make your job easier. Thus:
  - share what is appropriate after your Board or Board meetings so the staff feel that they are in touch with what is going on
  - keep staff informed as much as possible. When they are informed ahead of time of issues, they will support you, but if they do not understand what is happening, they will struggle making decisions.

9.14 How to Take Minutes

- If taking minutes on a computer, it is helpful to have the page set up as a table beforehand with agenda items in the left hand column. You can also do this if handwriting.
- Record the decisions, which person’s responsibility it is to make sure it is done, and by what date it should be done.
- Record who is present and who is absent and sent their apologies.
- If you are going to be joining in the discussion as well as writing notes, it is useful to have another person making notes as well. They can give these to you at the end of the meeting which will help jog your memory when writing up the minutes properly afterwards. This is particularly important in a busy staff meeting.
- Committee members should get a copy of the minutes within the next week.
MINUTES
Paparandiki School Staff Meeting
Meeting 3 – 20 March 2012

<table>
<thead>
<tr>
<th>Minutes</th>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Members Present</td>
<td>Mr John Peleti (Principal), Peter Malema, Tani Janki, Gibeon Fundi</td>
</tr>
<tr>
<td>2. Apologies</td>
<td>Babalas Tamaki</td>
</tr>
<tr>
<td>3. Welcome</td>
<td>Mr Peleti welcomed staff and made special mention of Tani as this is her first staff meeting.</td>
</tr>
<tr>
<td>4. Devotional and Opening Prayer</td>
<td>Gibeon Fundi read from John 4:88 encouraging us to be an example to the students.</td>
</tr>
<tr>
<td>5. Minutes from last Meeting</td>
<td>VOTED: To accept the minutes of meeting 2 as tabled</td>
</tr>
<tr>
<td>6. Matters arising</td>
<td></td>
</tr>
<tr>
<td>6.1 Item/Issue 1</td>
<td></td>
</tr>
<tr>
<td>6.2 Item/Issue 2</td>
<td>None, or Minute no 3 of meeting 2 has been completed. Locks were installed to the lolly store</td>
</tr>
<tr>
<td>7. Matters Pending (listing as per the agenda)</td>
<td></td>
</tr>
<tr>
<td>8. Reports:</td>
<td></td>
</tr>
<tr>
<td>8.1 Principal’s</td>
<td>VOTED: To receive the principal’s report as tabled</td>
</tr>
<tr>
<td>8.2 Finance</td>
<td>The Finance Manager warned staff to be careful with their budgets. Principal</td>
</tr>
<tr>
<td></td>
<td>VOTED: That the principal has to approve all spending above $20.</td>
</tr>
<tr>
<td>8.3 Property</td>
<td>Maintenance has been done as requested before. The principal expressed thanks to Mr Guneti, the groundsperson. Principal to carry over thanks</td>
</tr>
<tr>
<td>9. General Business</td>
<td>Tani requested staff start thinking about the Week of Spiritual emphasis so that discussions can start at the next meeting. All staff</td>
</tr>
<tr>
<td>9.1 Item/Issue 1</td>
<td>Tani Janki</td>
</tr>
<tr>
<td>9.2 Item/Issue 2</td>
<td>John Peleti</td>
</tr>
<tr>
<td>9.3 Item/Issue 3</td>
<td>Wende Peta</td>
</tr>
<tr>
<td>10. Closing Prayer</td>
<td>Peter Malema closed with prayer</td>
</tr>
<tr>
<td>11. Time meeting concluded</td>
<td>3pm</td>
</tr>
<tr>
<td>12. Date and time for next meeting</td>
<td>21 April 2012</td>
</tr>
</tbody>
</table>
9.16 Meeting Checklist

To measure whether your meetings are productive, you might want to hand out this Meeting Checklist to the members of the meeting and have them complete it once or twice a year.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Never</th>
<th>Occasionally</th>
<th>Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Did the meeting have an agenda?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Was the agenda prepared before the meeting?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. If a staff meeting, were participants given an opportunity to contribute to the agenda?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Was sufficient notice given to all eligible members?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Was the physical setting comfortable?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Did the meeting start on time?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Was the purpose/objective made clear?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Were all relevant people in attendance?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Did the chair / leader ensure that no participants had been excluded unnecessarily?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Did the meeting keep to the agenda? if no agenda was used, were the topics discussed relevant?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Was the chair / leader effective in facilitating the meeting and keeping control?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Did the chair / leader summarise the decisions or outcomes during and at the end of the meeting?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Was sufficient time allowed?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Was the use of time monitored throughout the meeting?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Were all participants given the opportunity to express their point of view?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Was the responsibility for the meeting shared by all participants?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Was the meeting free of interruptions and distractions?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Were the outcomes appropriate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Were follow-up measures understood and agreed upon?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Was a record kept of decisions taken/ outcomes and persons responsible?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. Did the meeting finish on time or, if a time was not agreed upon, did the meeting avoid going on too long?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. Was the meeting opened and closed with prayer?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
10. **Finance - Budgeting**

One of the hardest tasks for a principal is that of balancing the school budget. Most of us are not trained in this area so we have to learn this area as we assume responsibility for the school. Basically there are several areas that you need to be aware of:

10.1 **Fixed Costs - Operating**

- Staff wages are traditionally the largest component of your budget.
- Your local mission, in consultation with the Union and local/regional government will set these figures.
- Your only control is the number of staff you have. You cannot use your discretion to vary the wages of staff.
- If your student numbers go down, you automatically need to reduce your staff numbers to balance your budget. This is not an easy task to do and has to be done with the best interest of the school and students in mind and in consultation with your Education Director and Mission/Conference administration.
- Different countries and people have various versions on what number of students make up an optimum class. The opinion of a teacher and that of an accountant will vary greatly on how many children should make up a basic class. As a general rule the Primary school class size should be between 20 and 30 students per teacher. In High Schools teachers should have reasonable class sizes preferably like the Primary school but this becomes quite difficult for special classes in the upper secondary. A full time High School teacher should be teaching or fully responsible for groups of students of 1200 per week. Those teachers that carry administrative loads will have less than this.
- Other areas that come into operating costs are bunched in categories such as:

<table>
<thead>
<tr>
<th>Utilities</th>
<th>power and other regular costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>this is the amount allocated to each subject in consultation with you as principal and is one area where you can decide to increase or decrease the expenditure depending on your income situation</td>
</tr>
<tr>
<td>Repairs and maintenance</td>
<td>this should be budgeted each year to keep your buildings and school in top shape</td>
</tr>
<tr>
<td>Student needs</td>
<td>such as kitchen and dispensary</td>
</tr>
</tbody>
</table>

- Actual cash, to the amount of Depreciation, should be placed in a reserve fund each year so that when you need to replace items such as photocopiers, tractors etc., the money is already available to care for these needs.
- You should make sure that your subject leaders know exactly how much their tuition budgets are and strongly advise them to keep within their budgets. For this purpose, they need to receive regular updates of the school’s operating statements.

10.2 **Capital Items**

- Capital items can be either funded from depreciation (sometimes called the Fixed Assets Replacement Reserve) or maybe from donations and capital grants money that may come from the Union or other donors.
- These tend to be the items that will last longer than a year, such as photocopiers, tractors, computers, sewing machines etc.
- It is nice to have these items new and cared for, but remember to then set aside depreciation money to allow for its replacement when it dies.
- Capital items should be decided on last in the budget because the operating budget must be balanced first.
- Many schools use their surplus as their capital items source.
10.3 The Budget Itself

Budgets are actually fairly easy to work with and read once you get used to them. Traditionally the left hand side is the explanation of what the item is and the right hand columns usually reflect the budgeted amount, the year to date expenditure and then the actual figure with a summary.

An example

<table>
<thead>
<tr>
<th>Item</th>
<th>Budget for the full year</th>
<th>Year to Date Money you COULD HAVE SPENT from start of the year to the current month</th>
<th>Actual Money actually spent from the beginning of the year to the current month</th>
<th>Summary</th>
<th>What it means</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Wages</td>
<td>$100,000</td>
<td>$41,500</td>
<td>$50,000</td>
<td>$8,500</td>
<td>$8,500 too much spent</td>
</tr>
<tr>
<td>R and M</td>
<td>$12,000</td>
<td>$5,000</td>
<td>$2,500</td>
<td>-3,500</td>
<td>$2,500 too little spent</td>
</tr>
<tr>
<td>Depreciation</td>
<td>$18,000</td>
<td>$9,000</td>
<td>$9,000</td>
<td>-</td>
<td>Correct amount spent</td>
</tr>
<tr>
<td>Summary</td>
<td>$130,000</td>
<td>$55,500</td>
<td>$61,500</td>
<td>$6,000</td>
<td>The total budget is $6000 overspent – not good!</td>
</tr>
</tbody>
</table>

This budget would indicate that at this stage you have spent $6,000 more than your budget allows you to.

What do I do now?

- With tuition budgets you allocate the staff in charge of each subject area their own budget and then make sure they receive regular budget updates throughout the year so they can keep control of it. You, as principal, receive regular budget updates throughout the year so they can keep control of it. You, as principal, need to hold them responsible for working within their budgets.
- Your wages budget is over spent. This means that if your student numbers have not increased, you seriously need to reconsider your staffing levels.
- Keep in close consultation with your mission treasurer or accountant as they are trained to help you sort out where the problems are.

10.4 Income

For most schools the income is largely from student fees and any industry that your school may have.

The days of the Division putting significant amounts of money into schools are long gone. Thus schools have to be much more self-sufficient and careful with their income.

- Make sure your fees are realistic and that they all come in.
  - You may have to work with the community “Wantok system”
  - Send students home for several weeks to earn fees
  - Withhold student reports until their school fees have been paid
  - Ensure a percentage is paid up front so it is realistic for the remaining amount to be paid during the year
- Make sure your budgets are realistic and keep to it
- Donations from a benefactor are nice but do not build your budget on them. Keep these for special projects!
- You can organise a walkathon or other fundraising activity as an income project

- School industries and farm
  - It is much cheaper and healthier to grow your greens and staples than to buy rice
  - Make sure your farm has an adequate work-line and budget to keep the soil fertilised.
    The soil must not become tired, depleted of nutritional strength
  - Ensure a part of the farm lies fallow for a year every 7th year. This is Biblical and it restores tired land.
  - Industries are the means of balancing the budget and keeping the school facilities well maintained and in good repair
Fly-n-builds
- Can be good for specific projects
- Make sure you are then putting aside depreciation to cover the eventual replacement
- Be sure to inform your Mission and Union Education Departments about any proposed project. They can help you with the planning process and avoid some of the many things that can go wrong

Development days
- Are an excellent means of completing special Repairs and Maintenance projects, getting the farm going, or completing another special project
- Make sure that all staff and students are involved
- No more than one per term
- Try and run something special that night – special tea, video or concert to affirm the staff and student effort during the day

10.5 School Finances and God
Ultimately the mission school is God’s school. This means we must be good stewards of His financial resources, His buildings and equipment, and His staff. Do not fall into the trap of using school money for personal needs, and convince yourself you will pay it back. This is an offence for which you can be dismissed on the spot and one that should never even be considered.
11. The School’s Special Character and Culture

A school’s Special Character refers to the Seventh-day Adventist culture of the school. It is this vital dynamic that sets our schools apart from all others. What do we mean when we talk about the special character of an Adventist school?

We mean that the school operates in a way that is Seventh-day Adventist. In all that happens at the school it will reflect the beliefs, understandings, practices and values of the Seventh-day Adventist Church. It is more than just having Bible taught during a class period each day. It impacts and influences all activities that occur at the school. It impacts the lives of each staff member and student that work or attend the school.

To ensure that the special character of your school is alive and well, and remains so, requires intentional planning on the part of the principal. By answering the questions below and planning to address any areas of deficiency will ensure that the special character of your school remains consistently high and a true reflection of what it means to be a Seventh-day Adventist school.

Questions

- Do you have a statement of the Philosophy and Objectives of Adventist Education?
- Do you regularly run staff meetings on a part of this document so that staff understand what the Philosophy and Objectives mean and how they can be applied within the classroom?
- Do the school policies reflect the special character of the school?
- Do the buildings, signage, classroom displays and furnishings reflect the special character?
- Does the school have a spiritual development document that outlines how the school will plan to intentionally lead each student to Christ?
- Does the performance management system for the staff reflect special character elements to be checked?
- What processes are in place to ensure that, where possible, all newly appointed teachers are Seventh-day Adventists with a living relationship with Christ?
- What processes are in place to support the growing in faith of each staff member and student?
- Are the teachers and students regularly involved in their local church programs?
- Do the curriculum documents reflect the special character dimensions in each subject? Is each subject structured in such a way that it provides another window for seeing God?
- Are there plans during the year for the students to participate in extra activities and practices which are part of the Seventh-day Adventist Character of the school? E.g. Week of Prayer, church visitations, school and class worships, prayer, special service activities in the community.
- How can I make this part of the school’s operating different to what would be found in a good Government school?

Special Character as Part of the School Culture
The following ideas can help in strengthening the school's culture, its special character.

- Know the core values of the school
- Talk about them, share them, discuss them with the staff – OFTEN – make it a matter that appears on agendas of both your School Boards and Staff Meetings
- Live out the values yourself
- Use the values as the basis on which you make decisions
- Bring them to life - set them as goals, examples, a source of unity and aspiration
- Keep them relevant and acceptable
- Be flexible and not dogmatic
- Explain the reasons behind values
- Stand up for those well-reasoned value goals
- Establish rituals around the values
- Celebrate the achievement of values
- Get supporters to talk positively about the values
12. Quality Schools

Quality schools can be identified by their:

- Positive and welcoming atmosphere
- Cooperative and caring relationships between staff and with students
- Their strong focus on student learning
- Effective leadership
- Develop strong partnerships with the community and parents
- Communicate their shared purpose, high standards and values
- Undertake regular and ongoing evaluation
- Open and honest in sharing information

Students in a quality school:

- Treat each other, their teachers and their school with respect
- Have a voice in decision-making
- Are interested and engaged in their learning
- Accept responsibility
- Receive feedback and encouragement from their teachers and feel valued

Teachers in a quality school:

- Work together and share ideas
- Feel valued and are given support to be innovative
- Employ teaching strategies that are varied and personalised to meet the needs of the learners

Other aspects of Quality Schools:

- Effective leadership to guide the focus on continuous improvement
- Culture that supports continuous learning based on the belief that all students can learn and all schools can learn and do education better
- Schools are not afraid to learn from others

Another study by Ramsey, Sneddon, Grenfell and Ford in New Zealand suggests there are eight major characteristics of successful schools.

1. A clearly articulated philosophy or statement of goals
   - What was expected of teachers in regard to a positive focus on the achievement and needs of students
   - School management so that discipline was focused on the interest and learning of the student – not on maintaining a stereotype
   - Multicultural education with a focus on student individual identity and self-esteem.

2. Patterns of communication
   - Clear communication patterns between staff established
   - Formal and informal structures were used
     - Formal: staff meetings
     - Informal: spontaneous staff support groups

3. Decision-making procedures
   - Principals are prepared to make decisions but consultation first was the rule
   - Decisions reached by consensus if possible
   - Teachers involved in the decision-making process but leaders prepared to make the final decision
   - The early decision could be subject to review
4. Records of pupil progress
   ✓ Careful maintenance of student records
   ✓ Affirmation of merit certificates and student positive performance

5. The use of community resources and community relationship
   ✓ Utilise community resources fully
   ✓ Involve parent helpers and incorporate appropriate culture
   ✓ Open door policy with good home-school relationships

6. Successful schools developed a much-used set of resources
   ✓ Ease of access to resources and the frequency of their use
   ✓ Provide systematic training in the use of audio-visual resources

7. Improving the school’s environment
   ✓ Student work was proudly displayed
   ✓ Classrooms were tidy and posters, pictures and plants were used to good effect
   ✓ Grounds are kept attractively

8. A supportive, caring environment
   ✓ Teacher morale was high and carefully preserved by senior staff
   ✓ Teachers cared about children
   ✓ Children were working in a happy, friendly, non-threatening environment
13. Relationships

As the principal you are held in high esteem by staff, students, parents, church, community and government and should therefore always be proactive in maintaining good relationships across the board. The way you deal with each group is important.

You play a critical role in how happy the school is, in the tone and spiritual climate of the school, and the effectiveness of the school as a means of bringing people to God.

13.1 Staff

Staff need to feel trusted and supported

✓ Promote a co-operative culture where mistakes are allowed but people are challenged to grow
✓ Communication is critical in developing a happy staff
   ✓ Do not assume anything
   ✓ Make sure you are not simply sending out memos
   ✓ Avoid having favourites on the staff
   ✓ Spend time with your staff
   ✓ Be a good listener
✓ Clarify the things you expect from your staff so there is no room for misunderstandings
✓ Encourage your teachers to attend in-service programs and be on the look-out for their professional growth opportunities
✓ Allow for individual needs and circumstances
✓ Be sympathetic when needed
✓ Make sure that all staff are aware of the legal requirements about supervision and the issues of CIRCLE OF SAFETY to protect themselves from harmful accusations of abuse
✓ When delegating – be supportive but let the person actually do it – they may do it differently to you, but allow the flexibility for them to do it their way
✓ Take a genuine interest in your staff, their families and their particular needs

13.2 What to do when Conflict happens (See Appendix 12)

Follow the Matthew 18 principles of one on one, and if needed then an impartial observer and the two parties

✓ Take ownership of the problem yourself, as it tends to diffuse the emotional intensity and defensiveness of the other party
✓ Take time to resolve it if possible
✓ Keep in close touch with your admin team and your Education Director
✓ Document any discussion with a copy for your file and a copy to the staff member concerned. If appropriate, maybe a copy to the Education Director
✓ At all times we need to follow God’s model of attempting to retrieve the relationship and restore harmony

13.3 Students

Remember students are the only reason you actually run a school and have a job so keep your school “Student Friendly”

✓ You need to maintain a safe, secure environment for your students
✓ Students need to know that from the principal down, all staff enjoy interacting with students and are delighted to have them at the school
✓ The school discipline policy needs to reflect the perspective that how we discipline is how we show our view of God. (This is a whole topic on its own)
✓ Students need to be treated with respect if we want respect back. It is our role to show this first if it is not initially happening
All students should be encouraged to care for others and be aware of others
Take the time to listen to their point of view
Teachers are not always right! So make sure you listen carefully if a person is sent to you at the office. You may need to get other points of view of the situation. Sometimes two people with conflicting reports/thoughts find themselves in this position because they experienced different points of view.
God values everybody so we need to value all of our students
Natural consequences are an important part of learning and maturing
Don’t ask your students to do something that you will not do yourself
Some important things to stress to your+ staff in their relationships with their students
  ✔ Be careful to observe all cultural norms
  ✔ Be punctual to class themselves
  ✔ Be well prepared – you owe it to your students
  ✔ Hand back assignments within a week
  ✔ Avoid ridicule and sarcasm
  ✔ Avoid being alone with a student
  ✔ Make the punishment fit the problem – do not overreact
  ✔ Be prepared to apologise to students
Dormitory guidelines should be clear, enforceable and well supervised
Make regular checks at odd times so the students are aware that you really know what is going on
Limit opportunity for resentment and anger by listening to students’ concerns and provide a legitimate venue for their complaints

13.4 Parents
It is your role and responsibility as Principal of the school to set the tone as a Christian and as a professional educator. You are providing a service – that of educating their children. Courtesy and kindness are essential.
Parents really are your clients and as such you are accountable to them
Value their input, encourage them to share the good things and the concerns that they may have
Take the time to listen to them and enable them to feel valued in their input
Maintain regular communication with parents through newsletters, church letters and personal letters as appropriate
Communicate to your district directors if you cannot write direct to parents but make sure somebody in the area with responsibility is kept informed
In situations of discipline where the student is being suspended or expelled:
  ✔ communicate in person with the parents, having the student present so that all parties feel they are being heard and the process is fair
  ✔ if travelling some distance from the school to meet with the family, take a staff member from the local area with you
    ○ This helps with any language issues
    ○ It is a learning experience for that staff member which will help them be a little more tolerant in future discipline committee discussions because they have experienced the pain the parents go through in the process
  ✔ Document in a letter the discussion and place it on file
If you cannot contact the parents directly:

- Communicate with the local district director or pastor
- Make sure you encourage any parental feedback to be relayed to the principal so that you can be seen to respond to any concerns that they may raise

All of this can prevent incidents of payback and damage which can happen if only the student’s side of the issue is heard in the village

- Reports should be given to parents so that they are kept in touch with their child’s progress
- School fee issues may in fact have to be dealt with as well
- It may be possible to have a parent meeting at registration to listen to any concerns that need to be shared
- Take any comments as constructive and do not get defensive in your reactions

13.5 Home and School – your role and relationship

The Home and School Association is there to support the school and may also help with fundraising.

- Your role is to support them and take an interest in their activities
- You can help by organising staff, parents and students to attend and support Home and School functions
- You may need to provide guidance as to what can be done within church guidelines

13.6 Church

The local churches in your area are a tremendous source of good will if you tap into it

- Encourage your students and staff to be involved in church programs
- Encourage them to return to their churches what they have enjoyed as they grew up
- Try and offer to present programs in your local supporting churches

13.7 Education Directors and Principals

Fellow Principals and Education Directors are your colleagues in the Education ministry.

- Pray for each other
- Support each other in this demanding task
- Share information, ideas and documents to help each other

13.8 Government Education Department and Other Agencies

- Make sure you comply with government regulations
- Make sure you keep to deadlines when documentation or forms are required from you
- Actively seek out any in-service opportunities for your staff
- Be the leader in educational reform and expertise
- You can only be respected by others if you have integrity and are competent

13.9 Local/Provincial Councils

Make an effort to get to know personally the chairman and secretary of the Local/Provincial Councils.

- At every opportunity invite them to school functions
- Show them around your school
- Invite them to address the pupils and their parents from time to time
- Find out if there is anything that your school can do for the local councils by way of service projects
- Always seek to create positive relationships with the members of these councils
13.10 The Local Community

Make sure your local community has good reason to be happy your school is in their area.

✔ Ideas to help maintain a positive influence

✔ Ensure your students model good behaviour in any interaction
✔ See if there is a service project that you can do with the villages (STORMCO equivalent)
✔ If you see a need – try and talk to the village elders and help
✔ Take the time to visit the village elders and introduce yourself so they know who the point of contact is
✔ If the school truck or canoe has space – you may make it available for their needs occasionally
✔ Invite them to the school for a special “open day” or event that will enable them to enjoy being on the school campus with some personal benefit to them

✔ If a problem develops

✔ Take the initiative to solve the problem
✔ Visit the village elders to try and resolve the problem
✔ Take responsibility so that they are not embarrassed in the process
14. **School Handbooks**

It is your responsibility as the principal to make sure that your handbooks are up to date and reflect current practice. There are several handbooks that schools should have.

14.1 **Parents’ Handbook**

Schools should have a small handbook that they produce to enable parents and prospective families to know how your school runs, your expectations for students and the way the school is responsible for their students. It could include:

- Staff and their qualifications
- The philosophy and objectives of the school
- School vision and mission statement
- The school calendar and major events for the year
- Financial information
- Academic information
- Attendance requirements of both the government and your own school policies
- Uniform requirements
- Safety rules and health issues
- School discipline policy and the consequences of not following it
- Communication procedure for newsletters and personal responsibility of the school to communicate in areas of significant discipline
- Could include a brief history of the school over the years

Remember that the parent handbook is also a marketing magazine. This means that it needs to be set out professionally, be carefully checked for spelling errors, and be well presented.

14.2 **Staff Handbook**

Every school has its own unique way of doing things. There are particular traditions that schools have that need to be documented for the new staff so that procedures flow smoothly for everybody. While it is ideal that this be updated annually, reality is that it tends to happen with a change of administration only. Things that ought to be included are:

- School philosophy and objectives
- School vision and mission statements
- Routine day to day items such as:
  - Roll marking
  - Class worship procedure
  - Beginning and ending the day with prayer
  - Work lines supervision and responsibility
  - Staff worship and expectations
  - Obtaining the services of a relief teacher
- Professional behaviour and circle of safety issues
- Expectations for staff dress
- Daily work book and programs expectations
- Discipline policy and procedures in case of emergencies
- Leave process – i.e. sick leave, long service leave, special leave
- Keys and security
- Educational excursions and policy
- Week-end duties
- Kitchen supervision
- Study period supervision
- Occupational Health and Safety issues and needs
- Responsibilities for one’s own classroom
15. Appendices

The appendices include a number of elements to run a school that are not in the body of this book. As principal you should consult these from time to time as they are likely to be useful in helping you run your school.

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APPENDIX 1
Mission Statement, Philosophy and Objectives of Education

Mission Statement
To develop Seventh-day Adventist educational communities of faith that promote holistic student development expressed in, Christ-centred worship, loving relationships and practical concern for others and academic excellence.

Philosophy
Seventh-day Adventist education is based on a biblical worldview. This view asserts that an eternal loving God, through Christ created this world as part of a perfect Universe which He continues to sustain by His power through the laws He has ordained.

Although created perfect in God’s image, mankind’s free choice led to alienation from the Creator. This broken relationship resulted in a fallen nature out of harmony with God, and a blighted creation. Through His infinite love God instituted a plan of salvation through the life, death and resurrection of His Son Jesus Christ. This plan provides for the restoration of an harmonious relationship between mankind and the Creator, and the hope of eternal life.

All truth finds its source and unity in God. Human understanding of truth is derived from God’s revelation through His inspired Word, the work of the Holy Spirit, and appreciation for His creation. These truths are perceived through the exercise of all the powers given by God to humanity.

God’s design for enjoyment of a full and abundant life is realised in acceptance of His laws and values as revealed in the unselfish life of Christ and expressed in His teachings. These values impact on all people’s cultural activities and reflect their relationship with God, other people and the natural world entrusted to their care. Related aesthetic values shape their appreciation of beauty and creativity.

Seventh-day Adventists believe that because the development of religious faith pervades all of life, the Adventist school curriculum has important spiritual significance. Therefore the Adventist school community and education curriculum are intended to develop faith which contributes to the restoration of body, mind, spirit and personal relationships in harmony with God’s ideal. Such faith also includes the Church’s religious beliefs, norms of ethical behaviour, and commitment to serving the wider community.

Objectives
The objectives of Seventh-day Adventist education are derived from its philosophy and seek to achieve the implementation of its mission in each institution and in the life of each student.

<table>
<thead>
<tr>
<th>Because as Seventh-day Adventists we believe:</th>
<th>How to implement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. in the reality of God as the Creator and Sustainer of the Universe</td>
<td>students will be encouraged to recognise God as the source of all truth and evaluate all knowledge, concepts and standards against His revealed will</td>
</tr>
<tr>
<td>2. that this world is out of harmony with God as a result of sin and humanity is in need of a Redeemer</td>
<td>students will be encouraged to accept Christ as their personal Saviour and develop a continuing relationship with Him</td>
</tr>
<tr>
<td>3. that all mankind were made in the image of God; endowed with intellect, emotion and the power of choice</td>
<td>students will be encouraged to seek to develop a healthy balance of all their mental, physical and spiritual powers</td>
</tr>
<tr>
<td>4. that God has a supreme claim on our lives and that our greatest achievements should reflect His ideal</td>
<td>students will be encouraged to strive to develop all of their abilities to their highest level</td>
</tr>
<tr>
<td>5. that the enjoyment of an abundant life is realised in the acceptance of God’s laws and values</td>
<td>students will be encouraged to develop and apply Christian values to their life choices and behaviour</td>
</tr>
<tr>
<td>Because as Seventh-day Adventists we believe:</td>
<td>How to implement</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>6. in God as the source of all true goodness and beauty</td>
<td>students will be encouraged to appreciate and protect the natural world which God has so bountifully provided</td>
</tr>
<tr>
<td>7. that human creativity is a gift from God</td>
<td>students will be encouraged in that creativity which glorifies God and brings peace and blessing to others</td>
</tr>
<tr>
<td>8. that Christ has given us a commission to share the gospel with all mankind</td>
<td>students will be encouraged to make a commitment to a life of unselfish service that will communicate God’s love to others</td>
</tr>
<tr>
<td>9. that true self-respect is found in the recognition of the value God places on each one of His children</td>
<td>students will be encouraged to respect all others without bias or prejudice</td>
</tr>
<tr>
<td>10. that God has instituted a plan of salvation for mankind</td>
<td>students will be encouraged to appreciate how they fit into this plan as God’s sons and daughters through their historical Christian Seventh-day Adventist heritage</td>
</tr>
<tr>
<td>11. that a religion is to be lived in a practical way</td>
<td>students will be encouraged to internalise and apply Seventh-day Adventist beliefs in ethical choices, social behaviour, and lifestyle priorities</td>
</tr>
<tr>
<td>12. that religious faith has a strong component of commitment to a cause</td>
<td>students will be encouraged to enter Church employment to promote the worldwide task of the Church</td>
</tr>
</tbody>
</table>
APPENDIX 2

JOB DESCRIPTION

POSITION : PRINCIPAL

Employer : ________________________________________________ Name of Mission or Conference
School : ________________________________________________ Name of School
Location : ________________________________________________
________________________________________________________________________

The focus of our School as a Seventh-day Adventist institution is the holistic education of its students for
the spreading of the Gospel of Jesus Christ in a spirit of dedicated service to the church and the wider
community.

POSITION SUMMARY

The Role of the Principal is to
✓ Provide, on behalf of the Seventh-day Adventist Church and in accordance with the South
Pacific Division Policy, effective leadership and development of the educational and spiritual
mission of the school.

Qualifications Required
✓ Must be a practicing member of the Seventh-day Adventist Church with a strong commitment
to its mission. This would incorporate an active relationship with Jesus Christ characterised by
a deep desire for worship and service to God.
✓ Hold current Seventh-day Adventist Church missionary credentials.
✓ Have appropriate education tertiary qualifications.
✓ A sound working knowledge of the church and its operations.
✓ Previous experience in a similar role.
✓ Have an interest in, and aptitude for cross-cultural ministry.

Core Competencies
✓ The ability to lead the Special Character of the school.
✓ The ability to sensitively work in a cross culture environment.
✓ A sound knowledge of the curriculum to be taught and ability to lead in curriculum
development and delivery.
✓ The ability to consistently demonstrate Christian and care for each student.
✓ The ability to professionally manage large groups of staff and students in an educational
institution.
✓ The ability to inspire and provide a vision to staff and students.

School Specific Challenges
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
**Specific Responsibilities**

- To provide the level of leadership necessary for the school to achieve its academic and spiritual mission.
- To annually develop, in consultation with the Mission and School Board, a balanced, income-based, school budget.
- To monitor the fee income of the school, and spending patterns, through appropriate oversight to ensure cash flow is within budget parameters.
- To annually develop, in consultation with the Mission, staffing levels which are congruent with denominational student-teacher ratio policies and which can be funded from the resources available to the school.
- To ensure the professional growth of each staff member through appropriate regular in-service activities, both in-house and in collaboration with the local conference/mission.
- As the instructional leader of the school, supervise the academic program to ensure both quality of educational delivery to the students and the informed implementation of the denominationally developed curriculum.
- To develop and implement a pro-active marketing program for the school both within the Church and in the wider community.
- To facilitate the actualization of the soul winning mission of the Church by dedicated and conscientious labor based on this job description and also by carrying out other duties as directed.
- To delegate responsibilities for the smooth operation of the school, as required to suitably skilled staff.

**Key Performance Indicators**

- Consistently reflects the mission and values of the Church.
- Demonstrates spiritual leadership within the school and Seventh-day Adventist community.
- Competently meets all specifications of the Job Description and requirements as found in documentation for the Mission and school.
- Has a thorough mastery of the specific knowledge and skills required for this position.
- Consistently delivers a high level of customer service to all clients.
- Facilitates the smooth day to day functions and services of the School.
- Consistently demonstrates high levels of commitment to the work of the School.
- Consistently demonstrates sound judgment in decision making.
- Embraces innovation, change and training that has the potential to improve performance and delivery of service.
- Responds positively to feedback.
- Actively supports all members of the School team.
- Achieves a consistently high score in performance reviews.

**Terms and Conditions**

The terms and conditions shall be read in conjunctions with the Mission Office Manual and the SPD Working Policy as amended from time to time.

**Appointed by** : ____________________________

**Term** : ____________________________

**Responsible to** : ____________________________
Remuneration
Remuneration will be as per the _________________________________ Mission Wages Schedule (in PNG, the TSC Salaries and Allowances) as amended from time to time.

Performance appraisal
An informal review will be conducted by the Conference/Mission Education Director after 6 months and before 12 months of initial appointment and a formal appraisal at 12 - 18 month intervals.

Personal Commitment
Being employed by the Seventh-day Adventist Church requires personal commitment to its mission and lifestyle. The holder of this position will reflect in their personal and professional life the church’s Christian values, as referred to in the SPD Working Policy Book. (See Appendix 13)

CONFIRMATION

NAME OF THE APPOINTED PERSON : ____________________________________________

COMMENCEMENT DATE : ____________________________________________

SIGNATURE OF THE APPOINTED PERSON : ____________________________________________

DATE SIGNED : ____________________________________________

SIGNATURE OF WITNESS : ____________________________________________ Mission officer
## APPENDIX 3

### Quality School Running Checklist

#### 2012 - 2016

#### The Week before School Starts

Work through this checklist during the year. As each item is checked and completed initial it. Show this document to the Education Director at each of his/her visits and have him/her sign it as well.

<table>
<thead>
<tr>
<th>Goals to work towards in order to qualify as a Quality School</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A School Curriculum and programs</strong></td>
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<tr>
<td>A set of teacher programs for each teacher is held in a central place</td>
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<tr>
<td>A set of teacher programs for every subject is held in a central place</td>
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<tr>
<td>A set of teacher programs for each year is held in a central place</td>
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<tr>
<td>Each teacher program has appropriate special character statements included in all planning.</td>
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<tr>
<td>Each teacher program is based on syllabus documents</td>
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<tr>
<td>Each teacher program is based on state requirements</td>
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<tr>
<td>Each teacher program is consistent in format throughout the school</td>
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<tr>
<td>Syllabus documents and state requirements are in a central place, in a format agreed on by the whole school</td>
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<tr>
<td>A set of class and subject timetables has been drawn up for the year</td>
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<tr>
<td>An overview of the curriculum is in the principal’s office</td>
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<tr>
<td>A plan for supervising each teacher by the Principal or Deputy has been drawn up and shared with the staff</td>
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<td>A school-wide procedure for assessing student work is in place</td>
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<tr>
<td>The principal or deputy coordinates the school curriculum</td>
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<td><strong>B School Organisation</strong></td>
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<tr>
<td>Meetings are diaried for the rest of the year for</td>
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<tr>
<td>✓ Staff meetings</td>
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<td>✓ School administration team</td>
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<tr>
<td>✓ Academic committee in large schools</td>
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<tr>
<td>✓ Departmental meetings in large schools</td>
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<td>Rosters are in place for the year for</td>
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<tr>
<td>✓ Uniform check</td>
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<tr>
<td>✓ Roll marking and check</td>
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<tr>
<td>✓ Student work supervision</td>
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<tr>
<td>✓ Weekend duties</td>
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<tr>
<td>✓ Dining hall supervision</td>
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<td>✓ Study period supervision</td>
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<tr>
<td>✓ Worship services</td>
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<tr>
<td>Policies are in place for</td>
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<tr>
<td>✓ Discipline</td>
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<tr>
<td>✓ Playground supervision</td>
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<tr>
<td>✓ Fee collection</td>
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<tr>
<td>✓ School finance and management</td>
<td></td>
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<tr>
<td>✓ Emergency procedures</td>
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<tr>
<td>✓ Pastoral care, counselling, helping</td>
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<tr>
<td>Principal, Deputy and Registrar duties are clearly set out for</td>
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<tr>
<td>✓ Staffing</td>
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<td>✓ Marketing</td>
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<td>✓ PR</td>
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<tr>
<td>✓ Staff issues</td>
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<tr>
<td>✓ Government liaison</td>
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</table>
### Goals to work towards in order to qualify as a Quality School

<table>
<thead>
<tr>
<th>Year</th>
<th>Parents</th>
<th>Difficult student discipline</th>
<th>Timetable</th>
<th>Rosters</th>
<th>Discipline</th>
<th>Cover for staff absences</th>
<th>School curriculum</th>
<th>Student leave</th>
<th>Work lines</th>
<th>Records and grades</th>
<th>Registration day</th>
<th>Parent interview day</th>
<th>Closing day or night</th>
<th>Development days</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>✔️</td>
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<td>2014</td>
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<td>2015</td>
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<td>2016</td>
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</tbody>
</table>

#### The Principal
- spends up to 15 minutes each morning welcoming students and parents
- spends up to 30 minutes each afternoon farewelling students and parents
- checks school daily for safety and clean tidy appearance
- checks daily on teacher duties
- is on the school grounds walking around once a day

#### School Discipline

- **The Discipline Code**
  - is clearly and simply written
  - is based on Christian principles
  - leads from cause to effect
  - has guidelines in place for dealing with incidents and issues
  - is supported by the school culture

#### School and Community

- There is regular communication with the community
- There are reports of events to the parents and community
- There are good relations between the school and mission
- Teachers are involved voluntarily with the church and community
- School Board meetings are held regularly
- Parents are involved in the decision making of the school

#### School Finances

- The school has an effective strategy for collecting fees
- There is a timetable for checking fee payment
- There is a strategy for dealing with unpaid fees

#### School Facilities

- Grounds and buildings are clean, neat and well maintained
- Ongoing basic maintenance is carried out
- Urgent maintenance is listed and being dealt with
- Grounds are neat, attractive and tidy
- Buildings are clean, painted and neat
- There are displays of student work and/or posters and charts on classroom walls
- There are no piles of unsorted junk in classrooms, libraries or offices
- Signs are attractive and display the school’s name and SDA name clearly

#### Teacher Practices

- Teachers are professionals who
  - teach the Adventist world view
  - show care and concern for students
  - prepare class work thoroughly
  - assess student work regularly
  - creatively use learning resources provide a stimulating learning environment
  - are involved in out of class activities
  - do assigned tasks responsibly

<table>
<thead>
<tr>
<th>Year</th>
<th>Principal’s Signature</th>
<th>Date</th>
<th>Education Director’s Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td></td>
<td></td>
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<tr>
<td>2013</td>
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</table>
### APPENDIX 4

**Occupational Health and Safety Record**

**Priority Rating**

1 = Immediately  
1m = within one month  
6m = within six months

<table>
<thead>
<tr>
<th>Date observed</th>
<th>Items requiring repairs or maintenance</th>
<th>Priority</th>
<th>Date fixed</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>I</td>
<td>1m</td>
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## APPENDIX 5

### Emergency Drill Record

<table>
<thead>
<tr>
<th>Date of Drill</th>
<th>Type of Drill: Evacuation, Fire, Lock down, Tsunami, Earthquake, etc.</th>
<th>Time taken for complete evacuation and roll check</th>
<th>Comments for Improvements</th>
</tr>
</thead>
<tbody>
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APPENDIX 6

SAMPLE POLICIES

To develop Subject Policies, the following guidelines can be used:

The Rationale seeks to describe within a Biblical framework the reason behind the policy. Why we need it.

For the Purposes the following questions could apply:

✓ What level do we want the students to work at?
✓ Where do we want the learning used?
✓ How do we want the subjects to connect to God?

For the Guidelines the following questions could help.

✓ In what context will the subject be taught?
✓ How often will this lesson take place?
✓ How will the teacher use the various parts within the subject?
✓ Describe the environment of learning?
✓ How will the subject be assessed?

SAMPLE POLICIES

The following policies are only samples and every school should change the content to suit its specific needs.
Curriculum Delivery Policy

Rationale
God has given us the mandate to “Love the Lord your God with all your heart and with all your soul and with all your mind.” (Matt 22:37) God does not want people to just follow from the heart but also to use their intellect and reasoning. As a Christian school, it is our responsibility to teach children how to develop their intellectual ability and to encourage children to use this ability for the glory of God and the betterment of others.

Scriptural References

✓ “Love the Lord your God with all your heart and with all your soul and with all your mind. These commandments I give you today are to be upon your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road and when you lie down and when you get up.” Matthew 22:37
✓ “But seek first His kingdom and His righteousness and all these things will be given to you as well.” Matthew 6.33
✓ “If any of you lacks wisdom, he should ask God, who gives generously to all without finding fault, and it will be given to him.” James 1:5

Purpose
✓ To ensure that the ________________________ (Name of your school) school has a clear outline and structure to deliver a balanced learning program as modelled in Biblical principles.
✓ To meet moral, legislative and regulatory requirements in regard to the delivery of the curriculum.
✓ To ensure that the Seventh-day Adventist special character is embedded in the curriculum documentation.
✓ To reveal facets of God’s character through the merging of special character with the legislative requirements of the National syllabus and curriculum.
✓ To provide direction for progressive and coherent teaching and learning programs which will provide students the opportunities to succeed in all the essential learning areas of the Government Curriculum with priority on numeracy and literacy.
✓ To provide a secure and supportive learning environment, fostering self-esteem and confidence in each learner.
✓ To assist students in taking responsibility for their own learning.

Guidelines

Curriculum Content and Organisation
✓ The school curriculum plans will outline the implementation of the National Curriculum Statements.
✓ The Seventh-day Adventist special character of the school will be embedded in the plans for the delivery of the curriculum within the school.
✓ Programs will draw upon the significant features of the school’s ethnic and cultural heritage and will be included in programs where deemed appropriate.

Curriculum Development and Delivery
✓ Priority will be given in the curriculum delivery to the teaching of literacy and numeracy.
✓ A variety of teaching and learning styles and strategies will be employed as appropriate to the needs of the students.
✓ Professional development of teachers will provide ongoing support to teachers to maintain a sound foundation for curriculum delivery including growth in appreciating the need to identify learning needs, developing student engagement, and adapting various learning styles.
The school will monitor the planning of teachers to ensure effective teaching and learning for the students.

Learning programs will include a variety of teaching and learning styles to meet the needs of the students.

This policy recognises the value of parents as educators and will encourage their participation.

**Curriculum Monitoring and Reporting**

✓ Student progress will be monitored and recorded using a range of planned assessment procedures. These procedures will be integrated into the teaching and teaching programs.

✓ The school will identify issues which cause barriers to students’ learning and it will seek to implement appropriate strategies to address these.

✓ Programs will be developed to meet the needs of gifted and talented children.

✓ The school will report to the School Board on student progress especially in the areas of numeracy and literacy.

✓ Teachers and the School Board will analyse and use student achievement information to develop classroom and school-wide strategies and programs to address student needs and aspects of the curriculum requiring attention.

**Curriculum Emphasis**

✓ The special character philosophy of the school will be integrated across all subject areas where practicable.

✓ Consideration will be to student needs including level of difficulty, appropriateness, cultural background and traditions, prior experience and thinking and learning skills.

✓ An emphasis will be placed on personal achievement and co-operative learning rather than competition.

**Self-Review**

✓ A self-review program will maintain the requirements laid out in this policy and the requirements of the learning areas.
Bible Delivery Policy

Rationale
God needs to be the core focus of Christian life. In Him we live and move and have our being. It is essential to develop within students a faith that permeates all areas of their life. Spiritual development thus needs to be integrated into all learning areas.

Purposes
- To assist the children in developing a vibrant, meaningful and saving relationship with Jesus.
- To assist in developing within students sound Seventh-day Adventist values.
- To encourage students and the school community to express their faith in God, to worship God and to pray, seeking and obeying God’s will for their lives.
- To develop the children’s knowledge of who God is, what He is like and of the contents of Scripture.
- To provide the opportunity to be involved in witnessing and service projects in the community.

Guidelines
- Bible will be given priority time in the school program as a separate subject.
- Prayer is an important aspect of the Christian life. Classes will start each day with prayer. Grace will be said before children leave for lunch. Times of prayer will also occur in the school day as the need arises.
- Opportunities will be provided for students to privately and publicly accept Jesus into their lives as Saviour and Lord.
- There will be a development, appropriate to the children’s level, in an understanding of the 28 fundamental beliefs of the Seventh-day Adventist Church, and an appreciation for and adherence to its beliefs and life style.
- The bible program will be based on the Pacific Primary and Pacific Secondary Bible program.
English Delivery Policy

Rationale
God has effectively communicated Himself to humanity in a number of different ways. As a God of love who desires response from His creation, He has provided for humanity to communicate in oral, written and visual forms with Himself and with each other. Learning to communicate helps children to think more clearly, and to communicate more effectively. Clear, expressive and effective communication assists in the child's successful participation within society. Proficiency in English is also deemed important due to the legal status of the English language within the country.

Purposes
- Develop the ability to participate effectively in the communication process using oral, written and visual language forms.
- Use to the best of their ability language in its many forms.
- Develop an appreciation for God as the author of language and communication.
- Develop an appreciation for the beauty of language in its various forms.
- Identify and use socially, culturally and morally appropriate language forms.

Guidelines

How will language be developed?
- Language skills are best developed within a relevant context.
- Language experiences should occur daily.
- Students should be provided with a wide range of experiences that will enable them to;
  - Speak courteously, audibly, with sensitivity and clarity, in the expression of thought and feeling.
  - Listen with attention, courtesy, thought, judgement and discrimination.
  - Write legibly, accurately, and courteously, in a manner suitable to the occasion for which they will want or need to write.
  - Read for enjoyment and instruction, being able to interpret and assess what they read.
  - Present language in oral, written and visual forms that respect social, cultural and moral conventions, while being aesthetically pleasing.
  - View with attention, courtesy, thought, judgement and discrimination.
- It is vital to establish the essential skills needed to communicate effectively with others, and with God.
- Language needs to be learned in a nurturing and accepting environment.
Strategic Planning Policy

Why do we need Strategic Planning?

Strategic planning is the 'Big Picture' of where your school is going, what are the big things you plan to do? In developing a strategic plan, it will be easier if the major sections of the accreditation program are followed. These will include sections for

- Special Character and the Spiritual Program
- Administration (Including staff)
- Finance
- Facilities and Library
- Curriculum and Instruction
- Questionnaires
- Student Service (IF boarding is provided)

Elements of a Strategic Plan

Whereas a plan is simply a statement of the objectives and activities you will pursue in a given time period, a strategic plan links your objectives clearly to your vision and your situation. This means you will have strong reasons for what you do, and also that you will have a clear sequence and timeframe for your plan. A strategic plan has six key elements.

1. **A vision**
   This is a statement of your ideal situation, department or school. This states your dream of how things could be, if you had the resources.

2. **A SWOT analysis**
   This is an analysis of your strengths, weaknesses, opportunities and threats. Such analysis sets the scene for your strategy because good planning requires good information. This element is achieved through the accreditation process.

3. **Objectives**
   These are goals that will match the content of your vision.

4. **Strategies**
   These are activities, procedures, meetings, visits etc. you will use to pursue your objectives.

5. **Responsibility**
   This is a statement of who is responsible for achieving your goals or completing the plan, and when.

6. **Evaluation**
   This records how effective your strategies are. When you gather data about the progress of your plan you make judgements about how well it has worked, and you report these to your stakeholders.

How do you do it?

- Effective Strategic planning is not something you do alone, but instead you involve your school community in the thinking process and the decision making.
- You can do strategic planning for a single major event, but the best way is to have a three year plan, with yearly reviews.
- Have your school community meet to discuss the future they want for the school.
- Split them into groups with one person to write down the ideas.
- Start with writing down the good things about the school, that they don't want to lose.
- Then write down the things that they feel could be improved. Use the detailed questions from Sections 2 – 8 in the accreditation document to gather good quality data. This is the basis for your strategic plan.
- Next put them in order over the three or five years. Two or three might be placed at the beginning, but you can't do everything at once, and so some ideas may not get started until the second year or even the third.
- You will have to budget and fund raise as well, so include this in the plan.
Key Areas for a School Strategic Plan

There are a number of key areas to be considered when planning the running of a Seventh-day Adventist school. These are:

- **Special Character and the Spiritual Program** - This looks at the special character of the school, what sets it apart from all others, the values, beliefs and faith of those who will be part of the school community.
- **Administration** – This is looking at the administrative systems and policies and includes the staff also. Administration documentation including policies, procedures and handbooks are also to be considered.
- **Financial Resources** - This covers the financial operation of the school. It includes not only what is **earned** or collected but what is spent and allocated in terms of operating the school.
- **Facilities and Library** – This is looking at the school physical plant from the front gate to the back fence and all buildings and facilities in between. It especially focuses on the library both in resourcing and function.
- **Curriculum** - This covers both the formal and informal curriculum. It is more than just the subjects, but also includes teaching methods, addresses student learning needs and identifying resources.
- **Questionnaires** – These questionnaires will prove extremely informative when given to the parents, teachers and students to answer. Look for trends that appear to be present.
- **Student Services** (where provided) – For students that are boarding the focus here is at the program that is provided and required of them. This will include work line, devotions, social programs, study programs, health and wellbeing of the students.

A simple goal should be developed for each of these key areas when developing the plan. Remember that each goal is part of developing the grand dream we and the community have for the school.

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**Personnel Management Policy**

**Rationale**
As Christians, God requires us to be good employers. A good employer promotes high levels of staff performance and ensures that competent and appropriately qualified personnel are employed.

**Scriptural References**
- “Masters, provide your slaves with what is right and fair because you know that you also have a Master in heaven.” Col 4:1
- “I charge you, in the sight of God and Christ Jesus and the elect angels, to keep these instructions without partiality and to do nothing out of favouritism.” 1 Timothy 5:21

**Purpose**
- To ensure the best appropriately qualified applicant for any position is appointed to the ________ (Name of your school) and is committed to the Special Character of the school.
- To comply with all relevant policies of the Mission/Conference and SPD.
- To have an appraisal process in place.
- To ensure staff personal information is kept confidential and is used within the school’s privacy procedures.
- To ensure that all employees and applicants for employment are treated equitably in alignment with Biblical principles.
- To ensure that all complaints relating to or from personnel are dealt with fairly and expeditiously.

**Guidelines**
- The School Board, as good governors, will provide a learning environment for the students, which is enhanced by committed, stable staff who uphold the Special Character of the school.
- The School Board will ensure that, as far as is practicable, good and safe working conditions are provided for all staff.
- The School Board will ensure that an Equal Employment Opportunities Program is in place.
- The School Board will provide access to effective staff development, career opportunities and encouragement to foster staff well-being and promote high levels of performance.
- A staff manual which is updated annually will be available to all staff. This manual will identify expected procedures and good practices relating to all staff employed at the__________ (Name of your School).
- A Performance Management System will be put in place and will be subject to periodic review.
- All reasonable efforts will be made to provide staff experiencing undue stress with appropriate support.

**Supporting Documentation**
- Staff Performance Management Policy
- Staff Performance Management Procedure
- Principal Performance Management Policy
- Principal Performance Management Procedure
- Performance Management System
- Appointment Policy
- Equal Employment Opportunities Policy
- Privacy Policy and Procedures
- Complaints Procedure

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Sexual Harassment Policy

Rationale

The school has the responsibility to ensure that everyone is treated in accordance with Christian principles. Sexual harassment of any type will not be tolerated.

Scriptural References

✓ “Show proper respect to everyone: Love the brotherhood of believers, fear God, honour the King,” 1 Peter 2:17
✓ “Honour your father and mother and love your neighbour as yourself.” Matthew 19:19

Purpose

✓ To create a work environment where staff and students are able to work free of offensive behaviour in accordance with Biblical principles.
✓ To fulfil legislation and compliance requirements.
✓ To clarify the nature of sexual harassment and how it should be recognized and addressed.
✓ To ensure adequate procedures for handling complaints.

Definition

Sexual harassment is behaviour that may be verbal, visual or physical in nature and is unsolicited, unwelcome and offensive or might reasonably be perceived by the complainant as being unwelcome, offensive, detrimental and/or persistent.

Sexual harassment occurs:

✓ Where a person in authority tries to use that position to take sexual advantage of a person with implied or overt promises of future preferential treatment.
✓ In sex-related jokes or abuse.
✓ In unwanted, deliberate physical contact.
✓ In offensive gestures, remarks, visual or written material.

Guidelines

✓ The __________ (Name of your school) sees sexual harassment as a breach of disciplinary requirements and may involve either staff or students as perpetrators.
✓ All complaints of sexual harassment are treated sympathetically, seriously and confidentially.
✓ If a person feels they are being sexually harassed, they should make it clear to the offender verbally or in writing that such behaviour is offensive and unacceptable.
✓ Instances of sexual harassment are dealt with at three levels:
  ✓ Self Help - An act of sexual harassment occurs, the complainant immediately makes it clear to the offending person that their behaviour is unacceptable and offensive.
  ✓ Informal Intervention - If self-help is not appropriate, or the behaviour persists, the complainant approaches their choice of the school chaplain, school principal, or School Board chairperson. The support person must:
    ⊗ Let the harasser(s) know about and give explanation of any allegations and seek a response.
    ⊗ Involve all parties in a decision on a working solution.
    ⊗ Check independently with all parties that they feel comfortable with the solution.
    ⊗ Monitor progress to ensure the solution is working to everyone’s satisfaction.
Formal Complaint - If self-help and formal intervention have not worked or if the allegation is, in the complainant's view, sufficiently serious to warrant formal disciplinary action, the complainant submits a written, detailed complaint through one of the following avenues:

- The principal and/or School Board.
- Personal grievance through an industrial advocate or other liaison officer or counsellor.
- Human Rights Commission.

Where the principal is the main offender, the matter will be referred directly to the School Board.

Training for staff will be provided in recognizing and addressing sexual harassment.

Supporting Documentation

- Complaints Procedure
Finance Management Policy

Rationale
The School Board has been entrusted with finances to effectively operate the school and ensure that the students’ needs are met. As a Christian school, the School Board is not only accountable to the government and the community for the way the finances are managed, but also to God who requires us to manage our resources with wisdom and good stewardship.

Purpose
- To provide responsible financial management of the schools’ resources.
- To ensure efficient use of funds.
- To report to all interested parties and present accounts for audit.

Scriptural References
- “‘Master’, he said, ‘You entrusted me with five talents. See, I have gained five more.’ His master replied, ‘Well done good and faithful servant! You have been faithful in a few things. I will put you in charge of many things’.” Matthew 25:20-21
- “Why then did you not put money on deposit, so that when I came back, I could have collected it with interest?” Luke 19:23
- “Give unto Caesar the things that are Caesars and give unto God the things that are Gods.” Luke 20:22,25

Guidelines
- The Finance Committee will have the responsibility of maintaining the school budget to meet the needs of the school.
- The Finance Committee will consist of the School Board Treasurer, principal, school office administrator, and may include any School Board members as decided by the School Board.
- The school will provide an annual budget that reflects the Board’s Strategic Plan and its Special Character and present the budget to the School Board for approval.
- The principal is to ensure that expenditure is kept within the budgetary limitations. All school employees with delegated authority under the budget are informed of the budget situation on a monthly basis.
- Management is to ensure that accurate records of all financial transactions are maintained.
- The Finance Committee is to maintain systems for the control and management of all financial procedures including the management of cash.
- The Principal, in conjunction with the school treasurer, is able to authorize school expenditure up to (An amount decided upon between the Board and Principal).
- The School Board will monitor the income and expenditure of the school at each Board meeting with the presentation of payment summaries and the statement of financial position.
- The School Board will arrange for an independent auditor to audit the school financial records annually.

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Property Management Policy

Rationale
God has placed the school in a position of trust. This School accepts the responsibility of being careful and prudent stewards of the things God has entrusted to us. This includes meeting the legislative and regulatory obligations on asset management.

Purposes
- To provide a safe working and learning environment.
- To comply with legislation concerning occupational health and safety.
- To facilitate appropriate long term maintenance of all property, plant and equipment.
- To ensure ongoing preventative maintenance is provided for.
- To ensure property projects are managed carefully and economically.

Guidelines
- The annual budget will provide for ongoing maintenance to existing plant, equipment and property.
- A long-term maintenance plan will be in place, which is regularly reviewed.
- Checklists will be maintained in order to assist with preventative maintenance.
- The board will receive a property report at each board meeting.
- The school will comply with all requirements for health and safety.
- The maintenance or alterations committee needs to write a submission to the School Board which includes detailed plans, costing and details how the project will be funded for any property projects which
  - Involve developments outside the annual budget
  - Produce significant alternations to design or appearance
  - Create significant ongoing maintenance.
Health and Safety Policy

Rationale
Healthy lifestyle and practice is part of the Special Character of the Seventh-day Adventist School. Providing a safe and healthy environment for all School personnel and encouraging students to be responsible for their own behaviour, learning and attitudes - is an important aspect of this School.

Attendance
- The School is committed to meeting the requirements of the relevant Acts as passed by the State Government pertaining to schools.
- Teachers are required to follow the instructions for keeping Attendance Registers. Procedures for notification of and / or follow up of absences need to be followed carefully.

Child Abuse and Safety
- The School is committed to doing everything reasonable to protect the students. The Principal and staff will follow procedures developed for the reporting of suspected abuse.
- Sexual harassment is totally unacceptable for students or employees. The School has a policy for dealing with this.

Behaviour Management
- On behalf of the parents, the School has high expectations of student behaviour and academic performance. Students who choose not to conform to those expectations must expect consequences. The procedures are set out in the management manuals procedure section.

Pastoral Care
The School is committed to providing quality Pastoral Care for the students. The School Board will appoint a Chaplain who with the Principal and staff will be responsible for developing avenues and opportunities for students to consult and confide.

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**Child Protection Policy**

**Rationale**

Jesus said, “Suffer the little children to come unto me and forbid them not . . .” Children in this school have the right to have their needs met in a safe environment.

**Goals**

- To set up and maintain a safe environment for all children.
- To provide teachers with information to assist them in identifying signs of abuse or neglect.
- To minimise the risk for staff and other adults of false allegations.
- To provide procedures for dealing with abuse.
- To protect the children from physical, emotional and sexual abuse, and neglect while at school.
- To give all people working with children at the school, guidelines and education regarding child abuse.
- To provide students with appropriate strategies to keep themselves safe by making informed choices.

**General guidelines**

- Child abuse can take the form of physical abuse, sexual abuse, emotional abuse, or neglect.
- Teachers need to be receptive and sensitive to the children, providing an environment that encourages mutual trust between teachers and pupils.
- The school should select and document appropriate agencies for dealing with abuse.
- Develop a reporting procedure Staff will be involved in responding to needs and reporting, but not in treating or counseling.

**Procedures**

**Disclosure**

- Disclosure is to be met in a sympathetic, non-judgmental, and reassuring manner.
- The adult who receives the initial disclosure must record verbatim the child's disclosure - especially with regard to the child's terminology. The staff should not question or interview the child, just allow them to tell their story.
- Under no circumstances should a teacher or principal examine a child in cases of suspected child abuse.
- When a disclosure is made, adults will follow the five steps as listed:
  - Believe what the child has to say
  - Tell the child you’re glad they told you
  - Tell the child you’re sorry it happened
  - Let the child know it’s not their fault
  - Let the child know you’ll help

**Reporting**

- Inform the principal of disclosures, concerns and/or suspicions.
- If the allegations are against the principal, inform the School Board Chairperson.
- All cases must be taken seriously.
- If there are concerns or suspicions that are not reported, the reasons must be documented and signed by both the principal and the teacher concerned.
- All cases of disclosure by a child should be reported.
- Cases requiring reporting will be done so in this order of priority.
✓ Reporting will be conducted without parental consent or knowledge if alleged perpetrator is a parent or caregiver.
✓ The student's parents or caregivers will be informed without undue delay.
✓ If the alleged abuser is a staff member the Chairperson of the School Board and the Education Director must be advised immediately after it has been officially reported. The staff member will be stood down on paid leave while the complaint is being investigated.
✓ Strict confidentiality must be preserved and the names of all involved must be disclosed only to those who need to know at that time.
✓ No staff member should confront any person who has been accused of the child abuse.
✓ All actions taken by the Principal should be documented.

**Interviews**

✓ If outside agencies are to interview students at school
  ✓ parents/caregivers should be informed of the interview unless the student's welfare is likely to be threatened.
  ✓ to support the student, the Principal or an appropriate staff member will be available to attend the interview if appropriate.
✓ Interviews should not be prolonged unnecessarily and should be conducted in a manner appropriate to the school setting and to the age of the student.
✓ If the parents/caregivers are not present at the interview the principal must come to a clear understanding with the interviewer of the means by which the parents or caregiver will be informed.

**Support**

✓ The principal must inform teachers involved of any developments in abuse cases which have been reported.
✓ Where a staff member involved needs support, this will be sought from the agency involved.

**Storage, Security and Disclosure of Personal Information**

✓ All documentation must be stored in a secure and confidential manner.

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Child Health and Wellbeing Policy

Purpose

✓ To provide a safe physical and emotional environment.
✓ To comply with relevant legislation to ensure the safety and wellbeing of students and employees.

Implementation

Accident and Illness

✓ Minor accidents that occur whilst at school or on field trips should be noted in the accident book along with the actions taken. This is a legal requirement.
  ✓ When events do not result in serious harm, complete your own investigation.
  ✓ Where a significant hazard is identified, take whatever steps are needed to eliminate, isolate or minimise it. Record the details of the incident and the outcome of the investigation in a register.

✓ Serious accidents must be reported immediately to the principal who will notify Occupational Health and Safety within 7 days and carry out relevant investigations. An accident register is also held in the sickbay and must be completed by the teacher dealing with the accident.
  ✓ Don’t interfere with the accident scene without the permission of a health and safety inspector.
  ✓ Advise your local OHS branch office as soon as possible by phone or fax.
  ✓ Complete your own investigation and take steps to eliminate, isolate or minimise any identified significant hazard.
  ✓ Mail or fax written notice to the Mission office Risk Management Service within 7 days. Keep a copy of the written notice in your register. If you keep an accident register in a different form, you must record the prescribed details.
  ✓ The definition of serious harm includes the following conditions that amounts to or results in permanent loss of bodily function or temporary loss of bodily function:

- Respiratory disease
- Noise-induced hearing loss, neurological disease, cancer
- Dermatological disease
- Communicable disease
- Musculoskeletal disease
- Illness caused by exposure to infected material
- Decompression sickness
- Poisoning
- Vision impairment
- Chemical or hot-metal burn of eye
- Penetrating wound of eye
- Bone fracture
- Laceration
- Crushing
- Amputation of body part
- Burns requiring referral to a specialist registered medical practitioner or specialist outpatient clinic
- Loss of consciousness from lack of oxygen
- Loss of consciousness, or acute illness requiring treatment by a registered medical practitioner, from absorption, inhalation, or ingestion, of any substance
- Any harm that causes the person harmed to be hospitalised for a period of 48 hours or more commencing within 7 days of the harm’s occurrence
When children are unwell and need to go home, they should be sent to the office so the secretary can assess them and call parents/caregivers as required. The secretary will allow them to rest and monitor them in the sickbay.

In the event of an acute medical illness that causes staff concern, the school has the right to seek medical advice.

Parents must be informed of an accident or illness as soon as possible.

All medications are to be kept with either the secretary or the teacher to administer as required.

First aid supplies are in the sickbay, duty teacher’s backpack and the field trip backpack. Supplies will be checked and updated regularly by the secretary.

Gloves must be worn when blood is involved. These are available with the first aid supplies.

All teaching staff and the school secretary should hold current first aid certificates.

Management of Medical Conditions

- All children with medical conditions shall be identified and it shall be documented.
- A written action plan for each child with a medical condition shall be completed by their caregiver.
- Teachers shall be informed of each child in their class with a medical condition and how it is managed.
- All medication needed for use at school shall be held by staff. For safety reasons no child shall have unsupervised access to medication.
- All necessary medication, a first aid kit, and an emergency asthma management kit, shall be available at school and on school excursions.
- In the event of an acute medical illness that causes staff concern, the school has the right to seek medical advice.

Child Abuse

- Signs of abuse or neglect need to be taken seriously. In the first instance, where such signs are noticed or suspected, it should be reported to the Principal.
- Where a staff member may be suspected of child abuse, the Principal must be informed. Where the principal is suspected, the School Board Chairperson should be notified.
- If a child appears to be in danger or unsafe, the Principal will take steps to secure their safety.
- Whenever a child discloses information, listen to them, reassure them that they have acted correctly, but do not make promises or a commitment that cannot be kept.
- Keep a written record of what the child discloses.
- Do not formally interview the child.
- The principal will keep a written record of the referral given to the agency that was contacted.

Pastoral Care

- School staff should listen and respond appropriately to children and parents who wish to talk about their concerns.
- A minister from the local Seventh-day Adventist church will be available to confidentially talk to students, parents and staff when required.
- If required, other suitable agencies will be contacted to ensure students and staff have someone to confide in and consult with.
- Counseling will be offered to the staff as necessary.

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Internet Safe Policy

Rationale
God expects human relationships and communication to be of a high and noble standard. Unfortunately the world of cyberspace is fraught with inappropriate content and unethical behaviour. The school believes it has a God given responsibility to protect its students from inappropriate material on the internet and at the same time educate students about ethical and cautious behaviour when using computers and the internet in particular.

Scriptural References

✓ “Even a child is known by his actions, by whether his conduct is pure and right.” Proverbs 20:11
✓ “It is to a man’s honour to avoid strife.” Proverbs 20:3
✓ “Love the Lord your God with all your heart and all your soul and all your mind. These commandments that I give you today are to be upon your hearts. Impress them on your children.” Deuteronomy 6:5-7

Purpose
✓ To provide students with safe access to computers and the internet.
✓ To monitor the use of computers at school.
✓ To teach children correct ethical use of computers and the internet and how to deal with situations that arise that are unsafe or inappropriate.
✓ To give children access to many different forms of information.

Guidelines
✓ Use of the Internet facilities at this School is strictly for educational purposes.
✓ No software is to be loaded onto school computers without permission from the teacher in charge of Information Technology and then permission will only be granted if licensing is legal.
✓ Training for staff is available through the teacher responsible for Information Technology in the school and is essential for the safety and protection of staff, students and equipment.
✓ All staff members must sign a copy of the Internet Use Agreement before using the Internet themselves, indicating they are aware of the details of the school requirements and expectations relating to computer and Internet use. This documentation will be kept on file by the school.
✓ All students must have a Computer and Internet Use agreement signed by their parents before using the computers and accessing the Internet. Those students in Years 5 and 6 must sign the Internet Use Agreement as well as their parents. Consent will be recorded.
✓ A teacher must be in the room whenever a student uses the Computers or Internet.
✓ Students can use the Internet only during class time unless given special permission, in which case a teacher must supervise.
✓ All incidents of inappropriate use of the computer are to be reported to the Teacher in charge of Information Technology or the principal.
✓ Permission to publish photos of students is gained from the Computer and Internet Use agreement. No full names are to be associated with photos on websites for public use.

Supporting Documentation
✓ Internet Agreement for Staff
✓ Internet Agreement for Students

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Internet Usage Agreement

Computers are provided for students, staff and volunteers to conduct research, follow up areas of interest, and to communicate with others. Students, staff and volunteers are responsible for good behaviour on school computers.

✓ This Permission Form must be signed before staff, volunteers and students can use the internet and e-mail.
✓ Users shall obey the schools standards of behaviour and shall honour the agreements they have signed.
✓ Reviews may be made to files and communications to make sure the systems are working correctly and that the users are using the systems responsibly.
✓ Users should not expect that files stored will always be private.
✓ The students and parent/guardian shall not hold the teachers/helpers or school liable for any materials retrieved from the internet.
✓ The following are NOT permitted
  ✓ Sending or displaying offensive messages or pictures.
  ✓ Damaging computers, computer systems or networks.
  ✓ Violating copyright law.
  ✓ Trespassing in another’s folder, work or file.
  ✓ Intentionally wasting limited resources.
  ✓ Employing the computer system for commercial purposes.
  ✓ Students using the internet without the teacher in the room.

Consequences

✓ For minor infringements, the situation will be discussed between the user and Principal (for staff violations) or teacher and the student. The user’s computer use may be suspended temporarily.
✓ For more serious infringements, the user agreement may be revoked and the user will not be allowed to use the school computers.
✓ Further disciplinary action may follow.
✓ Any inappropriate use by teachers, staff, helpers or others will be referred to the School Board.

User Agreement
I hereby agree to the conditions outlined above and pledge to abide by them to the best of my ability.

__________________________   ______________________________   ____________________________
User’s Name   User’s Signature   Date Signed

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Behaviour Management Policy

Rationale

Students and teachers have a right to expect a safe, well-ordered and caring environment in which to work and learn. The __________________ (Name of your school) School expects that children and staff members will abide by Christian principles of behaviour in their actions, their courtesy and respect, in the care of property and the rights of others and themselves.

Scriptural References

✓ “Love the Lord your God with all your heart and all your soul and all your mind. These Commandments that I give you today are to be upon your hearts. Impress them on your children. Talk about them when you sit at home and when you get up.” Deuteronomy 6:5-7
✓ “Love your neighbour as yourself.” Matthew 22:37,39
✓ “Even a child is known by his actions, by whether his conduct is pure and right.” Proverbs 20:11
✓ “Train up a child in the way that he should go and when he is old, he will not turn from it.” Proverbs 22:6

Purpose

✓ To fulfill the requirements and amendments of the Education Act 1989.
✓ To encourage behaviour which reflects Biblical character and principles.
✓ To provide a safe, positive and supportive Christian environment in which children may learn and grow.
✓ To facilitate co-operation between parents, staff and children in setting and upholding guidelines for appropriate behaviour and self-management.
✓ To support staff in the behaviour management of difficult students.
✓ To develop and maintain links with other agencies to support staff and parents in behaviour management.

Objectives

✓ To be effective, all behaviour management and discipline procedures will be based on Biblical principles.
✓ The teaching of values and principles should be consistent between the home and the school if children are to learn and assimilate these into their lives.
✓ Self-management and Christ-like behaviour skills will be taught and encouraged in children. Praise and positive reinforcement of these skills will be the focus of classroom and playground management.
✓ The goals of discipline and self-management in our school are:

- To show love and respect for God.
- To show love and respect for ourselves.
- To show respect for other people, including adults and children.
- To show respect for property, both our own and that of others.

✓ Behaviour which is deemed unacceptable at all times includes disobedience to reasonable requests, bullying, swearing, lying, stealing and the damage of property.
✓ Discipline is aimed at correcting the action of the child rather than at the person of the child. The child shall be treated with respect and dignity.
Where discipline is necessary, the child’s behaviour, the circumstances and any other related factors will be taken into account. Restitution may also be appropriate.

Direct, clear and accurate communication with parents will be encouraged so that all can work together for the continued growth of the child.

Classroom programs, classroom organisation and behaviour management techniques should be appropriate to the age of the children. Teachers should critically evaluate the effectiveness and appropriateness of these as a first step in solving behaviour problems.

Corporal punishment is not allowed in the school.

Where behavioural issues continue to occur, children will be referred to outside agencies and personnel in order to work with the child, teacher and parents to resolve difficulties.

Stand downs and suspensions may be used for serious and/or ongoing behaviour problems. Any stand downs and suspensions must be carried out as set out in the guidelines from the Ministry of Education.
Enrolment of Students Policy

Rationale
Students attend the _____________ (Name of your school) School to enable them to learn about God and His character while also learning the necessary skills and knowledge to lead productive lives and to be good citizens.

Scriptural References
✓ “Only be careful, and watch yourselves closely so that you do not forget the things your eyes have seen or let them fade from your heart as long as you live. Teach them to your children and to their children after them.” (Deuteronomy 4:9)
✓ “Teach them to your children, talking about them when you sit at home and when you walk along the road, when you lie down and when you get up. (Deuteronomy 11:19)

Purpose
✓ To fulfill legislation and compliance requirements in harmony with Biblical principles.
✓ To be aware of the needs of each child wishing to enroll in the school.
✓ That all legal requirement and the requirements of the Code of Practice for the Pastoral Care of International Students are met and upheld.
✓ To establish roll projections and monitor student numbers.
✓ To ensure that the Special Character of the school is maintained.

Objectives
✓ All student enrolments will be processed by the School Board to ensure suitability of the student and that space is available.
✓ The school will provide parents with information to help them make an informed decision about the suitability of enrolling their child at this school. This will include Special Character, academic, and financial information.
✓ The school chaplain will meet with every prospective parent to ensure they are well informed about the school’s Special Character and to determine the preferential status of the student.
✓ Students will be enrolled by Seventh-day Adventist children first, followed by children from other Christian denominations then children with no Christian affiliation.
✓ All parents and caregivers will have explained to them the requirement to pay School fees. Parents and caregivers must make an abiding agreement to pay the school fees in full or have their child withdrawn.
✓ Parents must provide information about their child as required by the school and the Ministry of Education.
✓ The school will manage enrolment applications and determine roll projections.
✓ Acceptance of new enrolments will be contingent on the needs of the school and student.
✓ The School Board will regulate the size of enrollments at the school based on availability of resources both human and educational.

<table>
<thead>
<tr>
<th>asssed by School Board</th>
<th>Date</th>
<th>Action number</th>
<th>Next Review Date</th>
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<thead>
<tr>
<th>Signed by</th>
<th>Chairperson</th>
<th>Date</th>
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### APPENDIX 7

**Register of Professional Development**

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<tr>
<th>Year</th>
<th>School</th>
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<table>
<thead>
<tr>
<th>Date</th>
<th>Teacher</th>
<th>Course Title</th>
<th>Course Level</th>
<th>Course Overview</th>
<th>Course Cost</th>
<th>Relief Teacher Cost</th>
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Classroom Observations
# Teaching

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<th>Teacher</th>
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## Objectives
- Objectives for lesson are clear
- Children aware of what objectives are
- Objectives appropriate for children’s level
- Objectives realistic and relevant

## Motivation/Attention Maintenance
- Children motivated by teacher to learn
- Eye contact used
- Children’s names used
- Children involved in lesson
- Children’s past experiences used
- Eliminating distractions
- Preventing divided attention situations

## Instruction
- Multiple examples used
- The obvious is stressed
- Concentration on key ideas
- Consolidation carried out
- Range of senses/materials used
- Providing practise
- Christian perspective is overt

## Control/Feedback
- Trouble spots identified
- Effective control measures used
- Using child’s name in interaction
- Positive reinforcement
- Giving feedback as soon as possible

## Climate
- Friendly relaxed work atmosphere
- Children treated with kindness
- Teacher models Christian virtues

## Overall Comments

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## Classroom Environment

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<table>
<thead>
<tr>
<th>Displays</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Displays are theme centred</td>
<td></td>
</tr>
<tr>
<td>Theme message is obvious</td>
<td></td>
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<tr>
<td>Displays contain Christian emphasis</td>
<td></td>
</tr>
<tr>
<td>Displays carry a learning message</td>
<td></td>
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<tr>
<td>Children’s work is displayed</td>
<td></td>
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<tr>
<td>High amount of language written work displayed</td>
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<tr>
<td>Displays use a variety of media and art forms</td>
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<tr>
<td>Displays are eye catching and colourful</td>
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</tbody>
</table>

### Organisation

| Class resources are organised |
| Room appears tidy |

### Physical Conditions

| Children’s desks are tidy |
| Children work at right size desks |
| Room is well ventilated |
| Room is at suitable temperature |
| Floor is free of unnecessary rubbish |

### Overall Comments

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### Children’s Bookwork

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<th>Teacher</th>
<th>Class</th>
<th>Date</th>
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<table>
<thead>
<tr>
<th>Displays</th>
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<tbody>
<tr>
<td>Evidence of Teacher marking</td>
</tr>
<tr>
<td>Consistent setting out</td>
</tr>
<tr>
<td>Positive reinforcement for neat work</td>
</tr>
<tr>
<td>Unacceptable work re-written neatly</td>
</tr>
<tr>
<td>Children motivated to take pride in their work</td>
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</table>

<table>
<thead>
<tr>
<th>Overall Comments</th>
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## Planning

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### Documents

<table>
<thead>
<tr>
<th>School Scheme</th>
<th>Comments</th>
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<tbody>
<tr>
<td></td>
<td>Present and complete</td>
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### Term Plans

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<tbody>
<tr>
<td>All subjects completed</td>
</tr>
<tr>
<td>Planning matches scheme</td>
</tr>
<tr>
<td>Special character references are included</td>
</tr>
<tr>
<td>Term and week numbers listed</td>
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<tr>
<td>Balance of subject presentations</td>
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### Unit Plans

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<td>Standard school format used</td>
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<td>Special character statements present</td>
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<tr>
<td>Evidence of planned teaching to cover special character statements</td>
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### Daily/Weekly Plan book

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<tr>
<td>Term no. / Week no. / Date</td>
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<tr>
<td>Details for daily teaching written up</td>
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<tr>
<td>Details tie in with Scheme, Term Plan and Unit Plan</td>
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### Overall Comments

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### Evaluation and Records

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<th>Teacher</th>
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**Attendance Register**
- Attendance register is filled in on a daily basis
- All columns are filled in with the correct information
- End of term/year tallies completed

**Previous Term's Records**
- Children's assessments have been entered
- All school wide assessments are updated for the term

**Overall Comments**

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APPENDIX 9

DISCIPLINE

Each child is different
Have a few rules well chosen
Make obedience as easy as possible
Direct a child without undue control
A child’s mind is not to be dominated
Give the child opportunities to be trusted
Every person is able to choose what’s right
Remember the golden rule when disciplining
Lead a child to see the wrongdoing themselves
Train a child to self-control by offering choices
Discipline in private, do not make a public example
Sympathy not self-pity. Life is tough and unforgiving
Do you wish to control others? First control yourself
Liberty and freedom only come within the Law of God
The worst child may not be that way given wise discipline
Object of discipline is to teach the child self-government
Do not resort to fault-finding. Flowers don't bloom in a storm
School should be a place of refuge where faults are dealt with kindly
Nagging produces discouragement and hopelessness. Force often breeds rebellion

E.G. White
PERFORMANCE MANAGEMENT PROCESS

CONTENTS

1. Performance Management Policy
2. Performance Management Process
3. Job Description/Professional Standards/Performance Indicators
4. Specific Responsibilities
5. Performance Agreement - Teacher
6. Performance Evaluations
   a) Mid-term Evaluation
   b) End-term Evaluation
7. End-term Summary
   a) Performance Evaluations Summary
   b) Staff Member (Dispute Process)
8. Performance Agreement - Management Unit
9. Performance Evaluation - Management Unit
   a) Mid-term Evaluation
   b) End-term Evaluation
10. End-term Evaluations Summary - Management Unit
Performance Management Policy

Rationale
God expects each of us to continually develop our talents and abilities. Performance Management forms an important part of this process by providing an ongoing "cycle" that will assist in teacher development and accountability.

Purpose
To provide an ongoing system which will:
1. Outline necessary professional standards
2. Identify performance indicators
3. Evaluate performance against these standards and indicators
4. Identify individual needs
5. Support staff in personal development
6. Recognise personal achievement
7. Enable teachers who meet the Professional Standards to progress through the steps of the salary scale
8. Improve learning outcomes for students by improving the quality of teaching and leadership

Guidelines
1. The principal is responsible for making sure that evaluations are carried out for all teachers by their direct supervisor, which may be the Principal or Head of Department.
2. The evaluation of the principal is the responsibility of the Board.
3. Funding to implement the Performance Management Policy will be budgeted for each year.
4. At the beginning of each term, the principal and staff will review:
   a) the performance management process
   b) the performance indicators
5. The direct supervisor and the teacher/staff member will decide and put in writing the developmental objectives, indicators and support required.
6. The evaluation process will include the following steps:
   a) observation of teaching
   b) self-evaluation
   c) a discussion on the achievement of performance with the supervisor
   d) the setting of developmental objectives
   e) an evaluation report prepared by the direct supervisor in consultation with the teacher/staff member
7. All documents will be confidential to the teacher/staff member and their direct supervisor and/or the Principal.
8. Formal observation of classroom teaching will take place at least twice per year.
9. Any new teachers to the school will be evaluated within the first 10 weeks.
10. The Performance Management Process will operate on an annual basis, with a mid-term evaluation.
11. The Board will be reported to at least twice per year regarding the performance management cycle. Details of the individual performance evaluations will not be shared with anyone else except the teacher being observed and the Principal.
12. In the event of a dispute, the supervisor and the teacher/staff member will meet with the Principal. If a compromise cannot be reached, the Mission Education Director will take up the mediation process. If that fails, the Mission President will be invited by the Board, to establish guidelines for the outcome of the mediation.

Chairperson ______________________________  Date __________________________________
Performance Management Process

January
1. Discuss the Performance Management Process with staff
2. Review the professional standards with staff
3. Review and revise (as necessary) the performance indicators
4. Make times with each of the staff for an in-class observation (weeks 3-4)

February/March
1. Conduct an in-class observation of all teaching staff during weeks 3-4 of term 1.
2. Following the in-class observation there will be a self-evaluation and interview with the supervisor.
3. During the interview, developmental objectives will be decided upon and professional development and support discussed.
4. A written summary will be produced by the supervisor which will be agreed to and signed by both the supervisor and teacher/staff member. This summary will outline the developmental objectives, indicators, support to be provided, and time frame.
5. At the March Board meeting the Principal reports on the outcome of the Performance Management Process.

July/August
1. Complete the mid-term in-class observation and interview within the first three weeks of term 3.
2. Do a mid-term summary including a self-evaluation taking into account:
   • the progress on developmental objectives
   • extra support needed
   • any modification needed to key tasks or indicators.

November/December
1. In-class observation and interview.
2. Self-Evaluation and formalisation of end of term summary and appeal.
3. Documentation must include evaluation against the:
   • professional standards,
   • performance indicators,
   • specific responsibilities,
   • and the developmental objectives.

In time for next year's budget setting, look at any matters arising from the performance agreement, and any whole school development decided upon.

Budget requirements for the following year's Performance Management Process will be presented to the budget planning committee by the principal.

The Principal will report to the Board the outcome of the Performance Management cycle at their November/December meeting.
PROFESSIONAL STANDARDS

AND

PERFORMANCE INDICATORS

Teacher

A Maintenance of Special Character

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<thead>
<tr>
<th>Expected Outcome</th>
<th>Self-Evaluation</th>
<th>Supervisor’s Notes</th>
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<tbody>
<tr>
<td>That the Seventh-day Adventist special character of the school will be maintained and strengthened.</td>
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<thead>
<tr>
<th>Key Indicators</th>
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<tbody>
<tr>
<td>1. Demonstrate commitment to Seventh-day Adventist beliefs, mission and lifestyle</td>
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<td>2. Be involved in the local church on a regular basis</td>
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<td>3. Seeks to present all learning within the context of the Seventh-day Adventist world view</td>
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<td>4. Understand dual teacher-minister role</td>
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<td>5. Classroom activities consistent with the school’s special character</td>
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<td>6. Actively seeks to lead children to Christ</td>
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<td>7. Models a Seventh-day Adventist lifestyle and Christian behaviour</td>
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<tr>
<td>8. Spends time each day in personal Bible study and devotions</td>
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# Curriculum and Planning

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<th>Expected Outcome</th>
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<td>To be familiar with the curriculum and have plans in place for its delivery to the students</td>
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<table>
<thead>
<tr>
<th>Key Indicators</th>
<th>Self-Evaluation</th>
<th>Supervisor's Notes</th>
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<tbody>
<tr>
<td>1. Demonstrate a working knowledge of relevant curriculum and of current learning and assessment theory</td>
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<tr>
<td>2. Demonstrate a commitment to own ongoing learning</td>
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<td>3. The school scheme is present and complete</td>
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<thead>
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<th>Term Plans</th>
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<tr>
<td>1. Term plans for all subjects are completed before the commencement of the term</td>
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<tr>
<td>2. Planning follows the scheme details</td>
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<tr>
<td>3. Special character references are included</td>
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<td>4. Term and week numbers are listed</td>
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<td>5. There is a balance of subject presentations</td>
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<th>Unit Plans</th>
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<td>1. Standard school format used</td>
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<tr>
<td>2. Special character statements present</td>
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<tr>
<td>3. Evidence of planned teaching to cover special character statements</td>
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<tr>
<td>4. Daily/Weekly Plan Book</td>
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<tr>
<td>5. Details for daily teaching written up</td>
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<tr>
<td>6. Details tie in with Scheme, Term plan and Unit plan</td>
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### Teaching Techniques

<table>
<thead>
<tr>
<th>Expected Outcome</th>
<th>Self-Evaluation</th>
<th>Supervisor's Notes</th>
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<tbody>
<tr>
<td><strong>To provide quality learning opportunities for every student relative to needs, abilities and stage of development</strong></td>
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| **Outcomes**                                                                 |                 |                    |
| 1. Outcomes for lesson are clear                                               |                 |                    |
| 2. Children are aware of what the outcomes are                                 |                 |                    |
| 3. Outcomes are appropriate for the children’s level                           |                 |                    |
| 4. Outcomes are realistic and relevant                                          |                 |                    |

| **Motivation/Maintaining Attention**                                           |                 |                    |
| 1. Children are motivated by the teacher to learn                              |                 |                    |
| 2. Eye contact is used                                                         |                 |                    |
| 3. Children’s names are used                                                   |                 |                    |
| 4. Children are involved in the lesson                                         |                 |                    |
| 5. Children’s past experiences are used                                        |                 |                    |
| 6. Distractions are eliminated                                                 |                 |                    |
| 7. Divided attention situations are prevented                                  |                 |                    |

| **Instruction**                                                               |                 |                    |
| 1. Multiple examples are used                                                 |                 |                    |
| 2. The obvious is stressed                                                    |                 |                    |
| 3. Key ideas are concentrated on                                               |                 |                    |
| 4. Consolidation is carried out                                               |                 |                    |
| 5. A range of senses/materials are used                                       |                 |                    |
| 6. Practice is provided                                                       |                 |                    |
| 7. The Christian perspective is obvious                                       |                 |                    |
## D Classroom Management and Climate

<table>
<thead>
<tr>
<th>Expected Outcome</th>
<th>Self-Evaluation</th>
<th>Supervisor’s Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To run a classroom where student’s behaviour contributes to learning and where love, respect and understanding are shown to all</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Key Indicators</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Class rules are few and based on principles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Students are aware of the rules</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Positive reinforcement is used effectively</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. There is an emphasis on discipline – working to change the student’s heart</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Consequences are fair and consistently applied</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Children work well together</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Confession, forgiveness and restitution are encouraged</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Teacher models Christian virtues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. There is a warm friendly atmosphere</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Classroom Environment

#### Expected Outcome

That the classroom will contribute to the learning process and development of the school’s special character

<table>
<thead>
<tr>
<th>Self-Evaluation</th>
<th>Supervisor’s Notes</th>
</tr>
</thead>
</table>

#### Key Indicators

**Displays**

1. Displays are theme centered
2. Theme message is obvious
3. Displays contain Christian message
4. Children’s work is displayed
5. High amount of language written work displayed
6. Displays use a variety of media and art forms
7. Displays are eye catching and colourful

<table>
<thead>
<tr>
<th>Physical Condition</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Supervisors Notes</th>
</tr>
</thead>
</table>
## Contribution to the life of the School and the Team

<table>
<thead>
<tr>
<th>Expected Outcome</th>
<th>Self-Evaluation</th>
<th>Supervisor’s Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Indicators</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Fulfil responsibilities, i.e. be on time for duty</td>
<td>___________________</td>
<td>___________________</td>
</tr>
<tr>
<td>2. Arrive/leave school allowing time for planning, preparation</td>
<td>___________________</td>
<td>___________________</td>
</tr>
<tr>
<td>3. Maintain positive relationships with parents and the community</td>
<td>___________________</td>
<td>___________________</td>
</tr>
<tr>
<td>4. Is willing to contribute to extra curricula activities</td>
<td>___________________</td>
<td>___________________</td>
</tr>
<tr>
<td>5. Maintains ongoing contact with outside agencies</td>
<td>___________________</td>
<td>___________________</td>
</tr>
<tr>
<td>6. Attendance at and involvement in professional development</td>
<td>___________________</td>
<td>___________________</td>
</tr>
<tr>
<td>7. Willingness to read educational articles and to incorporate ideas into teaching practices</td>
<td>___________________</td>
<td>___________________</td>
</tr>
<tr>
<td>8. Takes an active part in performance evaluation and develops a reflective mode of improving professional competence</td>
<td>___________________</td>
<td>___________________</td>
</tr>
<tr>
<td>9. The obvious is stressed</td>
<td>___________________</td>
<td>___________________</td>
</tr>
<tr>
<td>10. Key ideas are concentrated on</td>
<td>___________________</td>
<td>___________________</td>
</tr>
<tr>
<td>11. Consolidation is carried out</td>
<td>___________________</td>
<td>___________________</td>
</tr>
<tr>
<td>12. A range of senses/materials are used</td>
<td>___________________</td>
<td>___________________</td>
</tr>
<tr>
<td>13. Practice is provided</td>
<td>___________________</td>
<td>___________________</td>
</tr>
<tr>
<td>14. The Christian perspective is obvious</td>
<td>___________________</td>
<td>___________________</td>
</tr>
</tbody>
</table>
### G Evaluations, Assessments and Records

**Expected Outcome**

To ensure regular evaluations and assessments are carried out and recorded appropriately

<table>
<thead>
<tr>
<th>Self-Evaluation</th>
<th>Supervisor’s Notes</th>
</tr>
</thead>
</table>

**Key Indicators**

1. A variety of assessments are used, e.g. observations, tests, projects etc.
2. Regular assessments/evaluations of all students take place
3. All details are recorded and filed for future reference

**Attendance Register**

1. Attendance register is filled in on a daily basis
2. All columns are filled in with the correct information
3. End of term/year tallies are completed

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tbody>
</table>
Performance Agreement

Explanations

Key Task
Choose 3 tasks that you wish to develop during the year.

Indicators
List what changes you expect to see as a result of the tasks you wish to develop, also what will show that you have achieved your task.

Support
List what support you think you may need to achieve your tasks.

Reporting Time
Give a realistic timeframe for the completion of the task. This should be within the present school year.

Supervisor
This refers to the person conducting the evaluation.

Teacher/staff member
This is the person who is being evaluated.

Additional School Responsibilities
In the column marked Specific Responsibilities and key indicators list the specific responsibilities which is expected of you during the year, and how you plan to improve the carrying out of each responsibility.
Performance Agreement

Name: __________________________________ Position _________________________________________

<table>
<thead>
<tr>
<th>Key Task</th>
<th>Indicators</th>
<th>Support</th>
<th>Reporting Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
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<tr>
<td>3.</td>
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</tr>
</tbody>
</table>

Principal’s signature
Chairperson’s signature

Additional School Responsibilities

Expected Outcome 1

On the line above, write down your specific responsibility And below, the key indicators as in the tables on pages 119-125

<table>
<thead>
<tr>
<th>Key Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
</tbody>
</table>

Self-Evaluation
Supervisor’s Notes
Mid – Term Evaluation
(July / August)
For each of your key tasks, mark the box that most accurately describes how far along your development is in that area.

<table>
<thead>
<tr>
<th>Task 1</th>
<th>Not even started</th>
<th>Limited development</th>
<th>Halfway there</th>
<th>Nearly completed</th>
<th>Fully completed</th>
</tr>
</thead>
</table>

Comments (Teacher/staff member), e.g. need extra help?
______________________________________________________________________________________
______________________________________________________________________________________

Comments (Supervisor)
______________________________________________________________________________________
______________________________________________________________________________________

<table>
<thead>
<tr>
<th>Task 2</th>
<th>Not even started</th>
<th>Limited development</th>
<th>Halfway there</th>
<th>Nearly completed</th>
<th>Fully completed</th>
</tr>
</thead>
</table>

Comments (Teacher/staff member), e.g. need extra help?
______________________________________________________________________________________
______________________________________________________________________________________

Comments (Supervisor)
______________________________________________________________________________________
______________________________________________________________________________________

<table>
<thead>
<tr>
<th>Task 3</th>
<th>Not even started</th>
<th>Limited development</th>
<th>Halfway there</th>
<th>Nearly completed</th>
<th>Fully completed</th>
</tr>
</thead>
</table>

Comments (Teacher/staff member), e.g. need extra help?
______________________________________________________________________________________
______________________________________________________________________________________

Comments (Supervisor)
______________________________________________________________________________________
______________________________________________________________________________________

<table>
<thead>
<tr>
<th>Task 4</th>
<th>Not even started</th>
<th>Limited development</th>
<th>Halfway there</th>
<th>Nearly completed</th>
<th>Fully completed</th>
</tr>
</thead>
</table>

Comments (Teacher/staff member), e.g. need extra help?
______________________________________________________________________________________
______________________________________________________________________________________

Comments (Supervisor)
______________________________________________________________________________________
______________________________________________________________________________________
## End term Evaluation

**(November/December)**

For each of your key tasks, mark the box that most accurately describes how far along your development is in that area.

### Task 1

<table>
<thead>
<tr>
<th>Not even started</th>
<th>Limited development</th>
<th>Halfway there</th>
<th>Nearly completed</th>
<th>Fully completed</th>
</tr>
</thead>
</table>

#### Comments (Teacher/staff member), e.g. need extra help?

______________________________________________________________________________________

______________________________________________________________________________________

#### Comments (Supervisor)

______________________________________________________________________________________

______________________________________________________________________________________

### Task 2

<table>
<thead>
<tr>
<th>Not even started</th>
<th>Limited development</th>
<th>Halfway there</th>
<th>Nearly completed</th>
<th>Fully completed</th>
</tr>
</thead>
</table>

#### Comments (Teacher/staff member), e.g. need extra help?

______________________________________________________________________________________

______________________________________________________________________________________

#### Comments (Supervisor)

______________________________________________________________________________________

______________________________________________________________________________________

### Task 3

<table>
<thead>
<tr>
<th>Not even started</th>
<th>Limited development</th>
<th>Halfway there</th>
<th>Nearly completed</th>
<th>Fully completed</th>
</tr>
</thead>
</table>

#### Comments (Teacher/staff member), e.g. need extra help?

______________________________________________________________________________________

______________________________________________________________________________________

#### Comments (Supervisor)

______________________________________________________________________________________

______________________________________________________________________________________

### Task 4

<table>
<thead>
<tr>
<th>Not even started</th>
<th>Limited development</th>
<th>Halfway there</th>
<th>Nearly completed</th>
<th>Fully completed</th>
</tr>
</thead>
</table>

#### Comments (Teacher/staff member), e.g. need extra help?

______________________________________________________________________________________

______________________________________________________________________________________

#### Comments (Supervisor)

______________________________________________________________________________________

______________________________________________________________________________________
A Maintenance of Special Character

<table>
<thead>
<tr>
<th>Expected Outcome</th>
<th>Self-Evaluation</th>
<th>Supervisor’s Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>That the Seventh-day Adventist special character of the school will be maintained and strengthened.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Indicators</th>
<th>Self-Evaluation</th>
<th>Supervisor’s Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate commitment to Seventh-day Adventist beliefs, mission and lifestyle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Be involved in the local church on a regular basis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Ensures that teachers present all learning within the context of the Seventh-day Adventist world view</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Understand dual teacher-minister role</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Ensures that school and classroom activities are consistent with the school’s special character</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Actively seeks to lead children to Christ</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Models a Seventh-day Adventist lifestyle and Christian behaviour</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Spends time each day in personal Bible study and devotions.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### B  Pupil Leadership

<table>
<thead>
<tr>
<th>Expected Outcome</th>
<th>Self-Evaluation</th>
<th>Supervisor's Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Indicators</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Provides a safe and secure environment where Student learning is the focus of every activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Provide the necessary skills and attitudes which will encourage students to become lifelong learners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Provide effective pastoral care for all students, involving mission personnel as required</td>
<td></td>
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</tr>
<tr>
<td>4. Provide the climate that will encourage students to take responsibility for their own learning and behaviour</td>
<td></td>
<td></td>
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<tr>
<td>5. Ensure that assessments and evaluations are done on a regular basis and that records are kept</td>
<td></td>
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<tr>
<td>6. Ensure in consultation with staff that set procedures for each area of the school in monitoring children's progress and achievement is established by the end of Term 1, yearly</td>
<td></td>
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</tr>
<tr>
<td>7. Ensure that individual families are informed of the educational progress and achievement of their children through reporting at least twice a year</td>
<td></td>
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<tr>
<td>8. Ensure that parents have opportunities for at least 2 formal and regular informal interviews throughout the year</td>
<td></td>
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</tr>
<tr>
<td>9. Establish guidelines for acceptable behaviour of students within the school, with an effective Behaviour Management Programme</td>
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</tbody>
</table>
### Professional Leadership

**Expected Outcome**
Provide leadership to staff through effective professional development and self-evaluation systems

<table>
<thead>
<tr>
<th>Key Indicators</th>
<th>Self-Evaluation</th>
<th>Supervisor’s Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate a thorough understanding of current approaches to effective teaching and learning across the curriculum</td>
<td></td>
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<tr>
<td>2. Is innovative and enthusiastic in providing professional direction</td>
<td></td>
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<tr>
<td>3. Responds effectively to self-evaluation, external evaluation and student assessment and evaluation results</td>
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<tr>
<td>4. Understands and applies where appropriate, current practices for effective management</td>
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<tr>
<td>5. Provides appropriate advice and guidance</td>
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<tr>
<td>6. Has a commitment to personal on-going professional development</td>
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<tr>
<td>7. Operates an appropriate &quot;open door&quot; policy with regards to pupils, parents, staff and the wider community</td>
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<tr>
<td>8. Provides effective systems for 2 way reporting to parents and caregivers on student development</td>
<td></td>
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<tr>
<td>9. Provide a role model for a shared approach to leadership in all aspects of school management. Working in cooperation with the staff</td>
<td></td>
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<tr>
<td>10. Is approachable, supportive and regularly in classrooms</td>
<td></td>
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<tr>
<td>11. Gives in class support, senior staff supervision, ensure time is made available to allow discussion on observations made</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Staff Leadership

<table>
<thead>
<tr>
<th>Expected Outcome</th>
<th>Self-Evaluation</th>
<th>Supervisor's Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide effective leadership by empowering staff</td>
<td></td>
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</tr>
</tbody>
</table>

#### Key Indicators

1. Provide an effective school organization that includes staff strengths and allows for good teaching and learning

2. Establishes procedures and practices to maintain and improve staff effectiveness through supervision, performance management and encouragement of self-development

3. Motivates and supports staff to improve the quality of teaching and learning

4. Determines teacher development requirements in consultation with staff members. Ensure both school wide and individual professional development needs are planned for

5. Performance Agreements are negotiable agreements. Responsibility is shared. Each staff member has an area or areas of responsibility. Each staff member will be given a copy of this. All staff understand the financial process for this area of the school

6. Ensure Performance Agreements are compiled in consultation and are prepared by Week 6, Term 1

7. Responsible for setting responsibilities for staff members so that they are involved and accountable
### Relationship Leadership

**Expected Outcome**

Effective communication between BOT, school and community

<table>
<thead>
<tr>
<th>Key Indicators</th>
<th>Self-Evaluation</th>
<th>Supervisor’s Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Fosters positive relationships between the school and the community</td>
<td></td>
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</tr>
<tr>
<td>2. Demonstrates an understanding of and is responsible to, the diverse concerns and needs of students, parents, staff, Board, community, government and non-government agencies</td>
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<tr>
<td>3. Communicates effectively</td>
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<tr>
<td>4. Manages conflict effectively and actively works to achieve solutions</td>
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<tr>
<td>5. Represents the school and acts to achieve its objectives</td>
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<tr>
<td>6. The Principal shall provide free and frank advice to the Board without fear or favour</td>
<td></td>
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<tr>
<td>7. Supply Principal's report to the BOT each meeting</td>
<td></td>
<td></td>
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<tr>
<td>8. Report on progress of staff development programme, curriculum developments and development plan progress</td>
<td></td>
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<tr>
<td>9. Contribute to the smooth running of the Board meetings by ensuring that the agenda, previous minutes and papers are sent out to members prior to Board meetings</td>
<td></td>
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</tbody>
</table>
### Expected Outcome
Effectively manages school resources, finances, property and legal requirements

<table>
<thead>
<tr>
<th>Key Indicators</th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STRATEGIC MANAGEMENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Actively works towards the implementation of a shared vision and strategic plan for the future of the school which identifies local priorities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Makes progress towards achieving the vision through the effective management of available resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>FINANCIAL AND PROPERTY MANAGEMENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Effectively and efficiently uses available financial resources and assets to support improved student learning outcomes</td>
<td></td>
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</tr>
<tr>
<td>2. Operates an effective budget planning system and works within available resources</td>
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<tr>
<td>3. Works effectively and efficiently with BOT in controlling, monitoring and reporting on the use of finances and assets</td>
<td></td>
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</tr>
<tr>
<td><strong>STATUTORY MANAGEMENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Works closely with the mission to meet staffing requirements</td>
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<tr>
<td>2. Provide motivation through positive leadership to, so that staff are committed and enthusiastic about their work</td>
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<tr>
<td>3. Assist Board to develop priorities and plans for school development in consultation with community, staff, pupils and reflect this in the budget</td>
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</tr>
<tr>
<td>4. Supervise cleaning and maintenance of school. Caretaker involved in decision making and appropriate budget areas</td>
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</tr>
</tbody>
</table>
Performance Agreement

Explanations

Key Task
Choose 3 tasks that you wish to develop during the year.

Indicators
List what changes you expect to see as a result of the tasks you wish to develop, also what will show that you have achieved your task.

Support
List what support you think you may need to achieve your tasks.

Reporting Time
Give a realistic timeframe for the completion of the task. This should be within the present school year.

Supervisor
This refers to the person conducting the evaluation on the Principal.

Teacher/staff member
This is the person who is being evaluated.
## Performance Agreement

**Name:** __________________________  **Position:** __________________________

<table>
<thead>
<tr>
<th>Key Task</th>
<th>Indicators</th>
<th>Support</th>
<th>Reporting Time</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
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<tr>
<td>3.</td>
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</tbody>
</table>

**Principal’s signature**  **Chairperson’s signature**
### Mid – Term Evaluation
(July / August)

For each of your key tasks, mark the box that most accurately describes how far along your development is in that area.

<table>
<thead>
<tr>
<th>Task</th>
<th>Not even started</th>
<th>Limited development</th>
<th>Halfway there</th>
<th>Nearly completed</th>
<th>Fully completed</th>
</tr>
</thead>
</table>

#### Task 1
Comments (Principal), e.g. need extra help?
______________________________________________________________________________________
______________________________________________________________________________________

Comments (Supervisor)
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

#### Task 2
Comments (Principal), e.g. need extra help?
______________________________________________________________________________________
______________________________________________________________________________________

Comments (Supervisor)
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

#### Task 3
Comments (Principal), e.g. need extra help?
______________________________________________________________________________________
______________________________________________________________________________________

Comments (Supervisor)
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

#### Task 4
Comments (Principal), e.g. need extra help?
______________________________________________________________________________________
______________________________________________________________________________________

Comments (Supervisor)
______________________________________________________________________________________
End term Evaluation  
(November/December)
For each of your key tasks, mark the box that most accurately describes how far along your development is in that area.

<table>
<thead>
<tr>
<th>Task 1</th>
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<th>Limited development</th>
<th>Halfway there</th>
<th>Nearly completed</th>
<th>Fully completed</th>
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Comments (Principal), e.g. need extra help?
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Comments (Supervisor)
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Comments (Principal), e.g. need extra help?
______________________________________________________________________________________
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Comments (Supervisor)
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Comments (Principal), e.g. need extra help?
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Comments (Supervisor)
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<th>Halfway there</th>
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Comments (Principal), e.g. need extra help?
______________________________________________________________________________________
______________________________________________________________________________________

Comments (Supervisor)
______________________________________________________________________________________
______________________________________________________________________________________
APPENDIX 11
Professional Development Questionnaire

Name
_________________________________________________________________________________

School
_________________________________________________________________________________

Which grades do you teach currently?  _______________________________________________________

1. What professional development have you participated in, in the past?
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

2. If you had a choice, what areas would you wish to receive professional development in? List some areas in the sections below.
______________________________________________________________________________________

Curriculum _____________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

Ethos/philosophy ________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

Teaching and learning __________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

Leadership and management _________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

Financial Management __________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

Please return this form to your Principal.
APPENDIX 12

A Christian Approach to Conflict Resolution

CONFLICT MANAGEMENT STRATEGY

Policy Statement

From time to time in school life we will find ourselves in conflict with another person or persons. We may have a difference of opinion or purpose that troubles us and frustrates us. We may be offended or hurt by the words and actions of other people in the school.

While Conflict is unfortunately an inevitable consequence of the interaction of human beings, conflict should never be ignored. Unresolved conflict by its very nature will become worse if it is left to fester.

Unless our conflicts are handled wisely, they may escalate into disputes that lead to broken relationships and harm the well-being and witness of our school. When our conflicts are resolved in a godly and constructive way, we honour the Lord, show love for one another, and deal with problems in our life together.

The Bible does not give us the option of ignoring conflicts or handling them in non-constructive ways; we are called to be peacemakers (Matt. 5:9; Rom. 12:18; 14:19; 2 Cor. 13:11). In the Gospel of Matthew 18:15-17 we are given by Jesus, a method for resolving our differences. We are encouraged to bring our disputes out into the open and deal with them. As Christians we are not given the option to keep a dispute going. We must try and resolve it as early as possible and with the least amount of harm to our personal relationships, to our school community and to the reputation of our school in the wider community.

The strategy offers a system to solve disputes constructively to reach a mutually satisfying resolution without avoiding or ignoring the seriousness of the situation. This strategy is to be read in conjunction with the accompanying procedural instructions.

Aim of the Strategy

This strategy provides a framework for the effective resolution of conflict in a constructive and timely manner within a school setting.

Conflict Situations in School Life

The strategy will address conflicts and disputes that arise with or between:

✓ parents when it impacts the safety of those at the school
✓ school staff
✓ volunteer workers at the school

Strategy

✓ Pray about the conflict and approach it in a godly way. Allow the Lord to guide you in how to address the situation. We need to ask ourselves whether this matter can be overlooked. We also need to look for the log in our own eye (Matt. 7:5), asking ourselves what we may have contributed to the conflict we are experiencing. Above all, we should approach the conflict with a desire to resolve the issue with love for all concerned.

✓ Go directly to the person with whom you are in conflict and discuss the matter with them.
This is the first, basic and vital principle of Biblical, Christian conflict resolution.

Jesus tells us to do this: "If your brother sins against you go and show him his fault, just between the two of you. If he listens to you, you have won your brother over" (Matt. 18:15).

We are to do this before we talk to other people or attempt to get others involved on our side or stirred up about our complaint.

✓ If you feel you cannot resolve the problem directly on your own, ask for the help of an impartial person
 ✓ Ask for the help of a Christian mediator: The mediator will help you and the other party discuss the issues if you are unable to resolve the conflict on a one to one basis.
   √ The mediator may come from inside or outside the school community.
   √ The mediator must be acceptable to both parties.
   √ The mediator must be a practising Christian.
   √ The parties must agree to share the costs of an outside mediator if a cost is attached.
   √ A mediator helps the parties explore various solutions to their differences, but the parties retain control of the results and are not obligated to follow the mediator's advice. Jesus said 'But if he will not listen, take one or two others along, so that every matter may be established by the testimony of two or three witnesses.' (Matt. 18:16).

Paul urged this to be done in the case of a conflict in the church of Philippi: 'I plead with Euodia and I plead with Syntyche to agree with each other in the Lord. Yes, and I ask you, loyal yoke-fellow, help these women who have contended at my side in the cause of the gospel . . .' (Phil. 4:2-3).

✓ Hand the matter to an arbitrator: Both parties choose to hand the matter to an arbitrator for a binding decision. If parties choose not to take this step then they agree to leave the conflict unresolved but will be expected to live in peace with one another. 'And let the peace that comes from Christ rule in your hearts. For as members of one body you are called to live in peace.' (Col. 3:15)
   √ The arbitrator will be appointed by the school leadership.
   √ The arbitrator will gather evidence from both parties before making a decision.
   √ The arbitrator will render a binding decision which the parties will agree to accept even if one or both of the parties don’t like it.

"If you have legal disputes about such matters, why go outside the school? I am saying this to shame you. Isn’t there anyone in the church who is wise enough to decide these issues? (1 Cor. 6:4-5)

✓ Failure to act in accordance with the strategy will bring the matter to the school leadership. If one or more parties to the conflict refuse to seek to resolve the matter using the guidelines of this strategy and are not making efforts to be at peace the matter will come before school leadership.
   √ The school leadership will uphold the decision of the arbitrator.
   √ The school leadership will not be an appeal mechanism with relation to the decision of the arbitrator.
   √ The school leadership will hold people accountable for their behaviour in the process of the conflict management. The concern of the school leadership will be to evaluate how participation in the process of peacemaking has been operating, and also to hold all parties accountable for their behaviour according to Biblical standards. (Matt. 18:17)
There is a dimension of accountability to our behaviour in God’s School. We are Christian disciples and this means that we are under the discipline of Christian standards. If professing Christians refuse to pursue peace, act in ungodly ways, or do not accept the guidance of the school leadership and other helpers in this process, they may need to be reminded firmly that they are acting as if they were an unbeliever. (Matt. 18:17)

The School leadership body will not get involved in a conflict or dispute if the previous steps of peace-making have not been attempted. Unresolved conflict is unhealthy for a school and its members. It is also against Christian teaching. There is one standard for Christian behaviour, and it applies to all those who profess to be Christians. If we refuse to behave in ways that are consistent with our profession, the school may need to exercise its own assessment on our conduct during the conflict resolution process.

Management Strategy

People Involved in a Conflict

If you feel that you are in conflict with another person or if you have been approached by another person who feels that they have a conflict with you:

- Bring the matter before God in prayer.
- Approach the other party first where possible. Resist the temptation of taking along an ally.
- If someone has a complaint against you, listen to what they have to say.
- Talk through the issue and try to find common ground and a resolution.
- You should at all times resist the temptation of talking to others about your conflict with your brother or sister. This is gossip and is not only unhelpful but more importantly very unchristian.
- Approach a school appointed assistant (conflict coach) if you need more help with resolving the issues. This is someone who has been trained in handling conflict and with whom you can discuss the problem and who will give advice on different ways to approach the other person.
- Ask for help with a mediator if you feel that this will help solve the issue effectively.
- Participate in arbitration if necessary and be prepared to accept the binding decision.

School Member Helper

- Pray for guidance in each situation brought to you for assistance.
- Help the person who approaches you to communicate with the other party.
- Only assist one person in each situation. Trying to help both parties can lead to a conflict of interest.
- Do not take sides with either party. Remain impartial.
- Help your client and coach them in how to approach the other person.
- Go with the person you are coaching to a meeting with the other party if they ask you.
- Remain as a silent and impartial support person.
- Be ready to refer the situation for more assistance when necessary.
- Write a confidential summary of the process undertaken and keep securely until required by the school leadership.
- Maintain confidentiality about the situation.
Mediator

 ✓ Pray for guidance in each situation and ask for God's help to facilitate an outcome.
 ✓ Remain impartial throughout the discussions.
 ✓ Attempt to promote reconciliation through confession and Christ-like forgiveness.
 ✓ If one party tells you something in confidence, maintain confidentiality and only disclose the information if given leave.
 ✓ Give each party the opportunity to have their say.
 ✓ Treat parties with respect and courtesy.
 ✓ Help lead the parties to a final solution that is perceived by both to be just and equitable.
 ✓ The mediator has no authoritative decision making power.
 ✓ If the mediator finds the issues raised are too complex, they can encourage the parties to refer the matter to a professional (or another) mediator.
 ✓ Write a confidential report which could be given to the arbitrator if the matter proceeds further.
 ✓ Write a summary of the process undertaken and keep securely for use should the matter proceed to a higher authority.

Arbitrator

 ✓ Pray for guidance when being asked to make a decision for other people.
 ✓ Be impartial in your approach to the parties so that they both feel that they have had an equitable hearing.
 ✓ Make an impartial decision taking into account the reports of the conflict coach and the mediator.
 ✓ Arbitrators do not attempt to help the parties communicate with one another or assist them in negotiating a settlement.
 ✓ Admit if you are unable to make a decision for any reason and ask for the matter to be taken to another arbitrator.
 ✓ Write a confidential summary for the School Board.

School Board

The Chairman, Principal and the School Board have an overarching leadership responsibility within the school life. In regard to the strategy they will:

 ✓ Support the strategy.
 ✓ Direct parties in the conflict to the appropriate method of resolution.
 ✓ Organise for training for the conflict resolution.
 ✓ Maintain a list of appropriate mediators and arbitrators.
 ✓ Maintain complete confidentiality in all dealings with parties and the information about the situation.
 ✓ Prayerfully assess any information that is produced by the conflict coach, mediator and arbitrator with a view to assessing the behaviour of both parties during the process.
 ✓ Keep notes of the Board deliberations and all other reports and seal them after the meeting to maintain confidentiality. They are to be kept secured in a safe place.
 ✓ Choose one or two members of the Board to communicate the decision of the Board.
 ✓ Hold people accountable for their behaviour and its impact on the school.
APPENDIX 13

EMP. 10.01 - PRINCIPLES OF ADVENTIST EMPLOYMENT

Extract from SPD Working Policy

1. The Seventh-day Adventist Church’s mission is to make disciples of Jesus Christ of all peoples, communicating the everlasting gospel in the context of the three angels’ messages of Revelation 14:6-12. This mission is foundational to Adventist employment principles and practices.

2. The Seventh-day Adventist Church is a belief-driven organisation and it wants its employees to be motivated to accomplish its mission. Any employment practice that compromises the integrity of the beliefs and special character of the Seventh-day Adventist Church would cause offence to the Church and its members.

3. The Church’s employment policies and practices are therefore guided by the following principles:
   a. Denominational employment practices will align with the mission, vision and values of the organisation.
   b. Value will be placed on the diversity of skills and abilities brought to the workplace by employees and the contribution each makes towards accomplishing the mission of the Church.
   c. Each employee will be treated with respect and dignity.
   d. Employers will comply with applicable employment laws.
   e. Employers will adopt a consultative approach to develop common employment policies and practices.
   f. Employers will collaborate with other denominational employers regarding uniform and consistent employment conditions for similar categories of employees in different organisations.
   g. Employers will endeavour to develop motivated, skilled and mission driven employees.

4. Employment policies should comply with the employment laws of the applicable country. Employment laws shall take precedence over denominational employment policies. Where compliance with such a law would cause offence to the Church, counsel shall be sought from the next level of church organisation and the Division.

5. When employment conditions are not mandated within a jurisdiction the provisions of the South Pacific Division Working Policy and any guidelines approved by the Division shall apply. When employment laws change before South Pacific Division Working Policy can be amended the Division, in consultation with an affected Union or employer, may issue guidelines to clarify or revise the application of that policy until the policy is amended.

6. To maintain the unity of employment practice within the South Pacific Division, the following principles are to be followed by all employers:
   a. Changes to Employment Legislation and Conditions
      Where changes are made to local employment legislation that are relevant to Division policy or guidelines, the next level of church organisation and the Division are to be advised.
b. **Employment Contracts/Agreements**
   
i. Contracts and agreements (employment instruments) are to be developed through a consultation process with other levels of church administration.

   ii. All employment agreements shall be drafted in harmony with 1, 2 and 3 above and contain the common clauses provided by the Division’s People Services. Any exceptions to this are to be approved by the Division.

c. **Employment Related Legal Challenge**
   
When the possibility of an employment related legal challenge occurs that has the potential to create precedents for common employment practices or affect employment contracts of other employers, details are to be given to the next level of organisation. Relevant information is to be promptly passed through the relevant levels of church organisation to South Pacific Division People Services. When the matter is deemed of importance to more than one organisation consultation among applicable employers should occur to ensure that it is handled in a consistent manner.
APPENDIX 14

ADVANCED STUDY DOCUMENTATION

DEFINITIONS

Advanced study is the pursuit of an academic award subsequent and usually superior to the initial tertiary qualification for a profession or calling. Training for the initial qualification is the responsibility of the individual, not the Church. Therefore applications for denominationally sponsored advanced study are requests for support at the graduate level; i.e. Graduate Diploma, MA and Doctoral awards. Bachelor’s degrees do not qualify for advanced study support unless the initial qualification for the profession was a tertiary diploma or the applicant already holds a first award and is being retrained at the call of the Church.

Amortisation

Employees granted advanced study privileges are expected to amortise the advance by service to the Seventh-day Adventist Church. Amortisation shall be based on the wage factor, or calculated equivalent, and applied as the appropriate classification indicates, but in no case shall the amortisation period exceed five years.

When an employee who has been sponsored for advanced study transfers to another denominational employing organisation, either by call or through re-employment subsequent to resignation, any unamortised study costs are transferred to the new denominational employer.

Where an employee within the South Pacific Division is called to serve the church in another division, settlement of unamortised advanced study expenses shall be negotiated and included as a condition of the call.

Own-time study shall be defined as a study program not requiring released time or other concessions by way of reduced workload or exemptions from regularly assigned duties. The complete study program shall not anticipate a change of study classification except as indicated in the initial application.

Part-time study shall be defined as a study program where released time, a reduction of workload or exemption from duties is granted, such concessions not to exceed 50 percent of a normal workload. The complete study program shall not anticipate a change of study classification except as indicated in the initial application.

Full-time study shall be defined as a study program requiring full-time release from a regular work-load and responsibilities.

Comment: Own-time study programs are approved by the Conference/Mission, and Union executive committees (or institutional board and parent organisation).

GUIDELINES

It is essential an application for advanced study assistance clearly indicate the benefit to the Church of the proposed study program.

It is recognised the Church does not provide tertiary level academic programs in a wide range of disciplines at denominational colleges within the South Pacific Division. However where it does provide such opportunities, it is preferred that prior to undertaking denominationally sponsored doctoral or other advanced degree study, the candidate will have obtained a prior tertiary level academic award from a Seventh-day Adventist institution of higher learning.
The sponsoring organisation will give careful consideration to each application for advanced study approval and support in order to be satisfied the candidate:

(a) has a mature faith which is unlikely to be put at risk through study for an advanced degree.
(b) is a productive employee of the Church, in good and regular standing in his or her congregation, who will provide a good return in service for the advanced study investment.

GENERAL PRINCIPLES

(c) Doctorates are to be generally taken in the Antipodes on an own time basis with up to one year assisted full time study. Candidates for less advanced degrees are generally limited to own-time study assistance but may also be granted up to one year Category B or C assistance if full-time study is a university requirement or if such assistance is in the interest of the Church.

(d) In the main, doctorates or other advanced awards will be sponsored, on a full-time basis to Andrews University, La Sierra University and Loma Linda University only when the subject area to be addressed is not available in harmony with Adventist philosophy at a university in the SPD.

(e) Employees sponsored for doctoral and other advanced degrees with significant research requirements are expected to obtain the prior support of the Doctoral Study Standing Subcommittee for their dissertation or thesis topics. Employees under the sponsorship of the Church are expected to select research topics which, where possible, will be of benefit to the Church and its mission.

(f) Denominational employees who are given financial assistance for advanced study which involves a significant research component are expected to provide the Avondale College or PAU Library with a bound copy of the dissertation or thesis upon completion of the advanced study program.

(g) Where there is a need for a particular advanced award to be held by a number of denominational workers it is desirable for that award to be offered on an extension campus basis within the South Pacific Division by an Adventist university.

(h) Except when it is in the interest of the Church to do otherwise, denominational employees are not financially assisted with another advanced study program or provided release time from their duties for study purposes until at least three years has passed since completion of an earlier academic award.

(i) Denominational employees who are given financial assistance for advanced study purposes are expected to provide the secretary of the sponsoring organisation with an academic transcript upon completion of the advanced study program.

DIRECTIONS

Copies of the Advanced Study Information Questionnaire are held by the employing organisation administration.

Part I of the Questionnaire is completed by the applicant and filed with the employing organisation administration.

The applicant is to provide the requested information in section 1 of each of the three reference forms comprising Part II. It is recommended that when the forms are supplied to the referees by the applicant they be accompanied by stamped envelopes, addressed for mailing by the referee directly to the employing organisation administration.

Part II is completed by the employing organisation.
Applications are processed as follows

(a) All applications must be checked by the employing organisation. If the application meets the Advanced Study Eligibility Criteria outlined in Part II Section A, all the Questionnaire information requested has been provided and the employing organisation leadership is supportive, the application may be cleared for processing as indicated in (b) through (h) below.

If the application does not qualify under the eligibility criteria for advanced study assistance or if the applicant is not considered suitable for sponsorship, the employing organisation board or executive committee is expected to exercise its authority and deny the application for advanced study assistance and inform the applicant in writing accordingly.

Own-time Advanced Study applications

(b) Institutional employees

Own-time advanced study applications from employees of denominational institutions are processed by the employing organisation board and, if supported, forwarded to the parent organisation for final approval.

(c) Local, Union and Division employees

Own-time advanced study applications from Local or Union Conference/Mission employees are cleared by the executive committee and, in the case of local Conference/Mission employees forwarded to the Union Conference/Mission for final approval. Own-time advanced study applications from Division employees are approved by the administration.

Part or full-time advanced study applications

(d) Institutional employees

Part or full-time advanced study applications by employees of denominational institutions are first approved by the institutional board and then forwarded for consideration by the executive committee of the parent organisation. A photocopy of the application should be retained by the employing organisation administration.

(e) Local Conference/Mission employees

Part or full-time advanced study applications by local Conference/Mission employees, when supported by local Conference/Mission executive committee action, are forwarded to the Union Conference/Mission/secretariat for endorsement. A photocopy of the application should be retained by the employing organisation secretariat.

(f) Union Conference/Mission employees

Applications by Union Conference/Mission employees for part or full-time advanced study assistance, when supported by Union executive committee action, are forwarded directly to the secretary of the Union Conference/Mission. A photocopy of the application should be retained by the employing organisation secretariat.

(g) SPD employees

Applications for part or full-time study assistance by employees of the South Pacific Division, are supplied to the officers for administrative consideration. If the Application for part or full-time study is supported, the document is held by the SPD Administration Committee. A photocopy of the application should be retained by the secretariat.
Study programs approved by the employing entities are recorded with the SPD Director of Education. Applicants whose study programs are not approved by the employing entities are notified in writing by the secretary of the employing entities.

**Please note:** For detailed information on denominational advanced study policies and guidelines see the South Pacific Division Working Policy and "A Compendium of Policies, Guidelines and Directives Related to Advanced Study Programs." The Compendium is regularly updated by the secretary of South Pacific Division and is provided to each employing organisation administration.

**Advanced Study Agreement**

Some part or full-time advanced study programs will require the student to sign an Advanced Study Agreement (Advanced study amortisation – under “definitions” above). In such cases it is necessary that the signed Advanced Study Agreement be attached to this application form.
ADVANCED STUDY INFORMATION QUESTIONNAIRE
To be used to apply for own-time, part-time or full-time study assistance

PART I
To be completed by applicant

Date Completed ________________________________

A  Biographical Data

Title ____________________________________________________________________________ (Mr/Mrs/Miss/Ms/Dr/Pr)
Surname ___________________ Christian names ________________________________ as on passport
Address _____________________________________________________________________________

Home Telephone ______________ Other phone ___________________________________________
E-mail address __________________________________________________________
Date of birth ___________________ Year of Baptism ______________________________________

Spouse Details

Surname ___________ Christian Names ____________________________ Maiden or nickname (if applicable)

Children’s Details

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<tr>
<th>Name</th>
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B  Service Data

Present employer ________________________________ (Division, Institution, Union, or Conference/Mission)

Position held __________________________________________

Service Record

<table>
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<th>Year</th>
<th>Position Held</th>
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</table>
C Academic Data

Post-Secondary (Academic and Professional Qualifications)

<table>
<thead>
<tr>
<th>Year</th>
<th>Institution</th>
<th>Degree/Diploma/Certificate Earned</th>
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</table>

Previous Full or Part-Time Study Assistance

Give details of part-time study undertaken, other than brief in-service courses, and indicate the approximate amount of financial assistance or support in the form of housing, travel, or tuition, etc., that the applicant has received in the past 5 years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Study Program</th>
<th>Diploma/Certificate Earned</th>
<th>Value of financial support received</th>
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</thead>
<tbody>
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Give details of any current indebtedness, bonding, service obligations or restrictions

______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

D Proposed Study Program

Under which South Pacific Division Advanced Study Classification do you plan to study?

☐ Own-time ☐ Part-Time ☐ Full-time ☐ Summer sessions

If initially it will be own-time study, will there be a later need for part- or full-time assistance before the advanced study program is completed? ☐ Yes ☐ No

Note: All own-time study programs must have employing entity approval if:
(a) at least some part- or full-time support will be requested
(b) doctoral level study is involved.

Award sought

Name of university ________________________________________________________________
Number of years of study involved if full-time ________________________________________
If it will be a part-time study program, please specify:

(i) Minimum study load allowed _______________________________________________________

(ii) Anticipated years of part-time study _____________________________________________

(iii) Restrictions or conditions on employment which may be imposed by the university while on a part-time study program

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Has the university approved the study program? _______________________________________________

List any conditions or restrictions imposed by the university

______________________________________________________________________________________

______________________________________________________________________________________

Field of study

Major subject ____________________________________________

Minor subject ____________________________________________

Thesis or dissertation title (or brief description) ___________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

If appropriate, please attach copies of correspondence, study proposal documents, or documents from the university you have applied to for admission, in support of your study request.

E  Subjects and estimated period

List all subjects to be taken in either regular and/or summer sessions and indicate the estimated time required for research and/or dissertation.

<table>
<thead>
<tr>
<th>Year 20__</th>
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<th>Year 20__</th>
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</table>

State any time limits or specifications for examinations, research thesis or dissertation

______________________________________________________________________________________

______________________________________________________________________________________
F  Cost of study

Please give your estimate of the cost of your study program.

<table>
<thead>
<tr>
<th></th>
<th>Year 20___</th>
<th>Year 20___</th>
<th>Year 20___</th>
<th>Year 20___</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and prescribed study expenses (including HEX fee-Australia)</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Special travel and accommodation</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Wages and allowances</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Other (specify)</td>
<td>$</td>
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</tr>
<tr>
<td>Total</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Cumulative Total</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
</tbody>
</table>

G  General

What role or position do you anticipate that this qualification will prepare you to fill?
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

How do you see this study program contributing to your career aspirations?
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Please indicate whether you are able and willing to serve in the mission field within the South Pacific Division upon completion of the proposed study program.
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

H  Referees

Please list the name and telephone number of three referees

Name ________________  Ph __________  Mob __________  e-mail ______________

Name ________________  Ph __________  Mob __________  e-mail ______________

Name ________________  Ph __________  Mob __________  e-mail ______________

_________________________ Applicant’s signature
ADVERTISED STUDY INFORMATION QUESTIONNAIRE

PART II

To Be Completed By Employing Organisation

Date Completed _______________________

NAME OF APPLICANT ____________________________________________

Pulpit Ministry

Please select the appropriate degree category (a) or (b) and indicate whether or not the applicant meets one or more of the criteria

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(a) MA (Theology) or its equivalent limited to productive senior pastors, departmental directors, ministerial training lecturers or those considered to have potential for those roles.

(b) 1. Doctoral degrees limited to ministers currently engaged in ministerial training and who have at least five years successful experience in that role, or an ordained minister with potential to be a departmental director at Union/Division level, or who will gain specialist expertise for continued congregational level service which can be shared with peers/corporate church.

2. Doctoral candidate will normally be 50 years of age or younger upon completion of proposed study program.

A ADVANCED STUDY ELIGIBILITY CRITERIA

Please check the appropriate boxes below for the job classification of the applicant.

Teaching Ministry

Pre-requisites for sponsorship

<table>
<thead>
<tr>
<th>Does the applicant meet the following criteria?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Applicant has attained Senior Teacher status (if primary or secondary teacher)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) Applicant meets requirement of a minimum of five years denominational service to be eligible for part or full-time sponsored study assistance. (if applying for part or full-time study assistance and/or if employed at tertiary level)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sponsored awards and degrees

<table>
<thead>
<tr>
<th>Select appropriate category and complete checklist</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) B.Ed. degree or equivalent, for those with Senior Teacher status, for regular classroom service. (Applicant must hold an initial award, e.g. certificate/diploma, to qualify for part or full-time denominational advanced study assistance)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) Graduate diploma, MA degree, or equivalent for those with Senior Teacher status, employed as, or with potential to be:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. senior principals, Conference/Mission/Union Education Directors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. specialist teachers (ESL, librarians, counsellors)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. teacher educators/tertiary lecturers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. secondary subject masters, teaching in the proposed field of study at the year 11 and 12 levels.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Doctoral degrees for

<table>
<thead>
<tr>
<th>Select appropriate category and complete checklist</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Union/Division Education Directors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) Senior principals and local Conference/Mission education directors with Senior Teacher status considered to have potential for Union/Division leadership</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) Those currently engaged in teacher education, with at least five years successful experience in that role</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d) Those currently engaged in successful tertiary teaching, with at least five years’ experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e) Doctoral candidate will normally be no older than 50 years of age upon completion of study program.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other services or departments of the Church

<table>
<thead>
<tr>
<th>Answer (a) only if applicant is seeking support for part or full-time study assistance. Answer either (b) or (c) according to the level of academic award for which assistance is being sought</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Applicant meets requirement of a minimum of five years denominational service to be eligible for part or full-time sponsored study assistance.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Undergraduate degrees (BA or equivalent)

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(b)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Applicant seeks sponsorship for an academic award typically held by those in industry with his/her job description.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Proposed undergraduate degree builds on an earlier tertiary award, e.g. diploma</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Graduate degrees (MA or Doctorate)

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(c)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Applicant seeks sponsorship for an academic award which will prepare him/her for a senior position for which a future vacancy is anticipated by the sponsoring organisation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Doctoral candidate will be no older than 50 years of age upon completion of study program.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assessment

| Applicant meets the criteria for advanced study outlined above |     |    |

If the applicant does not qualify under the criteria outlined above please document below a compelling rationale for denominational sponsorship as a special case.

______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
**B  Referee Assessment**

Please indicate in the appropriate boxes below each referee’s assessment of the religious commitment and spirituality of the candidate. The referees are listed in Part I, H of this application.

<table>
<thead>
<tr>
<th>Referee No 1</th>
<th>Referee No 2</th>
<th>Referee No 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Do you consider the applicant to be a committed Seventh-day Adventist?

Does the applicant attend a church regularly?

Do you consider the applicant to be a spiritual person?

Does the applicant demonstrate leadership qualities in his or her local church setting?

**Additional Comments about religious commitment**

______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

**C  Indicate the proposed study classification**

☐ Own-time  ☐ Part-Time  ☐ Full-time  ☐ Summer sessions
D Financials

If full-time study was selected in (C) above, which category of financial support is recommended?

- Category A
- Category B
- Category C

(Extract from SPDWP EMP.40.25 - Advanced Study Allowance Categories)

Sponsorship Classifications

a. **Category A - Special Sponsorship**
   Applicable to mature and experienced employees whose study program has been initiated and proposed by an employing organisation to prepare the employee for a specific purpose or position.

b. **Category B - Regular Sponsorship**
   Applicable to employees who, in the opinion of their employing organisation, have exhibited potential for increased usefulness to the church.

c. **Category C - Assisted Sponsorship**
   Applicable to self-sponsored employees who request financial assistance toward their study program. Such assistance is considered on the merit and need of the applicant.

E General

State how the proposed study program will

(a) Meet the specific needs of the Church

______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

(b) Result in increasing the applicant's usefulness to the Church

______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

Give examples of positions or appointments the applicant may assume upon completion of the study program

______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
Please indicate the applicant's relationship to church administration and his/her success as a worker by marking the appropriate boxes below.

<table>
<thead>
<tr>
<th></th>
<th>Always</th>
<th>Usually</th>
<th>Often</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-operates willingly with authority</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is able to accept responsibility</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets appointments consistently</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exhibits sound judgment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actively promotes the principles of the church</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows maturity in outlook</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exhibits balance in church doctrine</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates leadership potential</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows initiative in the workplace</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates ability to cope under pressure</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socially well adjusted</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional comment if necessary
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

F  Authorisation

Please quote in full, including the reference number, the action of the sponsoring authority supporting this application for Advanced Study sponsorship. *(i.e. Conference/Mission/ Union/ Institution Board or Division Executive Committee)*
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

Name the organisation/sponsoring authority which will be responsible for funding the study program.
______________________________________________________________________________________

Please enclose a completed and signed Advanced Study Agreement with this application if required by policy. *(See SPD Working Policy EMP.40.10 (18) - Advanced study amortisation)*.

Is an Advanced Study Agreement enclosed?  ☐ Yes  ☐ No

Authorising officer of sponsoring organisation

Name ___________________________  Signature ____________________  Date ____________________
ADVANCED STUDY AGREEMENT

THIS DEED made the __________ day of ___________________ 20 _______ between

Name of Lender (example Mission/Union/Division) _____________________________________________

Address of Lender ________________________________________________________________________

called "lender") of the one part

and ________________________________________________________________________________

called “the borrower”) of the other part

WHEREBY IT IS AGREED AS FOLLOWS:

DIVISION 1 - PRELIMINARY

Clause 1. INTERPRETATION

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;the degree&quot;</td>
<td>A qualification conferred by a tertiary level institution</td>
</tr>
<tr>
<td>&quot;the academic venue&quot;</td>
<td>The campus on which a study program is conducted</td>
</tr>
<tr>
<td>&quot;the organisation&quot;</td>
<td>South Pacific Division of the Seventh-day Adventist Church</td>
</tr>
</tbody>
</table>

(a) The debt shall be repaid at the rate of one year of post graduate service for each portion of the debt which is equal to fifteen times the weekly wage factor.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Repayment&quot;</td>
<td>the repayment of the principal sum plus interest thereon (&quot;the debt&quot;)</td>
</tr>
<tr>
<td>&quot;The weekly wage factor&quot;</td>
<td>the weekly wage factor set by the organisation and applicable at the date Clause 9 or Clause 10 first applies</td>
</tr>
</tbody>
</table>

(b) The debt shall be and be deemed fully repaid after the borrower delivered five years’ post graduate service.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;post graduate service&quot;</td>
<td>The borrower performing duties such as ministerial, pastoral, evangelical, medical, educational, administrative (or any combination thereof) within the organisation of the Church, in accordance with the policy of the Church, and as directed by that part of the Church which may from time to time employ the borrower.</td>
</tr>
</tbody>
</table>

(c) This Agreement shall be interpreted in accordance with the laws of New South Wales.

(d) The rate of interest applicable to this Agreement and referred to in Clause 6 is the bank overdraft rate calculated on the daily balance of the principal sum from time to time.
"bank overdraft rate" means the rate set and charged from time to time had the principal sum been lent to the borrower by Westpac Banking Corporation at Sydney, New South Wales.

"The principal sum" means the sum or sums of money now or previously advanced by the lender to the borrower together with such further sums mutually agreed upon in writing by the lender and the borrower for all or any of the purposes mutually agreed upon in writing by the lender and the borrower.

"termination" means the operation of Clause 9.

"discontinuance" means the operation of Clause 10.

(e) This Agreement is a Deed under Seal.

(f) The underlined headings used throughout this Agreement are for reference only and shall in no way whatsoever affect the construction, interpretation or understanding of this Agreement.

DIVISION 2 - COVENANTS AND AGREEMENTS

Clause 2. ACKNOWLEDGMENTS

It is acknowledged and agreed that:

(a) the lender is a trustee for the church and the organisation is a part of the church.

(b) the lender and the organisation assist selected members of the Church to undertake agreed courses of study and the borrower having been selected in this instance is desirous of entering into this Agreement.

(c) This Agreement continues in force until the borrower's indebtedness referred to in this Agreement is reduced to nil.

(d) Outstanding liabilities under this Agreement at death of the borrower will be covered by a group life insurance policy underwritten by AMP Society.

(e) Neither the lender nor the organisation has by virtue of this Agreement nor any preliminary discussions leading to it offered, promised or guaranteed to the borrower:
   (i) employment, or
   (ii) continuing employment, or
   (iii) alternative employment, or
   (iv) re-instatement of any prior employment,

   whether the degree is for any reason whatsoever attained or not attained or whether the post-graduate service is completed or not completed.

(f) If the borrower is dismissed for misconduct, disloyalty to the church or its teachings or gross incompetence during the period of study or post graduate service by either:
   (i) the lender, or
   (ii) the organisation, or
   (iii) the church, or
   (iv) any other church body or institution of the church

   the principal sum and interest and any other monies payable under this Agreement are and remain due and payable.
Clause 3. EVIDENCE

It is acknowledged and agreed that:

(a) the lender and the organisation have right of access to all records at the academic venue that relate to matters contained in this Agreement.

(b) a document sealed by the lender and certifying that a resolution, election or decision was duly made or passed by the lender or the organisation (or both of them) is conclusive evidence that such resolution, election or decision was duly made or passed.

(c) any statement of account, relating to the borrower that is issued by the lender and certified by either:

(i) the secretary of the lender, or
(ii) an assistant secretary of the lender, or
(iii) an accountant of the lender, or
(iv) an auditor employed by or for the lender,

shall be prima facie evidence of the financial matters disclosed in such statement of account.

(d) any written notice required or authorised under this Agreement:

(i) shall be served on the borrower personally, or by pre-paid post to the borrower's last known address.

(ii) shall be served on the lender by personally delivering it to the lender, or by pre-paid post to the lender's address as shown in this Agreement.

(iii) shall be served on the organisation by personally delivering it to the organisation or by pre-paid post to the lender's address as shown in this Agreement.

(iv) such notice if sent by pre-paid post shall be sent by air mail whenever an air mail service is available.

(v) such notice if sent by pre-paid post shall be deemed to be served one week after posting.

Clause 4. BORROWER'S COVENANTS

The borrower hereby covenants and agrees prior to obtaining the degree:

(a) unless and until Clause 9 or Clause 10 takes effect (if at all) to faithfully and diligently strive to obtain the degree at the academic venue.

(b) to submit to the lender and to the organisation statements setting out the manner in which the principal sum has been expended or applied within one month from:

(i) termination or discontinuance, or
(ii) the receipt in writing of a notice seeking such statement.

(c) to furnish in writing the lender and the organisation all examination results within one month from the date such results were published and as soon as reasonable after attaining the degree to faithfully and diligently carry out the post-graduate service and in doing so shall readily and cheerfully perform all lawful commands and directions that may from time to time be given to or be directed at the borrower.

(d) to advise the lender forthwith and in writing of all changes of the borrower's address during such time as this Agreement remains in force.
DIVISION 3 - FINANCIAL

Clause 5. PRINCIPAL SUM

In order to enable the borrower to strive to obtain the degree at the academic venue the lender shall, subject to this Agreement, pay and apply the principal sum to or towards the payment of application fees, entrance fees, annual fees, examination fees, the degree fees, the costs of obtaining prescribed text books and stationery and the costs of reasonable travel expenses and as otherwise agreed by the lender in writing.

Clause 6. INTEREST

Compound Interest at the rate and manner prescribed in Clause 2 shall be calculated on so much of the principal sum which from time to time remains outstanding. Unpaid interest (whether formally demanded or not) shall be and be treated the same as the principal sum and shall itself attract interest in like manner.

Clause 7. STAMP DUTY

This Agreement shall be stamped with appropriate stamp duty which shall be borne by the borrower.

Clause 8. DEBT

The principal sum and the interest:

(a) shall become and remain a debt due and payable by the borrower on demand provided such demand shall not be made except in the case of a termination due to borrower's shortcoming other than ill health under Clause 9 or in the case of discontinuance under Clause 10.

(b) shall be calculated at termination or discontinuance having regard to the amortisation formula whenever it is relevant.

(c) may be paid by the borrower at any time prior to the operation of Clause 9 or Clause 10 in full or in multiples of One Hundred Dollars ($100).

(d) shall be paid to the lender at its registered office or as otherwise mutually agreed by the lender and the borrower from time to time.
DIVISION 4 - CESSATION OF DEGREE COURSE

Clause 9. TERMINATION OF DEGREE COURSE

9.1 The lender in its absolute discretion may by notice in writing terminate the borrower’s participation in the Degree Course on any one or more of the following grounds:

(a) The lender is of the opinion that:
   (i) the borrower has failed to strive diligently for the degree,
   (ii) the borrower has failed to perform any one or more of the covenants set out in Clause 4(a).
   (iii) the borrower is not a bona fide member of the church,
   (iv) it is inexpedient for the borrower to continue the degree course or any other course of studies at the academic venue.

(b) For any reason whatsoever the borrower has failed in examination to the extent that certain studies are required to be repeated or restudied or both.

(c) For any reason whatsoever the borrower has failed to sit for examination when a relevant examination is conducted.

(d) The degree is no longer awarded by the academic venue.

(e) The degree requirements at the academic venue have been substantially altered so as to extend the duration of the course or otherwise render it inadvisable for the borrower to continue at the academic venue or elsewhere.

(f) The borrower is no longer a member of the Church.

(g) The borrower is guilty of conduct unbecoming of a member of the Church.

(h) For any reason whatsoever the borrower has been refused admission to or re-admission or has been expelled from the academic venue.

Whereupon the provisions of Clause 8 apply unless otherwise mutually agreed in writing by the lender and the borrower.

9.2 The lender in its absolute discretion may by notice in writing terminate the post-graduate service on any one or more of the following grounds:

(a) The lender is of the opinion that:
   (i) the borrower has failed to perform any one or more of the covenants set out in Clause 4(2).
   (ii) the borrower is not a bona fide member of the Church.

(b) For any reason whatsoever the borrower has failed to or has been unable or unwilling to commence, to continue or to complete the post-graduate service.

(c) The borrower is no longer a member of the Church.

(d) The borrower is guilty of conduct unbecoming of a member of the Church.

Whereupon the provisions of Clause 8 apply unless otherwise mutually agreed in writing by the lender and the borrower.
Clause 10. DISCONTINUANCE OF DEGREE COURSE

The borrower may discontinue the Degree Course or the post-graduate service on giving three months' prior written notice to the lender and to the organisation whereupon the provisions of Clause 8 apply unless otherwise mutually agreed in writing by the lender and the borrower.

IN WITNESS WHEREOF THIS Deed has been duly executed:

The Common Seal of Australasian                  )
Conference/Mission Association Limited was       )
hereto duly affixed in the presence of:                ________________________________
                                                          Secretary

Signed Sealed and Delivered by                        )
the borrower in the presence of:                    )
                                                          ________________________________
                                                          Borrower

Name of Witness _____________________________  ) ________________________________
                                                          Witness
1. The South Pacific Division Travel Subsidy Grant (SPDTSG) is primarily intended to minimise the differential in travel costs to union mission approved students attending Pacific Adventist University from the countries within the territories of the South Pacific Division.

2. All requests for assistance under the SPDTSG scheme must be presented, in the first instance, to the local denominational administrative unit. Such requests shall be forwarded through the union to the South Pacific Division Treasury for approval before any benefits apply.

3. The SPDTSG will supplement and not replace regular student sponsorship scholarship schemes administered by each union mission. Unions will still be responsible for travel costs of their sponsored students.

4. The SPDTSG covers actual round-trip travel ticket costs in excess of the equivalent of 30 per cent of the applicable current island field monthly wage factor for each person excluding any excess baggage costs or other incidental travel costs.

5. If the approved student is married then the subsidy applies to the travel ticket costs of the spouse and each child in excess of the amount defined under 4. above.

6. The SPDTSG scheme will automatically apply to students accepted by the college for participation in the PAU Work Sponsorship scheme.

7. The SPDTSG scheme may apply to all applicants whose plan for upgrading or further study at Pacific Adventist University is endorsed, processed through and approved by the union mission committee.

8. In addition to considering academic potential, the Christian commitment and character of each applicant will also be considered in determining eligibility.

9. Requests for scholarship or additional financial assistance not specifically for travel but related to study programs at Pacific Adventist University may be made by the sponsoring union mission committee to the South Pacific Division.

10. The grant is for the initial travel to Pacific Adventist University and return to the home of a student and not for other travel occasions.
SOUTH PACIFIC DIVISION SPECIAL TRAVEL SUBSIDY GRANT

Application Form

The following is required by the South Pacific Division Administration in support of the recommendation of the Union Mission Administration for special travel assistance for persons accepted by Pacific Adventist University to study Diploma or Degree courses. Travel assistance is granted under the terms and conditions of the policy, set out in SPDWP EDU.10.40.

A  Biographical and general information on applicant

Name of student ________________________________________  Sex ___________________  Age _________________
Surname ________________________________  Given Name/s ______________________________________________

☐ Single   ☐ Married

Intended Pacific Adventist University course of study_____________________________________________________
State whether for Diploma or Degree program____________________________________________________________
High School last attended _______________________  Date graduated ________________________________________
Junior College attended _______________________  Date graduated ________________________________________
Experience _________________________________________________________________________________________
________________________________________________________________________________________________

B  Financial travel information

Give cost of most economical airfare/s available over the most direct route. ___________________________________

Check type of air fare  ☐ Single  ☐ Return

Airport of Departure _________________________________  Country ________________________________________
Give travel route ____________________________________________________________________________________
To whom should the SPD send the travel subsidy? _________________________________________________________

Student’s wage Category (Tick one)  1 2 3 4 5 6 7 8  Wage Factor $_________________________

<table>
<thead>
<tr>
<th>Cost of Fare</th>
<th>Who for?</th>
<th>Name</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>$</td>
<td>Student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$</td>
<td>Spouse</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$</td>
<td>Child</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$</td>
<td>Child</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$</td>
<td>Child</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Cost of fares $_________________________

Student Contribution $_________________________

Cost to be Reimbursed by SPD $_________________________

Has the student contribution been paid to the claiming organisation?  ☐ Yes  ☐ No

Currency used to purchase tickets _______________________  Exchange rate ______________________

Signature of Union Mission Treasurer ___________________  Union ____________________  Date ___________________
(The above information has been checked by the Union Mission Treasurer)

Please return this form to the local Education Director who will forward it to SPD Education Director.