

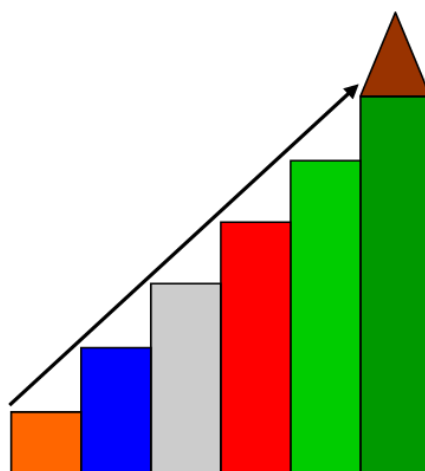


Ministry of Education
Sports and Culture

MINIMUM SERVICE STANDARDS

For Primary and Secondary Schools

in Samoa



September 2016



MINIMUM SERVICE STANDARDS

FOR PRIMARY AND SECONDARY SCHOOLS IN SAMOA

FOREWORD



This revised version of the MSS was revisited by the Ministry in 2016, as a mean to reflect reforms that have taken place since 2012.

The achievement of Minimum Service Standards is a crucial step to address quality issues in education for both primary and secondary schools in Samoa. It clearly defines key areas for development by the Ministry, school Principals, school committees and the community to achieve quality education.

The Minimum Service Standards is stipulated in the Sector Plan (2013-2018) with an overarching goal of ensuring that while there are quality issues, the progress and development over time of minimum service standards that should be achieved by schools is constant and progressive.

The MSS document will be used by the Ministry to evaluate and measure school performance, improvement and development across the four Domains (**1. School Environment, Hygiene and Safety, 2. School Partnerships, Governance and Management, 3. Teacher Quality and 4. Student Achievement**). The data collected will then inform further improvements and developments for all schools.

The Ministry is optimistic, that the SSFGS (Samoa School Fee Grant Scheme) will continue to assist in providing an enabling environment to continually improve teaching and learning through the achievement of the Minimum Service Standards.

I am pleased to present this publication as an official document of the Ministry of Education, Sports and Culture to be adopted by all primary and secondary schools.

Fa'afetai

A handwritten signature in black ink, appearing to read 'Loau Sio'.

Hon Loau Solamalemalo Keneti Sio
Minister of Education, Sports and Culture

ACKNOWLEDGEMENTS

The Minimum Service Standards Committee would like to acknowledge the contributions and support of the Chief Executive Officer and Assistant Chief Executive Officers in the review of the Minimum Service Standards 2016.

The review of the MSS 2016 has been a collaborative effort of various Divisions of the Ministry, in particular the following.

Monitoring Evaluation and Review Division

School Operations Division

Teacher Development and Advisory Division

Assessment and Examination Division

Curriculum Design and Materials Division

Corporate Services Division

Policy Planning and Research Division

The Ministry would also like to acknowledge the assistance provided by Stephanie Wynne of Zeal Consulting in the finalization of this document.

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ACRONYMS

AGM	Annual General Meeting
ICT	Information, Communications and Technology
MESC	Ministry of Education, Sports and Culture
MESC-ISP	Institutional Strengthening Programme (1999-2004)
MSS	Minimum Service Standards
PD	Professional Development
PSSC	Pacific Senior School Certificate
PTA	Parent Teacher Association
QAPA	Quality Assured Performance Appraisal
SAB	School Annual Budget
SAMP	School Annual Management Plan
SAP	School Assessment Plan
SAR	School Annual Report
SCP	School Curriculum Plan
SPDP	School Professional Development Plan
SESP	Samoa Education Sector Plan (2013-2018)
SI	School Inspector
SIP	School Improvement Plan
SNTDF	Samoa National Teacher Development Framework
SPECA	Samoa Primary Education Certificate of Assessment
SSC	Samoa School Certificate
SSLC	Samoa School Leaving Certificate
SSFGS	Samoa School Fee Grant Scheme
SWA	Samoa Water Authority

A Introduction

1 Background

The Government of Samoa through the *Samoa Education Sector Plan 2013-2018* (SESP 2013) is committed to the following goals:

1. Enhanced quality of education at all levels
2. Enhanced educational access and opportunities at all levels
3. Enhanced relevance of education at all levels
4. Improved sector coordination of research, policy and planning development
5. Established sustainable and efficient management of all education resources

Quality in particular, is "exemplified by high standards of academic achievement, cultural understanding and sensitivity, and social cohesiveness." This implies a solid foundation of worthwhile learning resulting from a complex interplay of professional and technical knowledge and skills, and social and cultural practices. Policies promoting these will focus on learners wherever they may be – in the classroom, on the sports field, in their home or in the wider community. The SESP calls for quality improvement at all levels of education.

The call for quality improvement in education is not new. It formed the basis for the Whole School Approach to School Improvement during the Institutional Strengthening Programme (MESC-ISP) for the Ministry between 1997 and 2004. It brought about three initiatives at school level which were:

- a. An annual school improvement model
- b. Improvement in the management and organization of schools
- c. A performance management system linked to school improvement, professional development and MESC priorities

While these initiatives are sound in their philosophical underpinnings, the implementation and practice have not matched the expectations and quality continues to be an elusive goal in most schools.

The MESC-ISP in 2004 defined nine factors that influence the achievement of quality learning outcomes in schools. These nine factors were rationalized into four domains to create the Minimum Service Standards (MSS) that have been used from 2010 to 2016 for Primary and Secondary Schools in Samoa. These are the standards that all government schools have been expected to achieve to ensure quality learning for students.

Several reviews conducted in government schools in Samoa in recent years have highlighted again the need to improve quality in education, specifically quality in schools. The results of the assessment of literacy and numeracy levels continue to show high percentages of "at risk" children. Over the past five years the Year 8 Examination/Samoa Primary Education Certificate of Assessment (SPECA), the Samoa School Certificate (SSC) examination and the Pacific Senior School Certificate (PSSC)¹/Secondary School Leaving Certificate (SSLC) examinations continue to show poor achievement in most subject areas.

¹Localized in 2013

Subsequently, the need to revisit and clarify minimum service standards for schools was important so that planning for improvement or development might have specific, realistic and achievable goals.

This revision of the Minimum Service Standards was also prompted by the need to update the document to align it with many education reforms that have taken place since 2010. The revised document has four broad domains and clarifies the evidence expected of a school to indicate their achievement of a standard. It also strengthens the standards for school-based student assessment. These clarifications will assist principals, teachers, school committees, parents, wider school communities and School Inspectors to be more effective in their work in educational delivery and support throughout the school year.

The Ministry uses the Minimum Service Standards to measure school performance, improvement, development, and student achievement. Every school is expected to conduct a self-evaluation of its performance against the Minimum Service Standards towards the end of each school year. The Self-Evaluation Matrix would be submitted to the School Operations Division of the Ministry through the School Inspector.

2 What are the Minimum Service Standards?

The Minimum Service Standards are the expectations of the conditions in a school that will achieve a quality education for learners. The four domains of the MSS are:

1. School Environment, Hygiene and Safety
2. School Partnerships, Governance and Management
3. Teacher Quality
4. Student Achievement

3 What is a Standard?

A standard defines the desirable and achievable level of excellence in school performance that must be reached and maintained. MSS Standards are identified under the 4 Domains. For example;

1.1 Domain: Physical Environment and Hygiene and Safety

Standard: **"The exterior physical environment of the school is well-maintained, safe & secure"**

4 What is an Indicator?

An indicator is a defined performance activity that can measure the level of achievement of a standard. Indicators use observable measures (evidence) which show whether the standard has been achieved. The MSS indicator for teacher qualifications is "percentage of teachers having a bachelor's degree". The evidence would be "certified copies of qualifications for all teachers". The MSS document states the standards and indicators as well as the evidence used to assess whether the school has met the standards.

For each standard, the school is assessed on the basis of its evidence:

- **Not demonstrated** **no evidence of standards implemented or observed**
- **Below Standard** **a few standards partially implemented with a few evidences observed**
- **Meets Standard** **most standards implemented with relevant evidence observed**
- **Above Standard** **majority of standards implemented with sufficient evidence observed**

Principals, school committees and teachers will be able to clearly see where performance at their school is below the expected standard so they can focus their school improvement efforts on those areas.

Over time when all government schools have achieved the current standards, MESC may revise individual standards in consultation with school personnel and communities. This is how education quality will continue to improve in Samoa.

B Domains of the Minimum Service Standards

1 School Environment, Hygiene and Safety

The school environment includes the school buildings and grounds, the facilities such as the library and canteen, school furniture and equipment. This standard assesses not only the physical environment but also the measures taken to protect the health and safety of students and staff.

2 School Partnerships, Governance and Management

The provision of schooling in Samoa is possible through close collaborations between the Government of Samoa, other school administrations and various communities. This standard focuses on the capacity of the principal, the school committee and the teachers to lead and manage school resources for effective teaching and learning. How well the stakeholders cooperate in leadership will be reflected in the quality of education in the schools.

This revision of the MSS strengthens the standards expected in financial management of the school. The Government of Samoa invests approximately SAT\$9.5 million every year in primary and secondary education. Schooling is compulsory for children between the ages of 5 and 14. The Samoa School Fee Grant Scheme (SSFGS) ensures that school fees are no longer a financial barrier to the attendance of school-age children of families on limited income. SSFGS provides grants directly to all government, mission and special schools, proportional to school rolls, which means schools now have more certainty about the revenue side of their budgets. Under these new minimum standards principals and school committees are more accountable for how these public funds are used to improve the

teaching and learning in schools. In the MSS Self-Evaluation at the end of 2016 it is expected that some schools may have some weaknesses in this area – the matrix will help to identify these as a focal point for improvement in 2017 and beyond.

3 Teacher Quality

It is generally considered that the quality of teachers is the most important factor that contributes to providing quality education for students. Hence this domain of the MSS identifies the minimum standards of qualifications, professional knowledge, practice and attributes of a good teacher. The professional standards are part of the Samoa National Teacher Development Framework (SNTDF).

4 Student Achievement

This domain of the MSS focuses on the achievement targets that are closely linked to the school curriculum learning outcomes as determined by the school. In addition, there are also standardised national assessment tools that are administered at different levels of the education system to measure a general level of educational achievement.

C The Minimum Service Standards Evaluation Process

1 The Format of the MSS Self-Evaluation Matrix

The MSS Self-Evaluation Matrix that follows enables the principal, teachers and school committee to see the standard, indicators and evidence required to demonstrate that the school is meeting the standards in each of the four domains. It also provides ratings to show whether it is below, meeting, or above the standard (or in rare cases, that the standard is not demonstrated). The evidence that a school collects during its self-evaluation will be available as supporting documents when the self-evaluation is validated by the School Inspector.

2 The Evaluation Process

a Step 1: Self-Evaluation

The self-evaluation will normally take place during November and will consider progress made over the school year, since the previous evaluation. The principal, teachers and school committee together will conduct the self-evaluation of the school using the MSS Self-Evaluation Matrix. They will collect the evidence required for each of the indicators in each of the four domains. Collectively they will review the school's progress in implementing the plans put forward at the previous evaluation and rate whether the school is below, meeting, or above the standard required. If they commence the self-evaluation process earlier than November, there may be time to improve their ratings in weak areas by addressing standards where the school's evidence is weak or where it has not yet implemented the relevant plan.

The deadline for completion of Step 1 is the end of November.

b Step 2: School Inspector Visit

Once the school has completed its self-evaluation, the principal will invite the School Inspector (SI) to discuss the Self-Evaluation Matrix. After sighting the school's evidence and making his/her own assessment about whether the rating the school has given itself for each standard is valid, the School Inspector will (in a different colour pen) annotate each rating in the matrix. The SI will discuss with the principal and school committee what needs to be done to improve in the areas in which the school has not met the standard, or for a school that has met all the standards, in areas where the school aspires to be above the standard.

As not all areas can be addressed at the same time, the SI will assist the principal and school committee to prioritize the activities for actioning in the forthcoming school year according to the resources at their disposal. The SI will endorse the school's self-evaluation and prepare a report on the discussions with the school regarding the way forward. This report will also identify areas that require the attention of MESC and the SI's opinion of urgent actions required. The two documents and the School Annual Report (SAR) will be sent to the School Operations Division (SOD) at MESC. SOD will immediately forward copies of relevant sections of the school's endorsed self-evaluation and SI's report to divisions for action, where applicable.

The deadline for completion of Step 2 is the end of Term 4.

c Step 3: Development of New Plans

The principal, teachers and school committee will use the SI's advice and feedback on their self-evaluation and priorities to develop new plans for the forthcoming school year. The plans, which are described in the following section, will guide the school's activities for that year.

The deadline for completion of Step 3 is BEFORE THE START OF THE NEW SCHOOL CALENDAR YEAR

d Step 4: Post-evaluation Support by the School Inspector

The SI will visit the school at least once a month during the school year to monitor, support and advise the school on the implementation of its plans. The findings of those visits will be included in the SI's monthly report to MESC. As well as visiting all government schools in their district, the SI will also visit mission and special schools once a month to monitor, support and advise them with respect to MSS 2.5, i.e. to "check that the school's funds are managed effectively through sound financial planning, systems & controls."

Step 4 will occur monthly from the beginning of Term 1

3 Documents Used as Evidence

There are a number of documents that can be used as evidence to support the MSS Self-Evaluation and they are described below. SIs and officers from MESC will use these

documents during their support of the school, to help them target the assistance the school might need.

It is not just the existence of the documentary evidence that indicates a particular standard has been met – the quality and use of the document must be shown as well, e.g. plans must have been implemented, at least partially. Some of the documents that can be used as evidence are the:

- *School Improvement Plan*
- *School Annual Management Plan*
- *School Curriculum Plan (which flows into annual, class, unit and term curriculum plans for each subject)*
- *School Assessment Plan (which flows into the class, unit and term assessment plans for each subject, each of which is linked to the relevant curriculum plan)*
- *Lesson Plans, for each teacher, for each lesson (linked to their curriculum plans and assessment plans)*
- *Literacy and Numeracy Program/Reading Program*
- *Annual Performance Appraisals, for each teacher and the principal*
- *School Professional Development Plan (which flows into and draws from Professional Development Plans, for each teacher and the principal)*
- *School Discipline Policy and related records*
- *School Annual Budget*

a The Three-Yearly School Improvement Plan

The principal and school committee, with the support of the SI, will revise the three-year School Improvement Plan (SIP). The SIP prioritises the gap to be addressed and describes how that will be done. They must make sure that the goals for improving the school in the areas of the MSS identified as below standard (or in which a school meeting all the minimum standards wishes to attain an “above standard” rating) are clear and realistic in terms of timeframes and available resources.

b The School Annual Management Plan

Once the revised School Improvement Plan has been finalised, it is the principal's task, in collaboration with the school committee and teachers, to design the School Annual Management Plan (SAMP) that will move the school towards achieving the goals of the SIP. The SAMP is the operational plan for the school for the year. The SAMP brings together the teaching and learning plans and any plans the school has to improve the learning and physical environment in the coming year. Thus the SAMP includes the School Curriculum Plan, the School Assessment Plan, the School Professional Development Plan and the School Annual Budget. All of these are described below.

c School Curriculum Plan

Within the Whole School Approach to Improvement, curriculum planning is the process used by schools to determine the subjects to be taught including times allocated, the outcomes sought and approaches to be taken for teaching and evaluation. Each school is required to develop an Annual Curriculum Plan that outlines:

- *Curriculum provision*: subjects taught and times provided.
- *Course of study statement*: details of each subject offered.
- *Assessment and reporting program*: process used by the school to monitor, assess and report on performance.
- *Professional Development Program*: programs designed to improve performance and to introduce new programs and materials.

The Curriculum Plan is part of the School Annual Plan and an annual report on the achievement of the outcomes associated with the Curriculum Plan is provided as part of the School Annual to the community, parents and the Ministry of Education, Sports and Culture.

d School Assessment Plan

The SAP is a key document that supports the School Curriculum Plan (SCP). It is to be written alongside the SCP to ensure that the teaching and learning processes are aligned.

Each school must have a School Assessment Plan which provides guidelines that adhere to the National Assessment Framework and indicate:

- *School wide assessment dates (summative)*
- *Formative assessments to be undertaken*
- *Required records of student achievement*
- *Classroom teacher assessment planning*
- *What, how and when reporting for different stakeholders are to take place.*
- *School wide assessment meetings*

e School Professional Development Plan

Before developing the School Professional Development Plan (SPDP) each teacher will have identified at least:

1. one PD area aligned with national, district or school improvement goals
2. one PD area relevant specifically to their teaching subject(s) or teaching practice
3. one PD area identified from their most recent annual performance appraisal

The SPDP should also identify potential providers of PD in these areas. The principal will have prepared the summary Report of Professional Development Needs of School Staff. Together the teachers and principal will build the SPDP using this summary, the teachers' lists, the NUS and USP Calendars (regarding qualification upgrading courses), the MESC Training Calendar, and the district's PD Programme (if one exists). Using the collated information on areas where improvement is needed by the school, the SPDP will be designed and financially planned.

f School Annual Budget

The Principal and School Committee have a variety of sources from which they may obtain resources to run the school. Many school buildings are now being built by the Government or development partners. The Government pays teachers and provides free curriculum materials and stationery, and through the Samoa School Fee Grants Scheme schools now have access to funds to operate and improve their school. This has lessened the financial burden on communities for school development. However, from time to time schools may feel the need to raise funds for items not allowable under the Grants Scheme. This is

permissible provided that all such money is accounted for and is used for the purposes of developing the school. The School Annual Budget (SAB) should include all the school's finances, not just the SSFGS funds, and explain where funds will come from and how the funds will be used. The SAB is an integral part of the SAMP. Guidance on how to prepare a budget is found in the SSFGS Manual of Operations.

g Annual Performance Appraisals

All teachers are appraised annually by their principals and through the Quality Assured Performance Appraisal (QAPA) system every third year, against the standards contained in the Professional Standards and Performance Appraisal for Samoa's Teachers. Principals are appraised 18 months into their contract and again 12 months later against the Professional Standards for Principals, their own Performance Agreement Targets, and the achievement of selected Minimum Service Standards.

h School Annual Report

School Principals are required to write a School Annual Report (SAR) to inform their school committees and communities and also MESC of the school's achievements for the year. While this report does not form part of the evidence used in the MSS Self-Evaluation, it sits alongside it as the report on the past year's progress. The SAR not only reports against the SAMP (to show achievement or non-achievement of goals set for the year) but also against the SIP (to reflect how the year has brought the school closer to the achievement of goals set in the three-year plan). It also reports on the progress made by the school in making improvements in the achievement of the MSS (to demonstrate areas that were below minimum standards have been addressed). Thus the School Annual Report (SAR) describes an overview of the school's achievements in that school year.

Minimum Service Standards Self Evaluation Matrix

Name of School _____

Term _____

Year _____

Name of Principal: _____

Number of Teachers _____

Number of students _____

DOMAIN MSS 1: School Environment, Hygiene & Safety			Achievement Rating
Standard 1.1 The exterior physical environment of the school is well-maintained, safe & secure			Tick
INDICATORS	DESCRIPTORS	EVIDENCE	
School buildings (exterior) 1.1.1 Buildings are well maintained, safe & secure; new school buildings meet National Building Code	<ul style="list-style-type: none"> Buildings in good repair Non-slip surfaces & handrails on exterior stairs (if applicable) Buildings locked outside school hours 	1. School building is well maintained (no serious cracks to walls and foundation, roofing is not leaking, no missing louvers)	
		2. All Classrooms, Administration, toilet and canteen doors have locks.	
		3. School grounds are levelled and well maintained (lawn is mown regularly)	
		4. School has fence and can be securely locked.	
		5. For two storey buildings: handrails are available	
		6. Classroom flooring either tiled or carpeted	
		7. Maintenance plan in place and followed accordingly.	
		8. Access road to school is cleared and maintained.	
Special needs facilities 1.1.2 School building have facilities to cater for special needs students	<ul style="list-style-type: none"> Outside rails for wheel chair access Suitable toilet facilities 	1. Outside rails for wheel chair access	
		2. Toilets for children with special needs	

		3. Water supply for sanitation purposes is available and sufficient.	
School identity 1.1.3 School's vision/mission is visible & signage is complete	<ul style="list-style-type: none">• School sign visible from road• Highly visible mission/vision sign• All rooms labeled externally	1. Clear vision and mission statement visible to all in the staffroom, hall and classrooms	
		2. School has sign board on the main road and in front of the school.	
		3. Classrooms, toilets, administration block are clearly labeled and direction displayed.	
Standard 1.2 The learning environment of the school is well maintained, well-furnished & well-equipped			
Classrooms 1.2.1 Classrooms are sufficient for the roll, well-maintained, safe & adequately equipped	<ul style="list-style-type: none">• Classroom for every class• Clean, tidy & child-friendly rooms, conducive to learning• Two blackboards or whiteboards per classroom• Shelves or storage for resources per classroom	1. All classrooms are clean (has rubbish bins), tidy with adequate furniture for all students including those with disabilities and have rubbish bins	
		2. Classrooms are safe for teaching and learning – no broken louvers, bottles, no falling or cracked hardboard	
		3. All classrooms have shelves for storage of student resources	
		4. 2 blackboards per classroom (front and back)	
Classroom furniture 1.2.2 There is sufficient well-maintained furniture for every class member	<ul style="list-style-type: none">• Desk & chair for every student & teacher• Student furniture in each room arranged to maximize learning	1. Desk and chair for every student.	
		2. Desk and chair for every teacher in the classroom	

		3. All classroom furniture's are well maintained.	
Library 1.2.3 Library is well-maintained, adequately furnished & has attractive appropriate books	<ul style="list-style-type: none">• Clean, tidy & child-friendly room• Books clean, age-appropriate, relevant to curriculum• Systematic recording of borrowing & returns• Sufficient shelving for all books• Sufficient reading & study spaces & furniture for a class	1. Library is clean, safe and has a lock.	
		2. Adequate, sufficient, relevant and quality books available with shelves to store/display them	
		3. Library programme for all classes displayed	
		4. Desks and chairs available for students to study	
		5. System in place for borrowing and lending of books to students	
		6. Library general rules and book rules are displayed	
Computer room 1.2.4 Computer room and SchoolNet resources secure, well-maintained & well-managed	<ul style="list-style-type: none">• Hardware, peripherals& network secure & protected from theft & accidental or malicious damage• Timetable for access to ICT equipment equitable for all users	1. Computer room is safe, clean, accessible and well maintained.	
		2. Room can be securely locked after classes	
		3. Electrical wiring and cabling secure and safe.	
		4. Timetables are available for using of the computer room.	
		5. Support system in place for using of ICT	
Standard 1.3 The non-teaching spaces of the school are well-maintained, hygienic & fit for purpose			
Office/Principal's Office 1.3.1 Office(s) are well-	<ul style="list-style-type: none">• Clean & tidy lockable office(s)• Desk & chair for each of the	1. Office is secure and clean at all times	

maintained, secure & adequately equipped	office(s) occupant(s) • Lockable storage for each school staff member	2. Office has lockable filling cabinets for securing confidential information of the school	
		3. Accessible storage cabinets for all teachers	
		4. Relevant office furniture available	
Staffroom 1.3.2 Staffroom is well-maintained	• Clean, tidy & welcoming room • Meeting table & one chair per teacher • Notice board	1. Staffroom is clean at all times.	
		2. Has meeting table and chairs for all members of staff.	
		3. Notice board for notices visible to all staff.	
Resource & equipment storage 1.3.3 There is appropriate storage for chemicals, equipment & teaching resources	• Lockable, safe store for chemicals • Storage space big enough, conveniently located, with suitable shelving	1. Safe and clean at all times	
		2. Shelves for storing equipment and chemicals are secure and safe	
		3. Room is securely locked at all times	
School supplies storage 1.3.4 There is adequate storage for school supplies, stationery & school equipment	• Lockable storage • Space big enough, with suitable shelving	1. Clean storage space for school supplies and stationeries.	
		2. Clean storage space especially for all school equipment.	

		3. Storage rooms must be secure always i.e. can be locked.	
Canteen 1.3.5 Canteen is well-maintained, safe, hygienic & serving healthy food	<ul style="list-style-type: none">• Clean food preparation areas (and food storage areas, if applicable)• Food hygiene, safety & healthy eating posters displayed• Food served complies with Ministry of Health Nutrition Standards	1. Canteen is clean and hygienic at all times and adheres to Nutrition Standards set by MOH – no fizzy drinks, no chunk food, noodles sold	
		2. Appropriate materials for food handling and preparation available and used daily (cooking utensils, gloves, food covering and eating utensils)	
		3. Space for students to eat is clean and available	
		4. Posters on promoting healthy eating habits and hygiene habits are clearly displayed.	
Toilets 1.3.6 There are sufficient hygienic student toilets for the school roll; toilets that meet the required health standard of 1: 30 students per cubicle for males, and 1: 25 students per cubicle for females and teachers.	<ul style="list-style-type: none">• Adequate cubicle for boys given 1:30 ratio and toilets for females given 1:25 ratio.• Clean, flushable, pleasant-smelling toilets with toilet paper in each lockable stall• Clean, pleasant-smelling urinals in boys' & men's toilets• Running water & soap available for hand-washing• Rubbish bin in each female toilet block/room	1. Adequate, clean and accessible toilet facilities with clean dry floors, no leakages and all cisterns flush properly.	
		2. Toilet blocks have running water, rubbish bins, wash basins and soap for washing hands that are easily accessible by students.	
		3. Toilet tissues readily available for the use of all children.	
		4. Urinal facilities in boys rooms are clean (hygienic) at all times	
		5. Toilet block can be locked after hours.	
Standard 1.4 The school's utilities provide continuous, reliable & safe services & the school is well-prepared for emergencies			
Water for sanitation 1.4.1 There is sufficient water for sanitation	<ul style="list-style-type: none">• Water for sanitation always available (from tanks when SWA or other water scheme supply	1. There is running water supply for sanitation purposes	

	fails)	2. School has sufficient and adequate water supply i.e. access to SWA	
		3. School has water tanks especially for sanitation purposes.	
Drinking water 1.4.2 There is sufficient safe drinking water for teachers & students	<ul style="list-style-type: none"> Clean, safe drinking water always available for teachers & students 	1. School has access to clean water supply for drinking purposes	
		2. School has sufficient and adequate water supply i.e. access to SWA	
		3. School sufficient drinking water supply from Water Tank	
Electricity 1.4.3 Wiring & cabling are safe and power is always available (except during EPC outages)	<ul style="list-style-type: none"> Children not at risk from electric wiring (internal) or power cords for electrical equipment 	1. Adequate and safe electrical wiring and cabling to cater for school needs – evidence an Electrician assessment	
		2. There is a room with electronic equipment locked and protected against water leakages and heat	
		3. All electrical wiring safely covered appropriately.	
Telephone & ICT 1.4.4 School telephone & ICT network use is controlled	<ul style="list-style-type: none"> Toll-barred telephone (if school has one) accessible only to authorised staff members ICT network accessible only to authorised school staff & students 	1. Adequate measures in place for use of telephone, i.e. pin for international and cell phone, log book	
		2. Adequate measures in place for use of internet, i.e. password and log book	
		3. ICT equipment safely connected and Anti-Virus-Software installed, active and updated	

Disaster preparedness and Management Plan or evacuation procedures 1.4.5 Staff & students are all aware of what to do in an emergency given school Disaster Management Plan or evacuation procedures.	<ul style="list-style-type: none">• Evacuation Plan for natural disasters posted on staffroom notice board & in all classrooms• Emergency evacuation drill practiced at least once a year	1. Evacuation plan for all natural disasters are in place, i.e. posters in every classroom, staffroom and office	
		2. Evidence drills are carried out regularly, i.e. log noting when and how each drill went (challenges and solutions)	
		3. Evacuation procedure and plan understood by all – students, teachers, school committee	
Safety equipment 1.4.6 There is adequate safety equipment	<ul style="list-style-type: none">• Alarms tested at least once a year• Fire extinguisher(s) in visible place(s) easily accessible to staff• Fire extinguisher(s) checked at least once a year	1. Fire alarm in all classrooms, staffroom, store rooms, library, toilets, staffroom	
		2. School must have at least 2 fire extinguishers readily accessible to staff.	
		3. Staff and students need to know how to use the school safety equipment	
Domain: MSS 2: School Partnerships, Governance & Management			
Standard 2.1The community & parents act in partnership with the school to support the good governance, management & leadership of the school			Achievement Rating
			Tick
INDICATORS	DESCRIPTORS	EVIDENCE	
Community partnerships 2.1.1 School engages community it serves as partners in its development, support &	<ul style="list-style-type: none">• Records of involvement of Pulenuu, Sui Tamatai, or Faipule in school governance or support• Minutes of awareness & consultation meetings with	1. Evidence of a strong community involvement in development of the school and in addressing the issue of compulsory education i.e. records of meetings, at least 2 Compulsory Education awareness programs for the community	

special events	community <ul style="list-style-type: none"> Records of meetings & activities of Parent Teacher Association (PTA) if there is one Records of school events which community attended 	2. Regular feedback on any issue, challenge, or successes of the school to parents/guardians, school committee and community at large, i.e. Newsletter	
		3. A minute book to record all school events and those who attended from the community.	
		4. Minute book must be kept in the principal's office and can be readily available upon request.	
Parental partnerships 2.1.2 School engages parents & wider school community in supporting intervention programmes for literacy & numeracy	<ul style="list-style-type: none"> Numbers of parents volunteering at Reading Days or programmes, Speech Days, Spelling Bees, Numeracy Days, Mental Strategy Days, Culture Days or similar 	1. Evidence of at least 3 annual innovative programs developed and held for literacy and numeracy;	
		2. Number of parents & community members volunteering to assist with Literacy and Numeracy Programs	
		3. Reports compiled as evidence of programs and stored in school portfolio and shared with parents.	
Parental engagement 2.1.3 School encourages parent-teacher dialogues regarding their children's progress, welfare & behaviour	<ul style="list-style-type: none"> Numbers of parents attending Parent-Teacher Days Minutes of other formal discussions between parents & teachers/ principal regarding their child's progress or behaviour 	1. Parent-Teacher Days are clearly marked on the School Calendar and is included in its Annual Plan.	
		2. Evidence of principal and school committee collaborating throughout the school year to encourage proactive involvement of parents in the development of their children's knowledge and skills levels, i.e. the number of parents/guardians attending Parent Teacher meetings and minutes of agreement to participate cooperatively	
		3. Evidence that parents during these meetings have sighted their child's work and were provided with feedback.	

Governance 2.1.4 There is a skilled, gender-balanced elected school committee which meets regularly	<ul style="list-style-type: none">• Report on school committee election, membership & skills• School committee minute book	1. Evidence of skilled gender balance in the school committee, i.e. election report and membership	
		2. Committee meets regularly to strategize on how to improve learning in the classroom, i.e. minutes of school committee meetings with clear decisions and actions on way forward available when needed	
		3. Minutes of all committee meetings and progress reports must be kept on file in the school office.	
Collaborative decision-making 2.1.5 School establishes appropriate advisory committees, with teacher, parent & school committee representatives	<ul style="list-style-type: none">• Minutes of meetings of advisory committees	1. Evidence that an advisory committee has been established, i.e. report of its membership and minutes of its first meeting minutes with clear decisions and actions on way forward available when needed	
		2. Membership clearly has representatives from the school staff, Parents Association and the School Committee	
		3. Evidence that the Advisory Committee are collaborating closely with the school committee to help address the critical needs of the school.	
Standard 2.2 The principal guides the development & implementation of the school's shared vision, mission, plans & policies			
Vision & mission 2.2.1 Principal involves school committee, teachers & parents in reviewing/reaffirming school's vision & mission	<ul style="list-style-type: none">• Minutes of meeting(s), possibly part of the Annual General Meeting (AGM), regarding vision & mission	1. Principal, teachers, parents and school committee collaborate to write the schools' Vision and Mission statements.	
		2. Evidence that the school committee and the advisory committee pledge together with the principals and teachers to work together to achieve the Mission and Vision Statements	

		3. Minutes of the AGM must be kept in the school office and any progress towards achieving the schools' mission and vision statements.	
Management planning 2.2.2 Principal involves school committee & teachers in reviewing & monitoring progress of key school management plans	<ul style="list-style-type: none"> Minutes of meetings regarding review & monitoring of MSS Self-Evaluation, SIP, SAMP&SPDP 	1. Evidence of principal, teachers and school committee collaborating to complete the MSS Self-Evaluation form.	
		2. Evidence of the advisory committee, school committee and principal collaborated to review and monitor the school progress against the School Management Plans - SIP, SAMP&SPDP, i.e. records of these planning meetings	
		3. Copies of the School Self Evaluation (MSS), AMP, SIP, and AR must be available in the staffroom for all teachers to access.	
School policies & rules 2.2.3 School develops & revises relevant policies & rules, consistent with the Education Act & MESCC policies which are made accessible to all staff, students, school committees and community.	<ul style="list-style-type: none"> School policy register, includes policies on Homework, Student absenteeism & truancy, Student discipline, Smoking, Violence, Grievances & complaints, Recruitment, Finance & budget, Asset management Public Service Code of Conduct displayed in staffroom School has code of Conduct for students and relevant disciplinary and grievance procedures in place. School rules (covering teacher & student behaviour) prominently displayed Records of policy training for staff 	1. Copies of the Student absenteeism & truancy, Violence, Grievances & complaints, Recruitment, Finance & budget, Asset management policies (that are derived from all existing Ministry policies) are available in the staffroom for teachers to access and copies issued to School Committee executive.	
		2. School Homework Policy and Disciplinary Policy must be clearly displayed in the staffroom and all classrooms.	
		3. MESCC and Government Policies - PSC Code of Conduct clearly displayed in staffroom for all teachers to be familiar with.	

	<ul style="list-style-type: none"> Records of MESC and government policies 		
Standard 2.3 The principal guides the planning for the delivery & assessment of a diverse curriculum, supported by creative teaching & learning approaches & appropriate resources			
School curriculum planning (SCP) 2.3.1 Principal guides teachers in preparing an integrated school curriculum plan (SCP)	<ul style="list-style-type: none"> SCP flows to Unit & Term curriculum plans & individual teachers' lesson plans 	1. Copy of School Curriculum Plan that is derived from the Ministry sanctioned Curriculum is displayed clearly on Notice board in the Staffroom. Unit, Term and lesson plans in place	
		2. Evidence of alignment of Teachers Unit, Term and Lesson Plans to the School Curriculum Plan.	
		3. Register/Record of all School Curriculum Resources is updated regularly.	
		4. All class (primary) and subject (secondary) teachers have copies of the ministry approved curriculum	
Curriculum support & resources 2.3.2 Teachers have sufficient curriculum materials & SSFGS-funded & school-developed resources to support teaching & learning	<ul style="list-style-type: none"> Records or register of resources procured from SSFGS Records of curriculum resources or set of resources stored or issued by the school. System for issuing, recording and recovering curriculum resources issued to teachers and students 	1. An up to date Register/Record of school resources procured under the SSFGS fund	
		2. School has a system for issuing and recording curriculum resources issued during the year, i.e. register and or logbook	
		3. School has a system for recovering all curriculum resources issued to teachers and students	
School assessment planning (SAP) 2.3.3 Principal guides	<ul style="list-style-type: none"> SAP flows to individual teachers' Unit & Term assessment plans SAP consistent with Samoa 	1. Copy of School Assessment Plan which includes both Formative and Summative Assessments display clearly on the Notice board in the Staffroom.	

teachers in preparing an integrated school assessment plan (SAP) linked to SCP	National Assessment Framework <ul style="list-style-type: none"> • Plan reflects types of assessment used and timelines for assessing students. • Records of students assessment 	2. SAP aligns to the SCP and is reflected in Teachers Unit, Term and Lesson Plans to the School Assessment Plan.	
		3. Up to date records of each student readily available to parents and Ministry	
		4. Evidence of Student formative and summative assessments is available as portfolios in the classroom	
“Students with difficulties in literacy and numeracy” 2.3.4 Principal leads development, implementation & monitoring of intervention for reading & numeracy programmes to support students with difficulties in literacy and numeracy	<ul style="list-style-type: none"> • At risk intervention support programme for reading and numeracy. • Individualized learning programme and assessment records • Records of ability group activities, learning support classes, voluntary teacher aides & effectiveness of each strategy 	1. Evidence that School has implemented a 'Specialized Literacy and Numeracy Intervention Programme (SLANIP)' for slow learners (at risk students), i.e. Implementation Plan for SLANIP must be displayed in the staffroom for information of all teachers.	
		2. Evidence of teacher-developed individualized assessment tasks for their own students based on school provided samples of activities and assessment tasks from SLANIP.	
		3. Records of 'at risk students' formative and summative assessments tracking their progress.	
Talented & gifted students 2.3.5 Principal leads development, implementation & monitoring of activities for talented & gifted students	<ul style="list-style-type: none"> • Records of accelerated activities • Records of students' progress 	1. School has Special Programs for Talented & Gifted Students (SPTAGS) - extra curricula activities that challenge students' mental capacities and keep them interested to learn.	
		2. Challenging Student Assessment Tasks displayed in staffroom and library to motivate other students to achieve	

		3. Records of students' formative and summative assessments tracking their progress	
Students with disabilities 2.3.6 Principal leads development, implementation & monitoring of appropriate support for students with disabilities	<ul style="list-style-type: none">• Individualized learning programme records• Records of activities & effectiveness of programmes• Records of students' progress	1. School has Special Programs for Students with Disabilities (SPSWD) - teacher develops appropriate classroom based assessment tasks and activities to keep them interested in learning and create a sense of belonging in the classroom/school.	
		2. Student Assessment Tasks are made available to students with disabilities to motivate them to achieve	
		3. Records of students' formative and summative assessments tracking their progress	
Standard 2.4 The principal helps all staff strive to demonstrate exemplary professional knowledge, practice & behavior through clear expectations, honest performance appraisals & supportive professional development			
Personnel records 2.4.1 School keeps relevant records of teaching & non-teaching staff	<ul style="list-style-type: none">• Personal details, teacher qualifications, teaching experience, professional development (PD) records for every teacher• Records of teachers' contributions to extra-curricular school activities• Records of reasons for transfers & resignations• Teachers portfolio	1. Each teacher in the school has a teacher profile which has all his/her personal information (qualification, date of commencement	
		2. Teacher profile must also have information on any professional development he/she attended	
		3. The Profile must also include information on any of his/her contributions to extra-curricular school activities and a record of achievements.	
Teacher attendance 2.4.2 Accurate &	<ul style="list-style-type: none">• Sign book regularly checked• Teacher attendance book up-	1. A copy of the Staffing Manual is available in the Staffroom.	

complete information is kept about teacher attendance, leave, absence without permission	to-date & complete <ul style="list-style-type: none"> Records of warnings and unapproved absence & lateness Fortnightly staff returns accompanied by copy of attendance book pages, leave applications, medical certificates 	2. Evidence that Sign book is kept in the staffroom and is daily remarked and monitored by the principal for regular latecomers and absenteeism.	
		3. Filedcopies of absentees' notes and medical certificates of teachers are kept and managed by the principal	
Communication with staff 2.4.3 Principal ensures staff are well-informed about school matters	<ul style="list-style-type: none"> Records of staff meetings Staff meeting minute book Notice board in staffroom with current information relevant to staff including staff leave intentions Teachers' duty rosters Records of teacher disciplinary breaches 	1. A schedule of all staff meetings and duty roster per term is displayed on the notice board in the staffroom and the principal's office.	
		2. Information displayed on the school notice board regularly (every week) updated.	
		3. School timetable displayed in the staffroom and principals' office.	
Performance appraisal of staff and support teacher system 2.4.4 Principal appraises all staff annually and reports submitted to MESC	<ul style="list-style-type: none"> Appraisal Form 1 A&Summative report for every staff member Annual reports and forms submitted to MESC School observation and support teacher system in place 	1. Each teacher should have a copy of the Teacher Appraisal Form with a copy displayed in the staffroom.	
		2. A copy of principal's appraisal and feedback is made available to the appraised teachers and kept in their Profile Folder	
		3. Annual Appraisal Reports for all staff members are submitted to MESC no later than the due date.	
School professional development planning 2.4.5 Principal & teachers together	<ul style="list-style-type: none"> School professional development plan in place Records of PD and outcomes at school based level 	1. School professional development plan with a sample of the Evaluation forms displayed in the staffroom.	

develop a school observation plan & an effective school professional development plan (SPDP) which includes national, district & school-based	<ul style="list-style-type: none">• Evaluation of PD to inform improvements.	2. Summary reports of all school-based PDs conducted and their outcomes are developed and managed by principal/deputy principal.	
		3. Copies of reports in (2) are shared with all staff with master copies kept in the office.	
Standard 2.5 The principal ensures that school's funds are managed effectively through sound financial planning, systems & controls			
Financial planning (School Annual Budget 2.5.1 Principal involves school committee & staff in positions of responsibility in preparing SAB	<ul style="list-style-type: none">• Realistic SAB flows from revised SIP & forms part of SAMP	1. Evidence in terms of minutes that the principal and those in positions of responsibility and staff had met to discuss the SAB.	
		2. Evidence of meetings (ie minutes) that SAB was discussed with School Committee, PTA and parents.	
		3. School committee and staff in positions of responsibility and principal sign off on the SAB.	
SSFGS knowledge 2.5.2 School ensures relevant people are well-informed about SSFGS rules & procedures	<ul style="list-style-type: none">• Principal, staff in positions & responsibility & school committee members trained in SSFGS procedures & rules & have SSFGS Manual of Operation	1. The process of procurement of goods using SSFGS funds complies with procedures & rules in the SSFGS Manual of Operation.	
		2. Financial statement on use of SSFGS is shared regularly with school committee and teachers.	
		3. A copy of the SSFGS manual must be shared with school committee with master copy kept in the principal's office.	

		4. SSFGS cheque book kept in principal's office.	
Financial systems & controls 2.5.3 School receives correct SSFGS funds, spends them in accordance with SAB&SSFGS rules procedures & manages its assets responsibly	<ul style="list-style-type: none">• SSFGS income validated• Procurement quotations (where required)• Certified cheque vouchers with supporting validated invoices receipts match cheque butts; correctly coded• Bank reconciliations (and follow-up of queries) monthly• Asset register up-to-date; matches physical assets	1. Asset register up-to-date and matches physical assets count	
		2. SSFGS record book or folder in order and readily available.	
		3. Copies of all vouchers with supporting validated invoices receipts match cheque butt and correctly coded.	
		4. Bank reconciliations (and follow-up of queries) monthly	
Financial reporting 2.5.4 School reports on financial matters are complete and accurate	<ul style="list-style-type: none">• SSFGS report to MESC monthly (and quarterly in summarized form) includes:<ul style="list-style-type: none">○ SSFGS funds spent on SAMP items○ SSGS funds spent on PD materials○ SSFGS funds spent on teaching & learning resources○ Issues & concerns○ Actions taken to address misappropriations/breaches of SSFGS rules• Accounts audited annually	1. SSFGS annual report signed by principal and school committee and endorsed by the SSFGS consultant or SI.	
		2. Evidence shows that SSFGS Fund is spent on SAMP items.	
		3. Evidence also shows that the SSFGS Fund is supporting the school Professional Development programs	
		4. Office must have a copy of the Audit report and opinion.	
Standard 2.6 The school uses efficient & effective communication, record-keeping & administrative processes			

Communication (ICT) with MESC & other stakeholders 2.6.1 Principal fosters high quality, timely communication between the school I& MESC, parents, community & other stakeholders	<ul style="list-style-type: none"> • MESC forms, returns, surveys, lists, reports complete, accurate & on time, & Student Profile information • MESC informed in person, by phone, by email or by letter, in a timely way, of important school matters • Correspondence & school documentation actioned promptly & easy to retrieve 	1. Wide Area Network router is installed, switched on and connected to school ICT equipment	
		2. Evidence of timely submission of staff returns, SEN, Census correctly completed and submitted on time – Ministry stamp on school copies for all forms or MESC personnel sign school log	
		3. Official MESC correspondence and/or notices clearly displayed in the staffroom.	
		4. Student Profiles are accurately kept and readily available during Ministry visits.	
Student roll and records 2.6.2 School complies with MESC enrolment & staffing ratio regulations (i.e. school roll between 120&750, teacher: staffing ratio 1:30 (primary) or 1:20 (secondary))	<ul style="list-style-type: none"> • Class ratios comply with MESC enrollment ratio of 1:30 and 1:20 secondary • Staffing ratio is adequate given number of students per class (Y1-Y8) for primary and Year 9 –Year 13 by subject for secondary 	1. Complete and accurate School Register/Roll that is regularly monitor and updated by the principal. Clearly shows teacher student ratio per class	
		2. Complete Class lists displayed in staffroom and in classrooms.	
		3. Evidence that the class rolls are monitored by the principal	
Student SEN and enrollment records 2.6.3 Accurate information regarding student enrollment and SEN is recorded and submitted to MESC	<ul style="list-style-type: none"> • School enrollment records or profile of students are recorded by the school systematically. • SEN information is recorded and submitted to MESC given due dates. • Personal details for every student, including birth certificate reference numbers; changes to MESC in a timely way 	1. Admission Book correctly completed with students' education number, BC number, date of birth, age, Village, parents names (matai title) kept in the office.	
		2. Evidence that correct SEN information submitted to MESC.	
		3. Records of transfer students kept in a file in the principal's office.	

Student attendance and compulsory education 2.6.4 Accurate & complete information is kept about student attendance, absence, recurring or persistent truancy & transfer	<ul style="list-style-type: none">• Class registers accurate & up-to-date• Students with unsatisfactory attendance followed up• Analysis of truancy rates, transfer rates & drop-out rates & reasons reported to MESC• Reasons for over-age Year 1 enrolment investigated• 	1. Class roll calls are neat and regularly updated.	
		2. Principal to check and sign weekly noting regular absenteeism cases and follow up action by teacher and school.	
		3. Summary report of analysis of truancy rates, transfer rates & drop-out rates & reasons shared with MESC	
		4. Community's non-enrolled school age children followed up	
Student misbehaviour 2.6.5 Accurate & complete information is kept about student disciplinary matters	<ul style="list-style-type: none">• Records of punishments, suspensions, expulsions, discussions with parents, and strategies used to change behaviour	1. School Rules clearly displayed in all classrooms and staffroom.	
		2. School has an up to date record of any action taken to discipline a student, i.e. expulsion, suspension, formal school letter advising parents of school decision, and any mitigating action taken to address/manage the student behavior	
		3. Summary report of analysis on cases of suspensions, expulsions & reasons reported to MESC	
Domain: MSS 3: Teacher Quality			
Standard 3.1	Teachers have comprehensive current curriculum & assessment knowledge in their		Achievement

teaching subjects			Rating
			Tick
INDICATORS	DESCRIPTORS	EVIDENCE	
Curriculum knowledge 3.1.1 Teachers demonstrate comprehensive current curriculum content knowledge across all subjects (for primary)&in areas of teaching subject major/minor for secondary	<ul style="list-style-type: none"> Curriculum statements & manuals Support teacher system Records of Observations Lesson plans Teacher portfolios Appraisal Form 1A & Summative Reports 	1. All teachers have copies of Curriculum statements & manuals.	
		2. All teachers have Teacher portfolios with their unit and lesson plans, records of any PDs on curriculum attended, appraisal reports (principal and MERD)	
		3. Teacher knowledge of the Curriculum reflected in his/her planning, i.e. unit and lesson plans link to specific Strands of the curriculum with each activity linking to local environment.	
		4. Evidence that the school has a support teacher system	
Assessment knowledge 3.1.2 Teachers demonstrate knowledge of uses of assessment for teaching & learning	<ul style="list-style-type: none"> Support teacher system Observations records Lesson plans Teacher portfolios 	1. Teacher uses appropriately the different functions of assessment (assessment for(diagnostic), assessment as (formative), and assessment of(summative) to improving student learning.	
		2. Teacher provides adequate assessment detail showing link to learning outcomes.	
		3. Teacher knowledge of different assessment tools reflected in his/her planning, i.e. link to the Curriculum of each task is clearly articulated	
		4. Teacher keeps all student tasks in their folders with clear feedback on each task given.	

		5. Teachers are able to plan and implement assessments that show students have met the learning outcomes.	
		6. Teachers need to reflect on their own work, and how it impacts on student assessment and learning outcomes.	
School wide literacy and numeracy intervention programmes 3.1.3 Teachers consistently teach adequate reading, writing and numeracy programmes to support at risk students	<ul style="list-style-type: none"> • Structured reading programmes which reflect an integrated reading programme • Writing programme • Numeracy programme – mental activities basic facts. • Student activities that reflect work related to the indicator 	1. School has a 'Specialized Literacy and Numeracy Intervention Programme (SLANIP)' for all skill levels with specific focus on those students who are identified as at risk.	
		2. Individualized literacy activities/tasks are developed by teachers to challenge and encourage students of all skill levels to read and write.	
		3. Numeracy activities/tasks are developed specifically to encourage students to use mental strategies	
		4. Student activities align to the topic and the outcome.	
Knowledge of curriculum support and resource development 3.1.4 Teachers demonstrate knowledge of curriculum resources to support teaching; and engage in development of supplementary resources.	<ul style="list-style-type: none"> • Curriculum resources used in teaching and learning • Resource development PD or workshops • Individual teacher resource development 	1. Teacher uses her/his knowledge and understanding of the Curriculum to design support learning materials for students in his/her class using readily available resources and the local environment.	
		2. Evidence of curriculum resource developed by each teacher in the school to support teaching	
		3. Evidence that the school has had a PD or workshops on resource development,	

Standards 3.2 Teachers plan for & use appropriate pedagogical strategies in delivering the curriculum			
Teachers' curriculum planning 3.2.1 Curriculum learning outcomes & achievement outcomes are linked across all levels in all subjects and school & class timetables allocate required hours per subject	<ul style="list-style-type: none"> Curriculum plan or provision reflecting details of subjects taught and times allocated School timetable Class timetable Unit plans Lesson plans Teacher portfolios 	1. Evidence to show Teachers' use of knowledge and understanding of the Curriculum learning and achievement outcomes to inform individual lesson planning and school management planning	
		2. There is evidence of alignment between the Unit and Lesson plans with learning outcome clearly identified.	
		3. School & class timetables clearly show required teaching hours	
Teachers' curriculum delivery 3.2.2 Teachers use a variety of appropriate pedagogical strategies in teaching, and adopt a variety of activities to deliver the curriculum, including homework	<ul style="list-style-type: none"> Support teacher system Observations records Lesson plans (including homework) Visual aids Teacher portfolios Appraisal Form 1A & Summative Reports 	1. School has a support system for all teachers on lesson planning, assignment and class activities design and producing visual aid/resources for all levels.	
		2. Evidence that teachers are using a variety of activities to deliver their lessons, including homework	
		3. Observation records must be kept in teacher profile with clear indication of actions taken as a results of feedback received.	
Medium of Instruction 3.2.3 Teachers apply the Bilingual policy correctly	<ul style="list-style-type: none"> Unit, term & lesson plan timetables Observation records 	1. Regular principal observation confirms the level of use of the bilingual policy in all levels/classes.	
		2. Each teacher in the school demonstrates a clear understanding of the policy.	
		3. PDs include a focus on the application of the policy.	

Standard 3.3 The school has well-qualified, ethical, dedicated teachers			
Teacher qualifications 3.3.1 All teachers are graduates or registered & 30-40 % of teachers have a Bachelor's degree	<ul style="list-style-type: none">• Teacher profiles and qualification• Records of teacher upgrade	1. Each teacher in the school has a teacher profile which has all his/her personal information (qualification, date of commencement	
		2. Teacher profile must also have information on any professional development he/she attended	
		3. The Profile must also include information on any of his/her contributions to extra-curricular school activities and a record of achievements.	
Teacher values 3.3.2 Teachers demonstrate respect, equity, justice, honesty & non-violence	<ul style="list-style-type: none">• Observations records• Records of teacher disciplinary breaches	1. Any disciplinary issues and or actions against a teacher resulting in a suspension or termination must be recorded in his/her portfolio.	
		2. A file of all disciplinary actions taken against a teacher must be kept in the principal's office.	
		3. Summary reports of observations and or remedial actions taken by the school send to MESC.	
Teacher participation 3.3.3 Teachers participate equally in extra-curricular activities & school wide projects	<ul style="list-style-type: none">• Extra-curricular activities plan• Community initiatives and activities• Records of teacher participation and involvement	1. Teacher profile must also have information on any professional development he/she attended Teacher must also be recorded in the teachers portfolio.	
		2. The Profile must also include information onhis/her participation in extracurricular activities that has direct link to improving student learning in the classroom.	
		3. Evidence of teacher involvement in community initiatives that promote learning.	
Standard 3.4 The school has teachers committed to life-long learning			

Professional development 3.4.1 Principal supports teachers' PD intentions, including taking up relevant PD opportunities provided by MESCC, NUS, USP or elsewhere	<ul style="list-style-type: none">• Number of qualifications upgraded• Number of accredited training sessions attended by staff members	1. Teacher Profiles contains all relevant qualifications.	
		2. Profile also keeps a record of all upgrade programs attended.	
		3. School keeps a file of all accredited courses attended by staff.	
School-based professional development 3.4.2 School-based PD sessions are implemented according to the School PD Plan	<ul style="list-style-type: none">• School based PDP• Principal records of PD and outcomes	1. School has a record of all School based PDP conducted during the year	
		2. Number of peer observations that took place during the term/year and outcomes based on evaluation.	
		3. A summary report on the outcomes of the SPDP and actions taken to address issues/concerns highlighted.	
Impact of Professional Development 3.4.3 Teachers apply PD knowledge to improve their professional knowledge & practice	<ul style="list-style-type: none">• Individual PD plan• Observation of PD in teaching and learning• Evaluation by staff of PD• Reflection on PD outcomes• Appraisal Evaluation	1. School has a professional development Plan for all teachers.	
		2. Evaluation of the impact of PDs conducted on teacher preparation and performance.	
		3. Teacher reflections and evaluation of PDs attended.	
Domain: MSS 4: Student Achievement			
Standard 4.1 Assessment is strongly linked to curriculum learning outcomes			Achievement Rating
			Tick

INDICATORS	DESCRIPTORS	EVIDENCE	
Student Achievement 4.1.1 Improved student achievement based on school determined targets. (KPI 8)	<ul style="list-style-type: none">• Assessment Books• Individual Class assessment plan• SPELL Results – Literacy and Numeracy (Primary)• School Assessment Plan• School Curriculum Plan• School Improvement Plan• School Annual Plan	1. Clear and appropriate school targets for proficiency in SPELL 1 & 2 literacy are set.	
		2. Clear and appropriate school targets for proficiency in SPELL 1 & 2 numeracy are set.	
		3. Clear and appropriate school targets for pass rates in SSC & SSLC (English, Maths, Samoan, and Science) are set.	
Integrated assessment planning 4.1.2 SAP are linked to the development of Teachers assessment plan & linked to curriculum learning outcomes	<ul style="list-style-type: none">• School Curriculum Plan• School Assessment Plan• Lesson plans	1. School has a School Assessment Plan and an Individual Class AP.	
		2. There is evidence of alignment between the SAP and SCP	
		3. Evidence that teachers are using their knowledge and understanding of the SCP and SAP to inform/develop their own assessment plans.	
Assessment methods & activities 4.1.3 Appropriate assessment methods & valid assessment activities are planned and used to support curriculum expectations	<ul style="list-style-type: none">• School Curriculum Plan• School Assessment Plan• Individual Class assessment plan• Lesson plans	1. Clear evidence that Teachers are able to use different assessment tools to develop appropriate assessment activities/materials to suit his/her class skills level.	
		2. Teachers are able to use diagnostic assessment to inform the planning of targeted interventions at an individual and/or class level	
		3. Summary analysis of each assessment task and actions to be taken to address each area of concern.	
Standard 4.2 Assessment activities are implemented as planned			

Assessment for learning 4.2.1 Diagnostic assessment at the beginning of year, topic, term are designed, administered & recorded	<ul style="list-style-type: none">• School Curriculum Plan• School Assessment Plan• Individual Class assessment plan• Lesson plans• Assessment Books• Student portfolio	1. Clear record of diagnostic assessments designed and administered according to plan.	
		2. Provide evidence of student prior knowledge to inform teaching and learning.	
		3. Summary analysis of each assessment task and actions to be taken to address each area of concern.	
Assessment as learning 4.2.2 Appropriate assessment methods are used to collect evidence on what students can & cannot do & to record the results	<ul style="list-style-type: none">• School Curriculum Plan• School Assessment Plan• Individual Class assessment plan• Lesson plans• Assessment Books• Student portfolio	1. File/record of class activities and assessment administer per term. ASP, Class Assessment Plan for the year, ,	
		2. Teachers records indicate the importance of formative assessment for continuous learning.	
		3. Teacher Assessment Book with records of each activity and feedback to students	
Assessment of learning 4.2.3 All teachers use blueprints & valid end of topic test questions & record the results	<ul style="list-style-type: none">• SCP• SAP• Class assessment plan• Lesson plans	1. Teachers has records of all assessment blueprints	
		2. Records shows end of topic tests questions align with learning outcomes	
		3. Record of student progress and measures taken to address areas of need	
Standard 4.3 Analysis & interpretation of assessment results is used to improve learning			
Use of diagnostic testing 4.3.1Diagnostic assessment used to target teaching	<ul style="list-style-type: none">• SRA• Running records• PM Benchmarks Any other assessment noted in the SNAPF (Samoan National	1. Teachers keep records of all diagnostic assessments used to target their teaching so as to improve learning.	
		2. Samples of these diagnostic assessments must be readily available for viewing.	

	Assessment Policy Framework)	3. Evidence of tasks set specifically for at risk students	
Use of formative assessment 4.3.2 Formative assessment used to monitor students' progress, focus on students' learning & target intervention strategies	<ul style="list-style-type: none">• Assessment books• Intervention strategies plan• Students portfolios Any other assessment noted in the SNAPF (Samoan National Assessment Framework)	1. Clear evidence showing teachers are using formative assessment tasks to track/monitor students' progress.	
		2. Evidence of teachers using formative assessment to inform and develop targeted lessons to address areas of concern	
		3. Information and evidence from formative assessments used as a basis of communicating learning progress to the students' families	
Use of summative assessment 4.3.3 Reports to parents reflect school-based & national results	<ul style="list-style-type: none">• Assessment books• Intervention strategies plan• Student portfolio	1. Evidence available shows school summative assessments are used to inform feedback to parents of their children's progress	
		2. Further, these assessments are being used to develop intervention strategies to address areas of concern with student performance.	
		3. Feedback to parents is constructive and targeted ensuring continuous learning.	
Standard 4.4 Assessment results are communicated to students, parents & key stakeholders in a useful & timely way			
Feedback to students 4.4.1 Students receive one-on-one feedback on areas of strength & weakness	<ul style="list-style-type: none">• Assessment books• Intervention strategies plan	1. Record of teacher feedback given to students clearly identifying areas of weaknesses and how they can be improved.	
		2. Support student voice as an effective feedback tool through self assessment and peer assessment,	
		3. Feedback to student is constructive and targeted ensuring continuous learning.	
4.4.2.Feedback to parents	<ul style="list-style-type: none">• Student progress reports• Student Teacher Parent	1. Student profiles must have copies of their progress reports.	

	conference (parents day)	2. Teachers to report information that is useful to parents such as what a child can do in relation to curriculum standards	
		3. Feedback is constructive and targeted so as to allow parents to help their child.	
Reports to stakeholders 4.4.3. Useful, accurate reports are provided to school committees &MESC	<ul style="list-style-type: none"> Summaries of summative assessment results 	1. School keeps a file of all Analysis and summaries of summative assessment results during the year.	
		2. E-copies (pdf) of school summaries of summative assessment results to be made available to MESC.	
		3. These analysis and summary reports are shared with school committee and advisory committee.	

MSS Achievement Rating Key: Descriptors

Achievement Rating	Description
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<p>4 100% Achieved all 244 Descriptors</p>	<p>Above Standard</p>	<p>Majority of standards implemented with sufficient evidence observed Evidence collected/observed shows:</p> <ul style="list-style-type: none"> the school has 100% of the MSS indicator requirements (descriptors) the school has taken the initiative to put in place other 'measures' not indicated in the MSS to promote, encourage and foster the importance of a learning community.
<p>3 50% - 99% Achieved 122 and above Descriptors</p>	<p>Meets Standard</p>	<p>Most standards implemented with relevant evidence observed Evidence collected/observed shows:</p> <ul style="list-style-type: none"> the school has met the MSS standards Achieved 122 and above of the descriptors.
<p>2 Achieved only 121 and below Descriptors 1% - 49%</p>	<p>Below Standard</p>	<p>Only a few standards partially implemented with a few evidences observed Evidence collected/observed shows:</p> <ul style="list-style-type: none"> the school has only met only some of the MSS indicator requirements (descriptors) measure is in place to ensure the school improves its compliance with the MSS in the next visit. <p>**A follow up visit is recommended after 3 months from the day of the assessment.</p>
<p>1 0 %</p>	<p>Not demonstrated</p>	<p>No evidence of standards implemented or observed Evidence collected/observed shows:</p> <ul style="list-style-type: none"> 0 the MSS indicator requirements (descriptors) breakdown of communication between the school management and the school committee <p>** CRITICAL situation needing Ministry intervention. Recommends follow up visits to be monthly.</p>

VERIFICATION OF EVALUATION PROCESS BY SCHOOL INSPECTORS: *The school Inspector must indicate which step has been done or complete or not completed given the Evaluation Process discussed in page 10 of this booklet.*

Step 1: Self Evaluation	Completed <input type="checkbox"/>	not completed <input type="checkbox"/>	partially completed <input type="checkbox"/>
Step 2: School Inspector Visit (MESC)	Completed <input type="checkbox"/>	not completed <input type="checkbox"/>	partially completed <input type="checkbox"/>

OFFICE USE ONLY: *upon submission of MSS, SOD officer (School Performance) to fill in for records*

Self-evaluation	submitted <input type="checkbox"/>	late submission <input type="checkbox"/>	not submitted <input type="checkbox"/>	Date: <input style="width: 100%;" type="text"/>
School Inspector Visit Report	submitted <input type="checkbox"/>	late submission <input type="checkbox"/>	not submitted <input type="checkbox"/>	Date: <input style="width: 100%;" type="text"/>
Officer Name _____		Officer Signature _____		

ANNEX 1: SSFGS CHECKLIST

- Check that 3 Quotations are attached to the payment voucher for capital items above \$500
- Check that the person receiving the cheque signed the voucher to confirm that the cheque was actually received by the correct supplier
- Check that cheque butts are completed immediately after the cheques are issued and completed correctly
- Check that the running balance/reducing balances of the account is calculated and recorded on every cheque butt
- Check that all original invoices and original receipts are attached to the payment vouchers
- Check that all calculations of the invoices are correct.
- Check that the invoices match the description of the payment vouchers
- Check that all invoices are coded according to the 6 broad category of expenses of the SSFGS
- Check that the cancelled cheques are attached to the payment voucher and reasons why the cheques were cancelled are provided
- Check that the cheques issued for expenses that are specified in the SSFGS Manual of Operations
- Carry out a physical check of items procured and that they were actually received – strictly no advance payment
- Carry out a periodic physical check of items procured that they were used effectively
- Check that arrears for water accounts and electricity bills are paid upon receipt of actual / original invoices
- Check that the cash book is updated on a daily basis
- Check that the allocation for water and repairs and maintenances are not overspent
- Check that they were no 'CASH' cheques issued
- Uplift the bank statements from the banks on a monthly basis
- Check that dishonoured cheque fees are reimbursed by the school management immediately after the bank statements are received
- Check reasons why cheques have not been presented and account for them in the bank reconciliations
- Distribute the monthly bank statements to schools
- Check annually whether schools received the correct grant allocation according to the approved allocation provided to MoF

ANNEX 2: MSS Implementation Plan

5 year Implementation Plan for MSS

Goal 2: enhanced Educational Access and opportunities at all levels						
		2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
Programme	Output	Activity	Activity	Activity	Activity	Activity
2.1 Inclusive education at all levels	2.1.2 Minimum Service standards (MSS) for primary and secondary fully implemented, monitored and evaluated.	MSS endorsed by Minister of Education, Sports and Culture. Awareness programs and Workshops begin on the newly implemented MSS	Full Implementation of the MSS Support visits/workshops ongoing	Full Implementation of the MSS continues School Inspectors start monitoring the MSS Support visits/workshops ongoing	Implementation and monitoring continues Support visits/workshops ongoing	Implementation and monitoring continues MSS Impact on Access and quality evaluated.

ANNEX 3: MSS Risk Matrix

	Risks/Challenges	Risk Level	Implications	Remedial measures/strategy
1	Prolonged and delayed processes for finalization and endorsement of MSS	Moderate to High	Delay in implementation process	Ensure MSS is endorsed at MM tabled in Cabinet in January 2017.
2	Weak/ineffective implementation Plan	Moderate to High	Gaps in planning and implementation of the MSS	Identify possible gaps in the plan and accordingly strengthen implementation processes.
3	Non-compliance	Moderate to High	Policy objectives will not be achieved	Strengthen monitoring and evaluation processes ensuring early detection of non-compliance and provide necessary support.
4	Understanding of the MSS is fragmented	Moderate to High	Increase in non-compliance issues	Strengthen Ministry collaboration with school management and committees. Ensure ongoing awareness programmes/workshops to address areas of concerns.

Note:

- The risk management matrix must be reviewed annually.
- This will include a review of the relevance of the risks identified and their rating in terms of probability and impact as well the appropriateness of risk mitigation measures.
- The review should identify new or emerging risks not previously identified.