



Government of Samoa  
Ministry Of Education, Sports and Culture

**SCHOOL MANAGEMENT AND ORGANIZATION MANUAL 2018**



# **School Management and Organization Manual**

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**MINISTRY OF EDUCATION, SPORTS AND CULTURE**

## ACRONYMS

<b>ACEO</b>	Assistant Chief Executive Officer
<b>AED</b>	Assessment and Examination Division
<b>AMP</b>	Annual Management Plan
<b>BL</b>	Bereavement Leave
<b>CEO</b>	Chief Executive Officer
<b>CDMD</b>	Curriculum, Design and Materials Division
<b>GOS</b>	Government of Samoa
<b>LSL</b>	Long Service Leave
<b>LWOP</b>	Leave Without Pay
<b>MDG's</b>	Millennium Development Goals
<b>MESC</b>	Ministry of Education, Sports and Culture
<b>MSS</b>	Minimum Service Standard
<b>NUS</b>	National University of Samoa
<b>PTA</b>	Parent and Teacher Association
<b>SC</b>	School Committee
<b>SDS</b>	Strategy for the Development of Samoa
<b>SI</b>	School Inspector
<b>SIP</b>	School Improvement Plan
<b>SOD</b>	School Operation Divisions
<b>SPECA</b>	Samoa Primary Education Certificate Assessment
<b>SPELL</b>	Samoa Primary Education Literacy Level
<b>SPREP</b>	South Pacific Regional Environment Programme
<b>SI</b>	School Inspector
<b>OGG</b>	One Government Grant
<b>SSLC</b>	Samoa Secondary Leaving Certificate

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## 1. INTRODUCTION

This Manual identifies the major elements of school management for Government Schools in Samoa and provides guidance and support to Principals and School Committees in fulfilling their roles and responsibilities in undertaking their tasks.

The powers of School Governance & Management exercised by Principals and School Committees must:

- comply with the Education Act of 2009 (Amendment Bill 2017)
- operate within the policies of the Government of Samoa (GoS) and the Ministry of Education, Sports and Culture (MESC); and,
- be consistent with the Ministry's mission which is to "*promote quality and sustainable development in all aspects of Education, Sports and Culture to ensure improved opportunities for all*", and in accordance with the key values upon which the Ministry's service delivery is based.

These values are explained below.

The concept of *equity* requires that the system will treat all individuals fairly and justly in the provision of educational opportunities.

Education *quality* is exemplified by high standards of academic achievement, cultural understanding, and social behaviour.

*Relevancy* in education implies a system, which is meaningful, recognized, applicable, and useful to one's life.

*Efficiency* in education is demonstrated by management practices, which ensure optimum use of resources human, financial, and material – at all levels, efficient services delivery, unhampered communication, and coordinated decision-making.

## 2. THE PARTNERSHIP

There is a partnership in the provision of Government schooling in Samoa between the local communities (villages/districts) and the Government (the Ministry of Education, Sports and Culture).

Local communities provide the school buildings, furniture and equipment and are responsible for the maintenance of the school and its environment.

The MESC appoints the Principal and the teachers, pays their salaries and provides stationery and curriculum materials to the school.

The overall Governance of the school lies with the School Committee (which includes the Principal) which performs its responsibilities on behalf of the village/district community and MESC. The overall Management of the school on a daily basis is the Principal who performs her/his duties on behalf of the Ministry.

### 3. ROLES AND RESPONSIBILITIES

#### 3.1 MINISTRY OF EDUCATION, SPORTS AND CULTURE

- appoint personnel to positions of responsibility to manage schools on a day to day basis;
- employ sufficient teachers to meet teacher-student ratios as set out in the *MESC School Staffing Manual 2018*;
- pay teacher salaries;
- provide adequate in-service training and professional development opportunities for Principals and teachers at the National Level;
- provide curriculum resources to enable teachers to meet national curriculum statements and examination prescriptions;
- provide regular information to schools on ministry policies and requirements;
- provide training and support to School Committees to ensure the efficient operation of schools;
- monitor progress on the commitments outlined in the School Agreement including the submission of the School Annual Report.

#### 3.2 THE SCHOOL COMMITTEE/BOARDS

The overall Governance of the school sits with the School Committee that performs its responsibilities on behalf of the Local Community (villages/districts) and the Government of Samoa (MESC) and in accordance with the Education Act 2009 as well as the Governance Framework and Governance & Management Policies.

The School Principal is a permanent member of the School Committee. In the absence of the School Principal, the Vice-Principal will take his/her place during Committee meetings.

A School Committee/Board must perform its duties and responsibilities in line with the Governance Framework and Governance & Management Policies. The

Committee must govern the school in a way that:

3.2.1 Ensures effective, efficient, and appropriate management of public resources in order to:

- a) prepare the school annual budget indicating school total income from the OGG and other sources of income and the allocation of expenditure;
- b) ensure the proper management of school buildings and assets as stipulated in the Minimum Service Standards (MSS);
- c) be accountable to MESC & community for the proper use of government provided resources and funds such as *the One Government Grant (OGG) and as well monies collected from Student Registrations & fundraising activities under the name of the school;*
- d) maintain an up to date Asset Register per the OGG Memorandum of Understanding (MOU) of all assets procure for the development of the school;
- e) ensure that the determination, collection and disbursement funds<sup>1</sup> raised are in accordance with the annual budget and MESC policies and the OGG MOU;
- f) be aware of the usage and overall management of the OGG;
- g) be aware of the usage and overall management of monies received from school fundraising;
- h) ensure overall and continued school improvement and performance.

3.2.2 Provides appropriate school buildings, facilities, and equipment that are properly maintained by:

- a) providing land and clearly define the boundaries of the grounds on which the school is located;
- b) providing school buildings, facilities and equipment as required in accordance with the minimum standards stipulated by the Ministry in the *School Maintenance Manual and the Minimum Service Standards;*
- c) being accountable for the maintenance of all school facilities, grounds and environment;
- d) ensuring the availability of safe and secure accommodation for teachers if require;
- e) ensuring that all members of the School Committee are aware of all the activities taking place in the school compound including the usage and amount of assets pertaining to the school.

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<sup>1</sup>Refer to all funds collected by the school administration & school committee for the development of the school, i.e. Student Registration, mufti etc..

3.2.3 Promotes a safe, supportive, and productive learning environment by:

- a) enforcing the implementation of the Education Act 2009<sup>2</sup>;
- b) assuring the safety and well-being of Principals, teachers and students in the School;
- c) ensuring that sanitation guidelines and nutrition standards are implemented in schools per the Minimum Service Standards;
- d) ensuring that the behavior of students is in accordance with the Education Act 2009 and the Education Amendment Act 2019, school rules and the expectations of the parents of the school and the local community (e.g. students do not carry or bring to schools cellular phones during school hours);
- e) providing their full support to programs provided/conducted and initiated by MESC;
- f) supporting and monitoring the academic progress of all students at the school by being aware of compulsory curriculum requirements and determining and providing optional curriculum requirements.

In carrying out these responsibilities, committee/board members will:

- serve the school community to the best of their ability in an honest, reliable and trustworthy manner and exercise loyalty to the school;
- maintain the confidentiality of information on the MESC, School Committee, teachers, parents and students;
- support the Community, Principal, teachers, parents and students;
- respect the principle that individual members do not act independently of committee decisions;
- raise all matters pertaining to the school with the Principal in the first instance and the SI/MESC in the second instance;
- apply the principles of good governance to the management of the school.

### 3.2.4 Composition of the School Committee

Each Primary School Committee should consist of at least 6 to 10 members, which includes the School Principal as the MESC representative, executive of the PTA and member from the Old Pupils Association. For district Colleges, each village should have a representative on the School Committee.

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<sup>2</sup>Part II – Attendance at school, Part III-Student and staff welfare in schools and early childhood education centres, Part V – Village schools, Part VII- Good order and management of Ministry and village schools.

Gender balance amongst the School Committee is encouraged, i.e. female representatives should be members of the School Committee Executive. Selection of village representatives as Committee members is solely the responsibility of the Local Communities.

### 3.2.5 Sub-committees and office bearers

Each School Committee should have a:

- President
- Treasurer
- Secretary

School Committees/Parents Teachers Association/School Boards may establish sub-committees to assist their work; for example, a Facilities and Maintenance Sub-committee.

### 3.2.6 Duration of office

Executive members will serve **three (3) consecutive years** subject to the approval of the village council.

*NB: Avela and Leifififi Colleges do not have School Committees but rather only PTAs (Parent-Teacher Associations); Samoa College has a School Board.*

### 3.2.7 Preparation of agenda and minutes

An agenda will be prepared for each meeting indicating the date, time and place. The Principal and School Committee President will prepare the agenda using the template in the Appendix 2. The agenda will include:

- the Principal's Progress Report (i.e. achievements, issues)
- a Finance Report prepared by the Treasurer (**Not the School Principal**)
- a Maintenance Report
- any other matters

The Secretary (School Principal) is to take minutes of each meeting in the Minute Book, which can be bought using the One Government Grant. The minutes should only **record major points, decisions, or actions to be taken** by the School Committee. Minutes of all School Committee meetings are to be filed at the school in the Principal's office.

### 3.2.8 Meeting procedures

The committee shall meet twice a term or more than when there is an urgent matter to discuss. The President should manage all the School Committee meetings so that:

- the meetings start on time
- the meetings stay to the agenda
- the discussion stays focused on the agenda
- a summary is made of the discussion and the decisions made by the School Committee before moving onto the next agenda item.

### 3.3 THE SCHOOL PRINCIPAL

The Principal is appointed by the PSC as contracted personnel for MESC. The Public Service Act 2004, the Education Act 2009 and the Education Amendment Act 2019, govern the employment terms and conditions of the Principals contract.

The Principal is **responsible** to the Chief Executive Officer (CEO) for the efficient day to day management and overall academic performance of the school, well-being of the students and supervision and professional development of the teaching staff. Further, he or she as an employee of the MESC is to perform and comply with all other mandated duties and responsibilities as per the **Education Act 2009 and the Education Amendment Act 2019.**

The primary role of a Principal<sup>3</sup> is to:

- manage and lead staff and students;
- oversee the day to day management of the school in close collaboration with the School Committee, parents and the wider community to ensure continued improvement in teaching, student learning and assessment;
- ensure that school buildings and gates to school grounds are locked and secure to minimise damage and or vandalism to school facilities;
- manage the use of school equipment to avoid unauthorised use;
- prepare school progress reports for the School Committee;
- **develop, produce & submit to MESC School Annual Management Plan before the beginning of every school year;**

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<sup>3</sup>Detail description of duties and responsibilities are out lined in the Principals Job Description (JD).

- **prepare & submit to MESC School Annual Reports at the end of every year;**
- prepare quarterly & annual financial reports;
- Coordinate with the School Committee in preparing the school Minimum Service Standards Self-evaluation in October of every school year.

The Principal will provide advice to the School Committee on the resource requirements for the effective implementation of all teaching and learning programs.

The Principal is a **permanent member** of the School Committee.

### 3.4 SCHOOL INSPECTORS (SI)

The School Inspector is MESC's representative in the school community on a daily basis. They monitor, collect required school data, evaluate, review, and report the performances of his/her cluster of schools regularly against the Ministry's Minimum Service Standards (MSS) and School Annual Management Plan and School Improvement Plans. They also provide strategic and operational advice and support to principals on how to improve their schools' performances.

#### 3.4.1 Annual School Review

- regular monitoring of school performance, curriculum delivery, teaching practice, and school management and report accordingly;
- arrange and conduct periodic inspection of all school buildings and facilities;
- provide advice to Principal and the School Committee regarding repairs and maintenance of school buildings to ensure school meets the MSS standards;
- consult and advise the Principal and the School Committee in developing improvement plans for individual schools and provide written reports on the implementation of these plans.

#### 3.4.2 School Management

- advise the school management on responsibilities and on other matters pertaining to the welfare of teachers and students;
- ensure sound School Committee practices are followed;
- maintain overall supervision and monitoring of all schools within a nominated district;

- assure the quality of the collected data and statistics on schools and school performance.

### 3.4.3 Personnel Management

- monitor and ensure Teacher Performance reviews are conducted by the Principal annually;
- monitor school compliance with the submission of Fortnightly Staff Return (FSR);
- assist the School Operations Division and the Posting Committee by preparing recommendations regarding teacher transfers and postings to ensure the efficient and adequate staffing of all schools;
- identify training needs for Principals, teachers and School Committees;
- assist with conducting in-service training as required.

### 3.5.4 Representation and Liaison

- perform the function of liaison officer between the Ministry, schools, School Committees and village council;
- organize and conduct district meetings as a means of communicating Ministry policies and programmes to teaching staff and community stakeholders.

## 3.5 PARENTS AND GUARDIANS

Parents/guardians should become involved in school programmes because children do better at school when parents are:

- actively involved in their education and
- supportive of the school and teachers.

Under the Education Act 2009 and the Education Amendment Act 2019 it is primarily the responsibility of parents to enroll their children at school. The compulsory age is 4 years (Early Childhood Education) and 5 years (Primary) to 16 years (College).

Parents/guardians are advised per the Education Amendment Act 2019 that children aged 4 to 16 years are **required** by law to attend every school day unless illness or special family circumstances prevail. A note to the class teacher is required explaining any absence.

It is also the responsibility of the parents to ensure that:

- they provide support to the school as required;
- all school registration fees, as determined by the School Committee, are paid in full at the beginning of each school term;
- children are clean and neatly attired in the approved school uniform; and
- their child's birth certificate is provided upon initial enrolment as **required by Law.**

### 3.6 THE STUDENT

Students are expected to:

- develop socially as members of the community;
- behave in an appropriate manner in the school;
- participate in conservation activities and learn to care for the environment;
- develop an appreciation of local arts and crafts;
- be involved in the community's social and cultural activities;
- participate in sports;
- participate in visits, trips and other outdoor educational experiences;
- participate fully in school activities and respect school rules and policies;
- respect the school Principal, teachers, other students and members of the school and the community; and
- comply with allschool rules.

### 3.7 THE ANNUAL MANAGEMENT PLAN

The School Committee will work together with the School Principal to prepare the School Annual Management Plan. This plan sets out targets in different areas that the school aims to achieve during the school year. The school's Annual Management Plan developed using:

- the school's MSS Self-Evaluation
- the 3-Year School Improvement Plan
- the School Budget
- the School Curriculum Plan
- the School Maintenance Plan

The Annual Management Plan is to **be completed and submitted to MESC School Operations by the end of February** of each school year.

### 3.8 THE ANNUAL REPORT

Preparation of the School Annual Report (SAR) is a collaborative effort by the Principal and School Committee at the end of each school year. The SAR must report against the different sections of the school's Annual Management Plan, which is submitted to MESC in February of the school year. The report must highlight any school achievements, issues and challenges faced by the school during the year.

A copy of the Annual Report is to be forwarded to the CEO through the School Operation Division (SOD) at the **end of every school year**.

### 3.9 THE SCHOOL AGREEMENT

Each School Committee will sign a School Agreement (SA) with the Ministry of Education, Sports and Culture (appendix 1).

The SA will form the basis of the working partnership between the School Committee and the Ministry and will describe the respective roles of each party.

The School Agreement should enable each school to provide for the education of every child attending the school by:

- honoring at all times the obligation to prepare every student to make the transition to full membership of Samoan society;
- ensuring that all students are given an education which respects their dignity, rights and individuality, challenging the students to achieve personal standards of excellence and to reach their full potential;
- accepting that every student shall have the best possible learning opportunity, involving the provision of a balanced curriculum enabling the students to acquire existing knowledge and skills and at the same time developing capabilities to create knowledge and practice new skills;
- fulfilling the obligation to meet the Samoan Curriculum objectives as established by the MESC;
- specifying local curriculum goals and objectives that take into account the needs and interests of the staff and the aspirations and resources of the community;
- adopting policies and practices which redress inequities and address issues relating to special-needs students;

- aiming to develop high academic standards, particularly in literacy (Samoan & English), numeracy and science;
- working to develop excellence in all aspects of work, social and recreational activities and encouraging independence and self-discipline;
- providing a teaching environment in which all teachers find job satisfaction and are able to fully develop professionally;
- managing the physical and financial assets of the school in a responsible way.

### 3.10 ASSOCIATED SUPPORT GROUPS

Groups such as Parent Teacher Associations, Old Student Associations and other associations have an important contribution to make in supporting the School Committee in general and for special projects.

## 4. FINANCIAL MANAGEMENT

A major function of the School Committee is to manage the finances of the school in a financially responsible and educationally appropriate manner through:

- preparing of annual budget of income and expenditure;
- accounting for all school funds collected, reconciling the total amount of funds collected with the number of students enrolled each term;
- paying all accounts promptly and recording all expenditure and other transactions;
- reporting on the financial management of the school at the committee meetings and to the school community and the CEO on an annual basis.

The school financial records shall be subject to periodic audit by the Ministry.

### 4.1 ONE GOVERNMENT GRANT FOR PRIMARY SCHOOLS

The OGGs designed to give autonomy to the school to address immediate needs of the school on a daily basis to ensure the benefits of education reach vulnerable populations and to facilitate and promote equitable access to quality schooling. OGG Manual of Operations sets out in detail Allowable and Non-Allowable items under the grant.

It is the responsibility of the Principal and his/her School Committee to ensure that all records are updated and a Financial Report presented every quarter to MESC.

### 4.2 SCHOOL FUNDRAISING

School Committees are **required** to make prior written submissions giving reasons for fundraising to the School Inspector for endorsement before submission for approval from the MESC. Any fundraising to be conducted by a school (e.g., raffles, muftis, etc.) must be approved in writing by the Chief Executive Officer.

All fundraising activities must be included in the school's Annual Management Plan submitted to the Ministry. No approval will be forthcoming if activity is not in the School Annual Plan submitted in February of every year.

Students are **not to be** approached for any fundraising activity without the prior approval or consent of their parents/guardians. **NO ONE** is to have students sell

raffle tickets on their behalf or for outside organizations without prior approval from the office of the CEO.

As per Ministry regulations, contributions by students (monetary or in-kind) are **prohibited** at any given time.

**Non-compliant schools will result in the School Principal being issued with a Performance Issue Warning and pay cut for one day.**

#### 4.3 AID GRANTS FROM OVERSEAS DONORS AND LOCAL DONATIONS

All schools planning to seek assistance from Development Partners, local embassies, funding agencies and associations are to seek agencies and/or donor support **before** consulting the Ministry for a written endorsement.

All assets donated from donors shall be registered as school assets. **No one is allowed to use these assets for personal gain.**

#### 4.4 SCHOOL BUDGETING AND FINANCIAL MANAGEMENT

The school budgeting and financial management process involves five basic steps:

1. Drawing up a simple budget plan by matching expected income with planned expenditure priorities;
2. Collecting school fees for Year 12 and Year 13 and issuing receipts for all funds received including monetary donations or gifts;
3. Checking before any expenditure is made that it has been provided for in the budget;
4. Accurately recording the actual expenditure as it takes place;
5. Operating a bank account into which all fees are deposited and funds are then withdrawn as expenditure is required.

## 5. CURRICULUM AND STUDENT ASSESSMENT

### 5.1 SCHOOL CURRICULUM

All schools should have all the necessary curriculum and learning materials for the effective delivery of a quality education to all its students.

#### 5.1.1 Curriculum Plan

Each school is required to develop at the start of each year a Curriculum Plan as part of its School Annual Management Plan. The Curriculum Plan describes four areas for teaching and learning that the school has in place:

- Curriculum Provision
- Course of Study Statement
- Assessment and Reporting Program
- Professional Development Program

#### 5.1.2 Curriculum Provision

The Curriculum Plan for the school should outline the following:

- the subjects taught or teaching programmes offered at each level within the school;
- the student instruction time per week for each subject at each level;
- the total student instruction time for each level per week.

#### 5.1.3 Primary (Years 1 – 8) Subjects:

Schools must teach all seven required subjects: Samoan, English, Social Science, Science and Mathematics, Visual and Performing Arts, Health and Physical Education.

Detail break down of time for each of the seven learning areas (subjects) is in the Staffing Manual 2018 to ensure the balanced development of each individual learner in the basic skills. The **minimum** hours of instruction for primary students in Years 1 to 8 are **25 hours per week**.

The development of basic literacy, numeracy and scientific skills at all primary levels establishes the necessary foundations for continuing education.

#### 5.1.4 Secondary/College:(refer to Staffing Manual 2019 for a detail breakdown of contact hours and subjects)

All colleges/secondary schools must teach the compulsory subjects Samoan, English, Science and Mathematics in all Levels.

Detail break down of subjects and time for each of the seven learning areas (subjects) is in the Staffing Manual 2018 to ensure the balanced development of each individual learner in the basic skills. The minimum hours of instruction for secondary/college students in Years 9 to 13 are **25 hours per week**.

Resources also dictate the offering of Agricultural Science, Biology, Chemistry, Computer Studies, Design Technology, Food and Textiles Technology, Gagana Samoa, History and Physics at the senior secondary level (Years 12 and 13).

Colleges that wish to offer new subjects for the Samoa School Certificate and Samoa Secondary Leaving Certificate must seek prior approval from the Ministry indicating that they possess all the necessary and relevant resources.

## 5.2 PROFESSIONAL DEVELOPMENT PROGRAMME

The School Professional Development Plan for teachers for the year must also be included as part of the Curriculum Plan. Planned professional development programmes for teachers should include:

- the ongoing review of training needs of teaching staff - general professional requirements and specific subject requirements;
- in-service training provided externally by the MESC, Faculty of Education (NUS) or other training providers;
- school-based in-service training.

## 5.3 IDENTIFYING TEACHER IN-SERVICE TRAINING NEEDS

An ongoing process of identifying training needs of teaching staff relating to teaching pedagogy and subject content is necessary so teachers are kept upto date with developments in education.

The school may choose to use the following process to develop its professional development (PD) programme:

- identify a broad focus for the year; e.g., feedback to students, formative assessment, literacy, numeracy and science;

- senior teachers at each year level or Heads of Departments identify training needs for their class level, subject or department;
- Principal or the management team to plan each school PD to address/accommodate the needs identified at the school level or at District level and also in-service training courses.

A professional development programme for the year is developed, discussed and agreed to by the principal and teachers at the start of each year. This should be developed in accordance with stipulations set out in the MESC Professional Development Policy 2018.

#### 5.4 ASSESSMENT AND REPORTING PROGRAMME

This component of the Curriculum Plan outlines the types of assessment and reporting programme the school intends to operate for the year. It should show what summative assessment is required to be recorded for each subject at each level and make a statement about the formative assessment requirements for teachers.

The Principal should also state how often student progress will be reported on to parents for each year.

##### 5.4.1 Reporting Requirements

Student achievement progress reports should be completed and issued to parents at least twice each year. Student attendance must be recorded in the report.

##### 5.4.2 External Assessment of Students

SPELL (Samoa Primary Education Literacy Level) 1, 2 and 3 assessment is conducted at Years 2, 4 and 6.

Year 8 sits the Samoa Primary Education Certificate Attainment (SPECA) and Samoa School Certificate (SSC) at Year 12 and the Samoa Secondary Leaving Certificate (SSLC) for Year 13.

## 6. PERSONNEL MANAGEMENT

### 6.1 PROFESSIONAL CONDUCT

All Principals, teachers, typists (school secretaries), library assistants and School Committee members are expected to maintain a high standard of ethical conduct at all times.

In addition to observing the Public Service Code of Conduct, Principals and teachers should always:

- set and maintain high standards of work and behavior in accordance with PSC and MESC policies;
- respect the individual talents and characteristics of all students;
- strive to assist all students especially those most disadvantaged to develop fully;
- respect the confidentiality of information about their colleagues and their students;
- accept responsibilities and be accountable for their decisions and actions;
- be punctual in attendance at school and at class.

### 6.2 DRESS CODE

All teachers, typists (school secretaries), library assistants are asked to observe a dress code appropriate to their profession; for example, 'puleitasi' for female teachers and elei and or plain shirt and 'iefaitaga' for male teachers.

Schools may also have their own staff uniform to be worn throughout the week and or on special occasions.

### 6.3 SMOKING AND DRUNKENNESS

All Schools in Samoa are **Smoke and Alcohol Free Zones**. Smoking and Alcohol consumption is prohibited by law on school grounds<sup>4</sup>.

It is an **offence** to smoke, to be intoxicated or be under the influence of drugs on the school premises under Part III Section 24 of the Education Amendment Act 2019.

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<sup>4</sup>Tobacco Control Act 2008

#### 6.4 ATTENDANCE

All schools are required to maintain an **accurate** staff attendance register, which should be available for inspection upon request by the School Inspector or Ministry. It is **mandatory** for teachers to sign in and out each day. The Principal **must**, at exactly 9 am draw a **RED line** after the last signature.

The Principal must forward the Fortnightly Staff Return (FSR) to the Ministry ensuring that it matches with their sign book. The School Inspector (SI) will monitor compliance with submission of FSR of schools within his/her District.

Principals must also notify the SI/MESC of any teacher who has **a poor attendance record without a valid explanation.**

Principals and teachers found to deliberately manipulate the sign book will be issued with a Performance Issue Warning Letter and may face disciplinary actions per the PSC Code of Conduct policy. A repeat of this act will result in dismissal from the teaching profession.

#### 6.5 LEAVE OF ABSENCE

Teachers requesting annual leave should provide Principals with as much advance warning as possible. Principals are responsible for forwarding leave applications to the MESC on a timely manner. Schools are encouraged to scan and forward these to School Operations via email.

Leave applications must be completed for all:

- sick leave (if possible)
- maternity leave
- paternity leave
- study leave
- special leave
- Leave Without Pay (LWOP)
- Long Service Leave (LSL)
- bereavement leave

All Principals are to ensure that the procedures for the granting of leave are strictly enforced. Leave entitlements for teachers are included in the Appendices<sup>5</sup>.

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<sup>5</sup>Refer to PSC Working Condition Manual 2015 for more clarification: [www.psc.gov.ws/publications/](http://www.psc.gov.ws/publications/)

## 6.6 PROFESSIONAL STANDARDS AND PERFORMANCE APPRAISAL FOR TEACHERS

Professional standards have been developed for Samoa's teachers. These standards will ensure teacher quality and provide a framework for review of a teacher's performance at different stages of their professional development. These standards set out **what teachers should know and be able to do**.

Professional standards are applied to all teachers – primary and secondary. They spell out the criteria for quality teaching recognizing that student achievement is strongly influenced by the quality of teacher practice. The professional standards focus:

1. Knowledge and understanding;
2. Skills and practices; and
3. Professional attributes of teachers (values and relationships).

### 6.6.1 External Performance Appraisals

The Monitoring Evaluation and Review Division (MERD) conduct quality Assurance Performance Appraisal (QAPA) to identify teachers who have met the standards and those who are below standard. All teachers will be required to undergo a QAPA every three years.

Components of the performance appraisal will include:

1. the identification of strategies in consultation with the school Principal for professional growth and development in the years between the three yearly quality assured appraisals;
2. a summative report documenting the performance appraisal;
3. a rating scale; and
4. a process for providing professional support.

Professional dialogue will be required between the school Principal and teacher, including a pre-observation meeting in preparation for a classroom observation and a post-observation meeting after the classroom observation. The dialogue during these meetings will provide opportunities for reflection and collaboration to promote professional growth.

### 6.6.2 Internal Performance Appraisal

Principals are to conduct annual performance appraisal of all staff members. These should be shared with the respective teachers to comment before the document is finalised.

Teachers are expected to complete a self-assessed performance appraisal, using the appropriate standards every year to determine their needs and goals for ongoing professional development. This will assist the Teacher Development and Advisory Division (TDAD) in their professional development planning for teachers.

## 7. STUDENT ADMINISTRATION

### 7.1 STUDENT ENROLMENT

A student seeking enrolment in a school must make an application to the Principal. If the student is from the ages of 5 (primary) to 16(College) years and resides within a walking distance of two miles of the school, the student shall be enrolled.

If the student resides farther than two miles from the school, the student may only be enrolled if the school has not exceeded its student enrolment capacity of **750 students**<sup>6</sup>.

***NOTE:** It is important to note that the Education Amendment Act 2019 changed the compulsory age from 4 years to 16 years. (4 year at Early Childhood Education (ECE), 5 years at Primary to 16 years at College)*

### 7.2 STUDENT ATTENDANCE

The school should ensure students are comfortable, safe and able to learn by:

- creating a supportive learning environment;
- developing programs to enhance the student's self-image, confidence and desire to learn;
- encouraging parents and school community to promote the importance of education to ensure regular attendance by the children.

Student attendance must be recorded accurately in the attendance register.

The class teacher will mark the attendance roll twice each day, in the morning and the afternoon. The Principal and or Vice Principal must review and sign off on each Class Roll Call weekly.

Procedures for managing poor attendance by students will be established and monitor by teachers daily.

Any pattern of latecoming or absenteeism without a note from parents/guardians, or frequent absences with parental/guardian knowledge, must be discussed by the Principal with the School Inspector/MESC and the School Committee.

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<sup>6</sup>Refer to the School Staffing Manual 2019 for more information

<b>Patterns of Student absenteeism and or late-coming</b>	
<b>Frequent absenteeism with or without notes from parents/guardians</b>	
Absent 3/5 (60%) days of the week	<ul style="list-style-type: none"> <li>• Teacher follows up with students guardians/parents;</li> <li>• Note in the Class Roll Call Book.</li> </ul>
Absent 5/20 (25%) days of the month	<ul style="list-style-type: none"> <li>• Teacher request meeting with parents/guardians;</li> <li>• Note in Class roll call;</li> <li>• Teacher to note if pattern of absenteeism persists;</li> <li>• Alert Principal of situation.Record in student file.</li> </ul>
Absent 10/20 (50%) days of the month	<ul style="list-style-type: none"> <li>• Refer to the principal's office.</li> <li>• Principal to raise matter with the School Committee.</li> <li>• Note in student file.</li> <li>• School Inspector informed of situation &amp; to follow up with School Committee.</li> </ul>
Absent 20/20 (100%) days of the week	<ul style="list-style-type: none"> <li>• Teacher &amp; Principal to complete the Compulsory Education Form and note in the School Enrolment Update of the month.</li> <li>• Note in student file.</li> </ul>
<b>Frequent latecoming with or without notes from parents/guardians</b>	
Late 5 (25%) days of the month	<ul style="list-style-type: none"> <li>• Teacher to talk to the student after class to find out reason for lateness.</li> <li>• Explain consequences of student lateness to school.</li> </ul>
Late 10 (50%) days of the month	<ul style="list-style-type: none"> <li>• Teacher request meeting with parents/guardians and discuss reasons for the students frequent lateness and come up with solution relevant to the reasons given.</li> <li>• Note in the Class roll call and alert the Principal of the situation.</li> <li>• Principal and School Inspector are inform of the situation.</li> <li>• All records must be kept in student file.</li> </ul>
Late 20 (100%) days of the week	<ul style="list-style-type: none"> <li>• Principal and School Inspector to meet with parents/guardians to discuss matter with member of School Committee.</li> </ul>

If any of the above persists, the Principal may take any or all of the following steps depending on circumstances:

- Request for a meeting with parents/guardians, School Committee Executive and the School Inspector to discuss possible solutions and resolutions regarding regular absenteeism such as illness, disability, poverty, child labour, etc;
- if absences continue, request the class teacher to report on the matter to the Principal on a daily basis and request action by the Village Council through the School Committee;

- request a report from the local clinic or written letter from the parent/guardian concerning the reason for any prolonged absence;<sup>7</sup>
- Complete a Compulsory Education Form and submit together with the School Enrolment Update every month.

The Principal will report total attendance to the parents of every child on their mid-year and annual report cards.

### 7.2.1 Compulsory Education

The Education Act 2009 and the Education Amendment Act 2019 makes provision for Compulsory Education for all children in Samoa. Attendance is compulsory for children between the ages of 5 years to 16 years from Year 1 to Year 13. The establishment of the One Government Grant (OGG) was to assure the access of all Samoan children to education.

The Education Act 2009 also provides for a Certificate of Exemption from Enrolment<sup>8</sup> under certain circumstances. The dismissal of or the sending home of a student due to the non-payment of set school fees such as registration, PTA, building fees is a direct violation of the Compulsory Education provision in the Education Act 2009 and the Education Amendment Act 2019.

### 7.3 STUDENT SUSPENSION

A Principal **may suspend** from attendance at the school any child for “disorderly conduct”, which may be considered harmful or dangerous to staff and/or other pupils or whose attendance at school is likely to have a detrimental or negative effect upon himself or upon other pupils.

Before a decision is made to suspend a student the principal must carry out the following per the Education Act 2009 Part VII (57):

- (a) consult with the parents and/or guardians regarding the reasons for the proposed suspension;
- (b) ensure all other appropriate means available to improve the student’s behaviour have been exhausted

Any action taken must be clearly documented in the student file and made available when needed.

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<sup>7</sup> Education Act 2009 – Part II Division 1 (3)

<sup>8</sup>Education Act 2009 – Part II Division 1 (5)

#### 7.4 STUDENT EXPULSION

**The authority to expel a student lies solely with the Office of the Chief Executive Officer.** Principals and School Committees/Boards **may not** expel any student from school **without the prior approval** of the CEO<sup>9</sup>.

Before a decision is made to expel a student the principal must carry out the following per the Education Act 2009 Part VII (57):

- (a) consult with the parents and/or guardians regarding the reasons for the proposed expulsion;
- (b) ensure all other appropriate means available to improve the student's behaviour have been exhausted; and
- (c) duly consider the ability by the student to attend another school.

#### 7.5 STUDENT CONDUCT

The school should have policies on student behaviour and discipline for areas of misconduct. The policy should state how unacceptable student behaviour should be managed and the levels of discipline applicable to these. The policies should cover areas of:

- student attendance
- disrespectful behaviour towards teachers, other students and property
- theft of property
- violent behaviour towards teachers or other students
- disruptive behaviour in class and during school hours
- bullying amongst students or towards teachers
- cyber-crime in schools and on school compounds through the use of technological devices.

#### 7.6 STUDENT DRESS CODE

Each School Committee shall approve a student uniform for the school. The School Committee should consult with the parents and the local community before deciding on a school uniform or before any change is made to the school uniform. Once approved by the School Committee the School uniform is compulsory for all students at the school except for "special occasions" declared by the School Committee or the Principal.

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<sup>9</sup>Education Act 2009 – Part VII(57)

## 8. STUDENT DISCIPLINE

Good discipline is fundamental to the achievement of school priorities and as such, schools must have a school discipline policy in place, which is developed in consultation with School Committee, parents, teachers and the community and is in line with the Education Act 2009<sup>10</sup> and MESC Safe School Policy 2017.

The school discipline policy must:

- be consistent with legislation and reflect ministry policies;
- incorporate the principles of fairness;
- outline practices to promote positive student behaviour, including specific strategies to maintain an environment of respect;
- reflect the identified needs of the community;
- have strategies and practices to recognise and reinforce student achievement;
- outline expected standards of behaviour and strategies to manage inappropriate student behaviour;
- define the responsibilities of teachers, students and parents.

The school discipline policy must not:

- include or permit the use of corporal punishment;
- use any form of punishment that may cause harm to the student being discipline;
- use any form of punishment that humiliates or is intended to humiliate the student being discipline.

The School Discipline Policy must be endorsed by the School Inspector and a copy submitted to the School Operations. Once endorsed all students must comply with the school rules set out in the policy. Exceptions to the school rules may be granted on cultural or religious grounds.

The Policy must be visible around the school for students and parents/guardian to read and understand.

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<sup>10</sup> Education Act 2009, Part III (22) (23)

## **9. EFFECTIVE COMMUNICATION**

Good communication is much more than the exchange of information. It is through effective and interactive communication that information is transmitted, understanding is developed and shared, trust is built, confidentiality respected and action coordinated. Clarity around communications between all stakeholders in the school community is an essential component for a successful school year.

The School Communications Policy must be developed to keep clear communication lines within the school community, with defined expectations for parents and school employees. Communication includes not only the message but also how that message is communicated. Good communication promotes partnership.

All external matters concerning the school must be referred to the office to the CEO through the School Inspectors and the School Operations Division.

## 10. SCHOOL EXCURSIONS

The school curriculum provides opportunities for students to experience learning outside their normal school environments. Appropriately planned and supervised excursions assist greatly in the students' understanding of the community in which they live.

An educational excursion is any learning activity organised by the school and approved by the MESC which is conducted away from the school premises for educational purposes. These organised activities include but are not restricted to day trips, overnight camps, and inter-island (Inter School Rugby/Netball tournaments) and international study tours (SAKURA exchange program). School excursions are to be regarded as an extension of the school. The same code of conduct expected during school hours is expected of all participants for the duration of the excursion. All relevant legal requirements, school policies and processes shall continue to be applicable.

There are two types of excursion:

1. Compulsory excursions are considered integral to the educational program (e.g. a class/year retreat, a subject specific requirement)
2. Optional excursions are considered complementary to the educational program (e.g. an overseas rugby tour).

School excursions involve both staff and students leaving the school premises and they often present risks to which staff and students are not normally exposed to at school. Schools need to ensure that the health and safety of staff and students on excursions is managed just as it would within the school grounds.

The Principal will advise the parents in writing of these excursions. **The parents will sign the permission forms signifying approval/non-approval and return it to the school. Students shall not be allowed to attend a school excursion unless written permission is granted by the parent.** An excursion letter shall be sent prior to every excursion or series of similar excursions and shall outline details such as the method of transport, timing and the activities to be undertaken.

The following conditions will apply:

- one-day class visits where no special dangers prevail – 1 teacher per 20 students
- bush trips, beach trips, boat trips (commercial vessels only – no private boats) – 1 teacher: 10 students;
- overnight trips i.e. camping – 1 teacher: 5 – 10 students.

## 11. SCHOOL HOURS

The following is the breakdown of school hours for all government schools in Samoa, both Primary and Colleges:

Students:

Year 1-Year 3	8 am to 12.30 pm* 9 am to 1:30 pm
Year 4-Year 8	8 am to 1.30 pm* 9 am to 2:30 pm
Year 9-Year 13	8 am to 1.30 pm* 9 am to 3:30 pm

\* **ONLY** schools with **approval** from the Ministry may use these allocated times.

Teachers:

Year 1-Year 3	7:30 am to 5 pm 8:30 am to 5 pm
Year 4-Year 8	7:30 am to 5 pm 8:30 am to 5 pm
Year 9-Year 13	7:30 am to 5 pm 8:30 am to 5 pm

For schools where bus schedule dictates the time of departure of teachers, the Principal's discretion will be exercised and a bus schedule must be submitted to the MESCS signed by the President of the School Committee to confirm validity.

## 12. HEALTH AND SAFETY

Policies to ensure that the school is kept in a clean, tidy, safe and hygienic condition are to be instituted and enforced by the School Committee. These should be in line with standards on hygiene and safety set out in the Minimum Service Standards.

Damage to buildings which represents a danger to children should be reported to the committee immediately and measures taken to ensure that the structure is safe for use.

School Committees and school Principals of all government schools should work together towards achieving the Minimum Service Standards (MSS) in regards to health and safety.

### 12.1 CLEANING OF SCHOOL BUILDINGS

- All classrooms and rooms are to be tidied and cleaned daily.
- Toilets are to be thoroughly cleaned and kept in a hygienic state.
- Toilets are to be maintained so that they are functioning.
- Facilities for hand-washing should be available close to the toilets.
- All minor repairs and maintenance should be carried out as necessary.

### 12.2 MAINTENANCE OF THE DRINKING WATER SUPPLY

- Drinking water should be freely available to students and staff.
- Drinking water facilities should be kept clean and maintained regularly.
- Regulations about the supply of water to the school should be adhered to.

### 12.3 SCHOOL CANTEEN

- There should be a school canteen located in the school compound.
- The school canteen should be thoroughly cleaned and kept in a hygienic state.
- The school canteen should follow the Samoa School Nutrition Standards on the type of food that it should and should not sell to students.

### 12.4 PROVISION AND MAINTENANCE OF FIRE EXTINGUISHERS

Fire extinguishers should be provided for all the schools:

- These should be maintained annually by the Fire Service.
- Teacher training on how to use fire extinguishers should be carried out regularly.
- Fire extinguisher usage should be clearly labeled.

## 12.5 First Aid And Safety Kit

A first aid and safety kit should be available and accessible to all. Procedures should also be in place to ensure that students and staff have access to first aid if required:

- Principal must organise training for administering first aid and basic medical accident procedures for all teachers.
- A staff member should be appointed to be responsible for the first aid and safety kit.
- Basic health and safety information should be included in the Health Programme for students.

## 12.6 SAFETY PROCEDURES FOR FIRES AND NATURAL DISASTERS

Each school should have procedures in place in case of fire or natural disasters. Procedures should be written up and checked that they comply with the Samoa National Disaster Management Plan.

Training for staff and drills for students should be carried out regularly. A copy of the procedures should be placed in a prominent place in each classroom and students informed about them.

## 12.7 TEMPORARY SCHOOL CLOSURE

From time to time it may be necessary to close the school. Circumstances include natural disasters (fire, floods, earthquakes) or poor sanitation and no water supply, infectious diseases, damage to buildings, dangerous chemical spillage within the school compound or near the school. It is the responsibility of the principal to inform the office of the CEO through the School Operations Division.

Every attempt should be made to advise parents of the circumstances and approximate duration of the temporary school closure.

To close for reasons other than stipulated above the Principal must first seek approval from the Chief Executive Officer.

## 12.8 SECURITY

Principals will establish procedures to ensure that school buildings and property are secure at the end of each school day to minimize vandalism to school facilities and the use of equipment by unauthorized persons. This will include:

- procedures for locking up the school at the end of each day;

- a policy for only authorised personnel to have keys to gates and school buildings;
- procedures for notifying the Principal of damage to school buildings, facilities or equipment;
- a policy for authorised use of school facilities and equipment;
- procedures for ensuring that all lighting and electrical appliances are switched off when not in use.

#### 12.9 SCIENCE AND AGRICULTURAL SCIENCE CHEMICALS AND EQUIPMENT STORAGE AND SAFETY

- All chemicals in a science laboratory or classroom should be stored safely and according to laboratory standards and regulations to minimize accidents and to ensure safety for all users.
- Dangerous goods and chemicals should be labeled clearly with appropriate action for misuse clearly identified.
- Poisonous and corrosive chemicals should be locked in cupboards and storage shelves.
- Dangerous goods and chemicals should be stored according to recommendations given by the manufacturer or expert.
- All storerooms should be locked at all times with access limited to authorised personnel only.
- All chemicals must be stored at a height no higher than eye level.
- All sharp objects and equipment should also be locked away until needed.
- Diluted acids and other solutions should be used and kept in the lab or science room.
- Concentrated acids and bases are to be kept in a separate storeroom.
- Chemicals should never be stored in the order of their reactivity because they can spark fires and explosions very rapidly once something goes wrong.
- Continuous check of the science store for breakage, leaks and damages is very important.
- Gas systems should be checked that they are closed and locked after use.
- Chemicals and hazardous goods should only be used if their use-by-dates have not expired.
- Mower fuel and oil should be kept in a safe, secure place under control of the Principal.
- Very old and out-of-date chemicals should not be dumped anywhere. Advice from the CDMD Science Adviser or a disposal expert from the Division of Environment and Conservation or SPREP should be requested if the teachers are not sure of what to do with these.

## 13 FACILITIES AND EQUIPMENT MANAGEMENT

The improvement of school facilities and equipment is an important part of school improvement.

It is the responsibility of the School Committee to provide and/or ensure there are adequate school buildings, facilities and equipment to support the delivery of education.

### 13.1 THE RESPONSIBILITIES OF SCHOOL COMMITTEES REGARDING FACILITIES

The School Committee is required to:

- manage the Asset Register
- develop a Maintenance Plan
- help budget for facilities provision
- engage contractors to do necessary repair work.

### 13.2 ASSET REGISTRATION

All assets purchased or donated are to be recorded in the Schools Asset Register. A school's Asset Register and procedures for maintaining it are shown in Appendix 5. Register is kept in the Office of the Principal.

### 13.3 LENDING POLICY

Appendix 20 provides a sample of a lending policy as well as the template used for borrowing of school equipment for personal use.

### 13.4 SCHOOL MAINTENANCE PLAN

It is the responsibility of the School Committee to develop a programme for the general maintenance of school facilities and equipment.

General maintenance includes:

- the water supply
- toilets
- carpentry
- electrical repairs
- the painting of school buildings
- the cleaning of buildings
- maintenance of the school grounds

- the supply, maintenance and replacement of furniture and equipment including information technology network equipment.

General maintenance must be allowed for in the annual budget. The Maintenance Plan for a school is a schedule which sets out all the cleaning and maintenance tasks for the school on a daily, weekly, monthly, term and annual basis.

To assist the School Committee, a sample School Maintenance Plan has been developed. Schools are encouraged to adopt the format of this plan. An example of a Maintenance Plan is included in Appendix 6.

Each school will need to modify the example to meet its own needs.

### 13.5 MAINTENANCE CHECKLIST

The maintenance checklist provides a tool to help Principals and School Committees identify and organise maintenance. The checklist can be used each term. A copy of the checklist is included in the Appendix 7.

## APPENDIX 1: SCHOOL AGREEMENT

The fulfillment of the commitments and responsibilities outlined in this School Agreement between the Ministry of Education, Sports and Culture and the School Committee of School/College (here after will be known as the 'Parties') will ensure the provision of an education which is characterized by equity, quality, relevancy and efficiency and which honors the obligations to prepare every student for full participation in the Samoan society.

The school is committed to the promotion of the individual and society through a humane education aimed at integration and which will:

- foster the holistic development and self-esteem of individual students;
- encourage both a strong sense of indigenous identity and an international perspective;
- promote the social and cultural foundations of education; and,
- be responsive to economic needs.

The School will at all times operate in accordance with national education goals, policies and regulations of the Ministry of Education, Sports and Culture.

The **Ministry of Education, Sports and Culture** will:

1. provide adequate teaching resources to meet teacher student ratios as set out in the departmental policies;
2. provide the necessary curriculum resources to enable teachers to meet national curriculum statements and national examination prescriptions;
3. provide training and advice to ensure the smooth operation of the School Committee;
4. appoints the School Inspector or Support Advisor who will oversee the fulfillment of commitments outlined in the School Agreement on behalf of the Ministry of Education, Sports and Culture.

The **School Committee, which includes the school principal**, is responsible for the overall governance of the school. The School Principal is responsible for the daily management of the school. Both parties must work together in:

1. Ensures Effective, Efficient And appropriate Management of Public Resources
  - 1.1 ensures the proper management of school buildings and assets as stipulated in the Minimum Service Standards;
  - 1.2 ensures full compliance of the school with the OGG requirements;
  - 1.3 is accountable for the proper use of OGG funds;
  - 1.4 maintains an up-to-date asset register; and
  - 1.5 prepares an annual budget indicating other sources of income and the allocation of expenditures apart from the OGG.

- 3 Ensures that the Determination, Collection and Disbursement of OGG and any other Funds Raised are in Accordance with the Annual Budget and MESC Policies:
  - 1.1 is aware of the usage and overall management of the OGG;
  - 2.2 is aware of the usage and overall management of monies received from school fundraising;
  - 2.3 provides appropriate school buildings, facilities and equipment that are properly maintained;
  - 2.4 provides land for the school and the school building ensuring that all necessary documents are submitted to the MESC;
  - 2.5 prepares and manages a School Maintenance Plan;
  - 2.6 is aware of all the activities taking place in the school compound including the usage and amount of assets pertaining to the school.
  
3. Promotes a Safe, Supportive and Productive Learning Environment
  - 3.1. ensures the safety and well-being of Principals, teachers and students in the School;
  - 3.2. ensures that sanitation guidelines and nutrition standards are implemented in schools;
  - 3.3. ensures that the behaviour of students at each school is in accordance with behavioral management policy and the expectations of the parents of the school and the local community;
  - 3.4. ensures that students do not carry or bring to schools cellular phones during school hours;
  - 3.5. ensures that they provide their full support to programs provided/conducted and initiated by MESC;
  - 3.6. enforces the implementation of the Education Act 2009.
  
4. Supports and Monitors the Academic Progress of all Students at the School:
  - 4.1 is aware of compulsory curriculum requirements and determines and provides optional curriculum requirements;
  - 4.2 promotes the enrolment of young children in early childhood care and education programmes to help ensure that they are better prepared to enter primary school;
  - 4.3 assists the Principal and teachers in ensuring that all eligible children are enrolled in school, with special attention to children from disadvantaged groups such as those with disabilities, living in poverty, and living in remote areas;
  - 4.4 assists the Principal and teachers in ensuring that all children in school succeed.

This School Agreement will remain in force for three (3) consecutive years.

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**CHIEF EXECUTIVE OFFICER**  
Ministry of Education, Sports and Culture

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**PRESIDENT**  
School Committee

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Date

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Date

## APPENDIX 2: BUDGET PROCESS

### **Step 1: Drawing up a simple budget by matching expected income with planned expenditure priorities**

#### **Expected Income and Possible Sources**

- School Registration – determine the annual total for student registration collection by multiplying the number of students by the term fees and multiplying the total by 4 (the number of terms)
- One Government Grant – record total school funds from OGG
- School funds – determine the amount of expected school funds from the School Committee
- Fundraising – estimate the amount of extra funds to be raised for the year
- Donor funds – estimate the amount of funds from donor organizations
- Other funds – list any other sources of funds during the year
- Once the income has been determined, the next step is to set priorities for expenditures.

#### **Expected Expenditures**

##### **Utilities:**

The approximate amount for utilities such as water, electricity and telephone for the year would be known and should be set aside before allocating the rest of the expenditure according to the priorities set out below.

##### **Priority 1 – Teaching Materials:**

This item covers adequate teaching materials, library books and textbooks and other equipment. It is the major expense item; about fifty percent of the annual budget should be allocated for this priority.

##### **Priority Two – Maintenance:**

The second priority should be the safety and security of the buildings and the health and well-being of the teachers and students. All broken roof areas, toilets, taps, water pipes, windows, doors, etc., should be fixed as soon as they are broken. A set amount, say twenty percent of the annual budget should be set aside for this item. What is not needed to be spent one year can be carried forward to the next year for school improvements.

##### **Priority Three – Cleaning:**

The next most important item is the cleanliness of the school including classrooms, toilets and grounds. Sufficient funds based on experience should be set aside for cleaning materials, brooms, etc. If the school is kept in good order and cleaning is regular, then this item should not involve expenditure more than approximately ten percent of the annual budget.

**Priority Four – Sports and physical education equipment:** A suggested amount is ten percent of the annual budget.

**Priority Five – Long-term improvement:** This item concerns the improvement of facilities in the long-term through replacement of old classrooms, toilets, libraries and laboratory buildings. The suggested amount in the annual budget is ten percent.

## **Step 2: Collection of School Funds**

The collection of school funds determines the financial success or failure of the school. Two records are needed: a receipt book and a class lists book.

1. A pre-numbered receipt book should be purchased under the OGG. The school should have a simple rubber stamp made with the name of the school, and all the receipts should be stamped. A receipt is issued for all monies collected showing the date, term, student's name and class, amount received and signature of the person receiving the monies. T

The person paying the fees should always ask for a receipt at the time of paying the fees if one is not given automatically. A separate receipt should be written for each student's fees, even if fees are paid at the same time for more than one student from the same family.

All monetary donations shall be properly recorded in the receipt book, and all receipt books shall be visible and accessible by audit and MESC.

2. The class list record book should list the names of all the students, by year/class and show the amount collected, date paid and receipt number. The total amount in the class list record book for the term should equal the total number of students multiplied by the fee rate for that term.

Both the receipt book and the class list record book must be made available to the MESC or MOF during any time of the year.

## **Step 3: Checking that expenditures are within the budget**

Even though provided for in the annual budget, all expenditures are to be approved by the committee prior to any expenditure being made. Where some small item (say under ST 20) is required urgently, the Principal may spend the cash but then have the action confirmed by the committee at the next committee meeting.

## **Step 4: Accurately recording the actual expenditure as it takes place**

All expenditures should be recorded in the cash payments book or Actual Expenditure Record Sheet. At the end of each term, a report is made to the School Committee on actual expenditures. At the end of the school year, a copy of the financial accounts showing actual income and expenditures for the twelve months is to be forwarded to the CEO through the School Inspector.

## **Step 5: Operating a bank account**

This is a simple process with which everyone is already familiar through the operation of a personal savings account. A similar type of account is used with two signatures needed - those of the committee President and the Principal. All monies received shall be deposited into the School Bank Account immediately (not the OGG account). This is one of the most secure ways of helping to ensure that all money is accounted for in the proper manner.

<b>School/College Annual Budget</b>				
<b>Balance brought forward 30/11/2016</b>				1,000
<b>INCOME</b>				
SchoolRegistration*:				
Term1		1,000		
Term2		1,000		
Term3		1,000		
SchoolFund		500		
FundRaising		200		
DonorFunding		1,000		
OGG		4,500		
Other(eg.villagecontributions)		1,000		
<b>TOTALBUDGETEDINCOME:</b>			<b>10,200</b>	
<b>EXPENDITURE</b>				
Water	440			
Electricity	600			
Telephone	360			
<b>BUDGETEDEXPENDITURE:</b>			<b>1,400</b>	
RepairsandMaintenance	(30%)	860		
CleaningMaterials	(10%)	430		
TeachingMaterials	(50%)	2,150		

\*Forexample,say200studentsatWST\$5perstudentperterm.

Acopyoftheannualbudgetistobeincludedintheschool'sAnnualPlanatthebeginningoftheschoolyear afterapprovalbytheSchoolCommittee.

APPENDIX 4: ACTUAL EXPENDITURE RECORD

School \_\_\_\_\_

Term \_\_\_\_\_

Budget Line	Budget	Actual Expenditure - Cash Payments												Total	Balance Remaining
		J	F	M	A	M	J	J	A	S	O	N	D		
Water															
Electricity															
Telephone															
Repairs and maintenance															
Cleaning															
Teaching materials															
Sport and physical education															
Improvement of facilities															
TOTAL		TOTAL													

Signed \_\_\_\_\_ School Treasurer \_\_\_\_\_ School Principal \_\_\_\_\_

APPENDIX 5: ASSET REGISTER  
 SCHOOL \_\_\_\_\_

Ministry of Education, Sports and Culture							
SAMOA SCHOOL FEE GRANT SCHEME - ASSET REGISTER							
School -							
				(mth/yr)			
Asset	Asset	ID/Serial	Purchase	Voucher	Cost	<u>Comments</u>	
<u>Code</u>	<u>Type</u>	<u>Number</u>	<u>Date</u>	<u>No</u>	\$		
1							
2							
3							
4							

**Procedures for Registering Assets**

The assets to be registered are items that have been procured under the OGG, by the School or any other source of funding.

**Step 1.**

The details of all assets purchased for the school should be documented in the Asset Register when received by the school.

**Step 2.**

The stock take of school assets should be conducted each term by the Principal and the School Committee Chairman, and the date of each stock take is to be entered in the comments for each asset.

**Step 3.**

If an asset is lent, the date and the person to whom it was lent to are to be recorded in the comments column and signed by the Principal. The date of return and signature of the Principal are to be recorded in the comments column.

**Step 4.**

The date and price received for the disposal of the assets are to be recorded in the comments column with the Principal's signature

APPENDIX 6: SAMPLE – SCHOOL MAINTENANCE PLAN

School: \_\_\_\_\_

Year : \_\_\_\_\_

Task	Priority Urgent = U Not Urgent = N	To be completed by: (Date)	Who will do the work?	Special Requirements/ Equipment/Materials	Completed/ Reasons Not Completed
1. Grounds cleanup/ rubbish removal		Daily	Students		
2. Classroom / hall cleaning		Daily	Students		
3. Toilet cleaning and disinfecting		Daily	Cleaner		
4. Replace four broken louvers	N	End of Term	Volunteer	Purchase louvers	
5. Blocked boys toilet	U	Tomorrow	Plumber	Toilet closed off until plumber arrives	
6. Fallen tree near rugby ground	N	End of Term	Volunteers	No danger or obstruction	

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

School Committee Chair: \_\_\_\_\_

## APPENDIX 7: MAINTENANCE CHECKLIST FOR PRINCIPALS

The following maintenance checklist provides a tool to assist School Principals in identifying and organising maintenance. The Principal will be the focus for identifying maintenance work to be undertaken.

It is anticipated that the checklist will be used in the last weeks of each term. (It can be used more frequently if the Principal desires). This will enable the required work to be carried out during the school holidays. Any routine maintenance should be carried out at the same time.

ASSET - SCHOOL SITE	Yes	No	ACTION REQUIRED
Are there any dangerous situations on site? (Trees, rock slides, bogs etc.)			
Does the perimeter fence need to be made more secure?			
Are the gates difficult to close and lock?			
Is any additional grass cutting required?			
Is any play equipment missing? Are any repairs required?			
Are there any obvious leaks in the water mains? (Walk along water lines and look for soft spots).			
Are there any leaks from the water tanks?			
Are all down pipes from the roof connected properly?			
Is there any evidence of storm water blockage? (Ponding of water, etc.).			
Is the main electrical supply secure? (No interference from trees, etc.).			
Is the fire service equipment in place?			
Are the school signs damaged or in need of repair?			
Are the rubbish bins in good condition?			
Is there any evidence of pest problems on the school site?			

ASSET - CLASSROOM BLOCKS	Yes	No	ACTION REQUIRED
<b>For each block as a whole</b>			
Is there any evidence of damage to the block as a whole? (Walkways, steps, rails, roof spouting, roof lights, etc.)			
Is there any damage to the external walls and paint?			
Is there any damage to any of the doors?			
Is there any damage to any of the door handles, locks, etc.?			
Are there any broken windows?			
Are the closing mechanisms on the windows mal-functioning?			
Is there any damage to the built-in furniture, black boards or pin boards?			
Is there any damage to the internal walls and paint?			
Is there any damage to the floor coverings?			
Are any lights not working? Are any light switches faulty?			
Are there any power points that are not working or damaged?			
Are there signs of pest infestations?			
<b>For the Principal/staff room</b>			
Are there any leaks or blockages of the taps and sink?			
<b><u>For the library</u></b>			
Are there books that are damaged and need repair?			
<b>For the toilets</b>			
Is there evidence of inadequate cleaning?			
Are there any problems with the supply of water to the toilets?			
Are there any signs of problems with any of the drainage from the toilets?			

Are any of the taps mal-functioning? (Leaking, difficult to turn or loose in their fittings)			
Are any of the cisterns not flushing properly or damaged?			
Is there any damage to any fittings?			

<b>ASSET - EQUIPMENT</b>	<b>Yes</b>	<b>No</b>	<b>ACTION REQUIRED</b>
<b>For the staff room or library</b>			
Are there any problems of damage or operations of the computers and printers?			
Are there any problems of damage or operation of the photocopiers?			
Are there any problems of damage or operation of the phone and fax?			
<b>Furniture</b>			
Do any furniture items need repair or replacement?			

## APPENDIX 8: SCHOOL COURSE OF STUDY STATEMENT

**School/College Name**

**Course of Study Statement**

A. Compliance with Ministry of Education, Sports and Culture time allocation requirements

\_\_\_\_\_ School/College complies with the Ministry of Education, Sports and Culture teacher contact hours requirement for :

Year 1 – Year 3                      25 hours of instruction and 5 hours of interval per week

Year 4 – Year 8                      25 hours of instruction and 5 hours of interval per week

Year 9 – Year 13                    30 hours of instruction and 5 hours of interval per week

B. Curriculum sequence and progression:

The Principal has verified that all teaching programmes are made up of achievement objectives sequenced in a manner that allows for logical progression from one unit to the next and from one year level to the next.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

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

APPENDIX 9: CURRICULUM PROVISION FOR PRIMARY SCHOOLS

Year level	Languages		Literacy		Scienceand Applied		Mathematics		SocialSciences		Healthand Wellbeing		Visualand Performing		Other		Total Hoursper week
	Subject	Time Allocat ion	Subject	Time Allocat ion	Subject	Time Allocat ion	Subject	Time Allocat ion	Subject	Time Allocat ion	Subject	Time Allocat ion	Subject	Time Allocat ion	Subject	Time Allocat ion	20 hrs/ week
Yr1	Gagana Samoa English		Printing Reading		Basic Science		Maths		Social Studies		Health P.E		Visual Arts Music				
Yr2	Gagana Samoa English		Printing Reading		Basic Science		Maths		Social Studies		Health P.E		Visual Arts Music				
Yr3	Gagana Samoa English		Printing						Social Studies								
																	25 hrs/ week
Yr4	English Gagana Samoa				Science		Maths		Social studies		Health P.E.		Visual Arts Music				
Yr5	English Gagana Samoa				Science		Maths		Social studies		Health P.E.		Visual Arts Music				
Yr6	English Gagana Samoa				Science		Maths		Social studies		Health P.E.		Visual Arts Music				
Yr7	English Gagana Samoa				Science		Maths		Social studies		Health P.E.		Visual Arts Music				
Yr8	English Gagana Samoa				Science		Maths		Social studies		Health P.E.		Visual Arts Music				



APPENDIX 11: ASSESSMENT AND REPORTING PROGRAMME FOR PRIMARY

School: \_\_\_\_\_

Year: \_\_\_\_\_

Year level	Description of assessment programme to be used by teachers at each year level *
1	
2	
3	
4	
5	

\* For example:

Weekly assessments, monthly assessment, topic/unit assessment, mid-term assessment, end of term assessment, end of year assessment.

Frequency of reporting to parents:

\_\_\_\_\_

Method of reporting to parents (at least twice per year)

\_\_\_\_\_

Principal's Name: \_\_\_\_\_

Principal's Signature: \_\_\_\_\_

School Inspector's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

APPENDIX 12: ASSESSMENT AND REPORTING PROGRAMME FOR SECONDARY/COLLEGE

College: \_\_\_\_\_

Year \_\_\_\_\_

Year level	Description of assessment programme to be used by teachers at each year level *
1	
2	
3	
4	
5	

\* For example:

Weekly assessments, monthly assessment, topic/unit assessment, mid-term assessment, end of term assessment, end of year assessment.

Frequency of reporting to parents:

\_\_\_\_\_

Method of reporting to parents (at least twice per year):

\_\_\_\_\_

Principal's Name: \_\_\_\_\_

Principal's Signature: \_\_\_\_\_

School Inspector's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## APPENDIX 13: DRAFT AGENDA – SCHOOL COMMITTEE

### COMMITTEE MEETING

DATE:

TIME:

PLACE:

\*\*\*\*\*

### AGENDA

1. Welcome Chair
2. Apologies
3. Minutes of Previous Meeting Circulated
4. Matters Arising from the Minutes Committee Members
5. Principal Report:
  - School Program
  - Progress towards Achieving the School Management Plan
  - Student Progress (enrolment, drop-out and repetition rates, transition rates)
  - Student Sports Program
  - Student Excursions
  - Teachers (adequacy of numbers, development needs, training plans)
6. Financial Report :
  - School Fees
  - Fundraising
  - Expenditures
  - School Budget
7. Maintenance of School Buildings Principal
8. Any Other Matters

APPENDIX 14: DRAFT MINUTES – SCHOOL COMMITTEE  
COMMITTEE MEETING MINUTES

1. Present

2. Apologies

3. Minutes of Previous Meeting:

Note any changes to previous minutes.

Minutes accepted as accurate record of meeting.

4. Matters Arising From the Minutes:

Note any matters that were raised by members; record actions that are To be followed up:

1) what, 2) when 3) by whom

5. Financial Report:

School Fees:

- Report on fees collected and fees outstanding
- Actions to be taken to collect fees outstanding.

Expenditures:

- Report of expenditures since last meeting
- Record approval for expenditure.
- Budget Report of progress against the Annual Budget
- Record any action to be taken: 1) What 2) when 3) by whom

6. Principal Report:

Report of school's educational program noting any significant items

Discussion of any items raised and note any actions to be taken:

1) What 2) when 3) by whom

Note any items concerning school staff.

Record any action to be taken:

1) What 2) when 3) by whom

7. Maintenance of School Buildings:

Report of maintenance carried out since last meeting; planning for future maintenance.

Record action to be taken: 1) What 2) when 3) by whom

8. Any Other Matters

9. Close

Signed:

Signed:

\_\_\_\_\_

\_\_\_\_\_

President  
School Committee

Secretary

## APPENDIX 15: DRAFT AGENDA – TERM MEETING

### Annual General Meeting

TIME:

DATE:

PLACE:

---

#### AGENDA

- |   |           |
|---|-----------|
| 1. Welcome  | Chair     |
| 2. Minutes of Previous Annual General Meeting     |           |
| 3. Matters Arising From the Minutes               |           |
| 4. Annual Report on School Program and Activities | Principal |
| ▪ Previous year's academic performance            |           |
| ▪ Previous year's sporting and social activities  |           |
| ▪ Current year's academic program                 |           |
| ▪ Current year's sporting and social activities   |           |
| ▪ Teaching staff (numbers, movements, etc.).      |           |
| 5. Financial Report of Previous Year              | Chair     |
| ▪ Collection of school fees                       |           |
| ▪ Fundraising                                     |           |
| ▪ Expenditure                                     |           |
| ▪ Progress against budget for year                |           |
| 6. Draft Budget for New Year                      | Chair     |
| ▪ School fees                                     |           |
| ▪ Fundraising                                     |           |
| ▪ Expenditure                                     |           |
| 7. Maintenance Programme                          | Chair     |
| ▪ Past years                                      |           |
| ▪ Proposed for next year                          |           |
| 8. Election of office bearers                     | Chair     |
| 9. Any other Matters                              |           |

APPENDIX 16: DRAFT MINUTES – TERM MEETING  
ANNUAL GENERAL MEETING

Meeting held - TIME  
- DATE  
- VENUE

MINUTES

Present:

Apologies:

1. Minutes of Previous Meeting:

Note any changes to previous minutes

Minutes accepted as accurate record of meeting

2. Matters Arising From the Minutes:

Note any matters that were raised and record actions that are to be followed up –

1) What 2) when 3) by whom

3. Principal’s Report on School Program and Activities:

Note significant items

Discussion of report

Report adopted by meeting

4. Financial Report of Previous Years:

Discussion of report

Report adopted by meeting

5. Draft Budget for New Year

Discussion of draft budget

Note amendments

Budget for New Year approved.

6. Maintenance Programme

Discussion on previous year’s program and proposed New Year’s program.

New Year’s program adopted

7. Election of Office Bearers

Record names of office bearers elected.

8. Other Matters

Note matters raised and record any actions to be taken

1) What 2) when 3) by whom

Signed:

---

President  
School Committee

---

Secretary  
School Committee

APPENDIX 17: PRO – FORMA FOR DEVELOPMENT OF POLICIES FOR SCHOOLS

**SCHOOL**

(Name of Policy)

**RATIONALE:**

(Explanation about the objective of this Policy)

**RELEVANT REGULATIONS:**

The School Management Manual states:

(The policy needs to refer to the manual and regulations under which it must fit)

**POLICY:**

(The school states what it actually does in this area, referring to relevant people responsible for enforcing this policy as well as the procedures to follow.)

**This policy was passed by the School Committee on:**\_\_\_\_\_

**Signed:** \_\_\_\_\_ **Chair of School Committee**

(While the policy may be developed by the Principal and staff, it must be formally approved by the School Committee)

**Review date:**\_\_\_\_\_

(All policies must be reviewed regularly – a cycle of School Review could already be in place or needs to be established.)

**SCHOOL:** \_\_\_\_\_

## **POLICY FOR STUDENT CONDUCT AND DISCIPLINE**

### **RATIONALE:**

The policy for student conduct and discipline meets the necessary requirements as stated in the School Management and Organisational Manual to ensure that students are comfortable, safe and able to learn by:

- providing children with a supportive school environment;
- developing programs to enhance student's self-image, confidence and desire to learn.

The policy for student conduct and discipline will ensure that procedures for dealing with student misbehavior or non-compliance with school rules meet statutory requirements relevant to the use of corporal punishment and Department of Education regulations for student suspension.

### **RELEVANT REGULATIONS:**

The School Management and Organizational Manual:

#### **7.21 Compulsory Education**

The Education Act 2009 made provision for Compulsory Education for children in Samoa.

#### **7.3 Student Suspension**

A Principal may suspend from attendance at the school any child for "disorderly conduct", which may be considered injurious or dangerous to staff and/or other pupils or whose attendance at school is likely to have a detrimental effect upon himself or upon other pupils.

The Principal shall immediately notify the parents and guardians of the pupil and the Director of the suspension and the reasons for the suspension.

Such a suspension of a pupil shall not exceed one week.

#### **7.4 Student Expulsion**

A student may not be expelled from a school without the prior approval of the Chief Executive Officer.

### **9 Corporal Punishment**

It is a criminal offence for a Principal or a teacher to inflict any physical punishment on any student.

## **POLICY:**

### **Student Attendance:**

All students are encouraged to attend school each day of the school year so as to increase their opportunities to achieve and realize their full potential.

Students are required to bring a note signed by a parent or guardian when they return to school after non-attendance. If the teacher recognizes that a pattern of poor attendance is starting to emerge, the Principal will be informed and a discussion with parents will take place. The School Inspector and the School Committee will also be informed and consulted.

Students who are identified as missing classes without authority will be disciplined accordingly and parents / guardians notified. If the problem persists, then the Principal and SI will meet with the parents/guardians of the student concerned to agree on a strategy to put in place.

### **Disrespectful behaviour towards teachers, other students and property**

All students are encouraged to behave appropriately and show respect towards teachers and other students as well as towards the property of the school and other people. Teachers will ensure that students are aware of the school rules and the behaviour expected of students during school time.

Teachers will inform students of behaviour expectations in their classroom and have these written up and placed on the classroom wall so that the class is aware of them. Discipline for not keeping within these expectations is the responsibility of the teacher, but continuing breaking of these rules that results in disruption of learning for the student or other students should be referred to a delegated senior staff member.

Teachers and all other school personnel will not use corporal punishment at any time to discipline students. People who do so will be dealt with under the regulations of the Department of Education.

### **Breaking other school rules**

Students who break other school rules will be referred to the senior staff member delegated these responsibilities. The student will be disciplined according to the severity of the deed and in a manner consistent with other similar past situations. The parents/guardians of the students and the SI should be informed about the involvement of students in serious offences and be required to attend a meeting where reparations or discipline is discussed and agreed to.

**This policy was approved by the School Committee on:** \_\_\_\_\_

**Signed:** \_\_\_\_\_ **Chair of School Committee**

**Review date:** \_\_\_\_\_

## SCHOOL

### POLICY FOR USE OF SCHOOL EQUIPMENT OUTSIDE OF SCHOOL ACTIVITIES

#### RATIONALE:

The policy for use of school equipment by school personnel outside of school time is required to ensure the security of such items as well as maintaining a record of the location of school equipment and assets.

#### RELEVANT REGULATIONS:

The School Management Manual:

##### 3.7.1

- The School Committee is accountable for the proper use of government provided resources

##### 5.1

- The School Committee is obligated to maintain an up-to-date asset register.

##### 3.3

Principals are to ensure that school buildings and gates to the school grounds are locked at the end of each school day to minimise vandalism to school facilities and the use of equipment by unauthorized persons.

#### POLICY:

All school equipment is the property of the school, and its prime purpose is for use by school personnel to support teaching and learning programmes.

School equipment should not be taken out of school for private use unless permission is granted by the Principal before its use. A form, **Borrowing School Equipment**, is to be completed and handed to the Principal at least one week before the equipment is borrowed.

Before the Principal grants permission for the equipment to be borrowed, he/she needs be reassured of the following:

- that the equipment is not required for teaching and learning during the time it is out of school
- that the person borrowing the equipment is trustworthy and will look after the equipment properly

This policy was approved by the School Committee on: \_\_\_\_\_

Signed: \_\_\_\_\_ Chair of School Committee

Review date: \_\_\_\_\_

**SCHOOL**

**Borrowing School Equipment for Private Use**

Name \_\_\_\_\_

Equipment to be borrowed \_\_\_\_\_

Asset Number \_\_\_\_\_

Date(s) that the equipment is to be borrowed for \_\_\_\_\_

**Reason for request to borrow school equipment:**

Have you borrowed school equipment before? Yes / No

Did you get it back to school on time? Yes / No

Was the equipment in good working order when you returned it? Yes / No

I will undertake to look after the equipment borrowed from school and will ensure to get it back to school on time and in good working order. Any damages or breakages to the equipment will be reported immediately to the Principal upon its return to the school.

Signed \_\_\_\_\_ Date \_\_\_\_\_

Approval granted / not granted \_\_\_\_\_ Principal

Approval granted / not granted \_\_\_\_\_ School Committee Chairperson

## APPENDIX 18: LEAVE ENTITLEMENT FOR TEACHERS

### Leave for School Teachers

- a) The Chief Executive Officer, Ministry of Education, Sports and Culture (CEO, MESC) shall grant to school teachers leave during the periods of the normal school vacations observed in a school year. The total period of leave available is to be no more than 1/3 of the total time the employee spent in teaching duties in any school year unless otherwise directed by the CEO.
- b) Notwithstanding the provision of clause a) above, the CEO, MESC may direct a teacher to attend courses of instructions during any school vacation provided such courses do not exceed the aggregate period of one (1) month in any 'school year'.
- c) 'School Year' means the period of twelve (12) months ending on 31 January in any year.

### Sick Leave

The CEO shall grant leave on full pay on account of sickness or an accident to an employee, in accordance with the following scale, and subject to 'Conditions on which Sick Leave is granted by the CEO'

#### a) Scale of Sick Leave Entitlement for Officers (Permanent/Term/Contract Employees)

Length of Service in Years	Number of days on full pay accruing on a pro rata basis per year of service
Contract Employees and CEOs	50% upon commencement while the rest will be accrued on a pro rata basis.
Upon commencement (Permanent/Term or Project Staff)	5
Less than 9 years of service or duration of project.	10
Less than 18 but not less than 9 years of service	11
Less than 29 years of service but not less than 18 years of service	12
29 and more years of service	13

#### b) Scale of Sick Leave Entitlement for Wage Workers and Part Timers.

Length of Service in Years	Number of Consecutive Days on Full Pay per year
Less than 10 years of service	5
Less than 20 but not less than 10 years of service	10
20 years and above	15

### **Conditions on which Sick Leave is granted by CEO:**

The granting of Sick Leave is subject to the following conditions:

- a) Sick Leave entitlements are calculated and accrued on a pro rata basis.
- b) Employees are entitled to only three (3) consecutive working days on sick leave without producing a medical certificate as evidence. Periods of four (4) days or more, must be accompanied by a medical certificate from a medical practitioner in the form approved by the CEO.
- c) No pay shall be granted during any period of absence on account of sickness or disability arising from the drinking of intoxicating liquor, the improper use of drugs, or misconduct.
- d) Leave with pay for any one period of absence from duty allowed under this provision is to be calculated in consecutive working days and not consecutive days.
- e) Where an employee is on Annual Leave, and he or she becomes sick or injured as a result of an accident and is able to produce a Medical Certificate satisfying the requirements in (a) above, the employee is entitled to have his/her annual leave credited for the period of approved sick leave.

### **Chronic or Prolonged Illness:**

The CEO may, in cases of chronic or prolonged illness or in other special circumstances, grant an employee sick leave without pay for periods in excess of those specified in the above schedule for sick leave, provided that the CEO may not grant that leave for more than three (3) consecutive months.

NOTE: Sick Leave without pay within the period of three months WITHOUT CEO APPROVAL will result in termination.

### **Untaken Sick Leave upon Cessation of Employment**

All employees including Chief Executive Officers will NOT be entitled to any payment of the value of any sick leave balance not taken upon cessation of employment.

### **Maximum Accrual limits of Sick Leave (only applies to Permanent Employees/Officers, Term and Project Staff)**

An officer can only carry forward 20 days sick leave plus current entitlement upon reaching their anniversary date. (Not applicable to Contract Employees & CEOs as it is covered in contract.

### **Maternity Leave**

- a) The CEO shall, in appropriate circumstances, grant maternity leave to any female Employee other than a Wage Worker. Maternity Leave will be for a period of not more than 26 weeks within a 12-month period.

- b) Leave granted under sub-clause (a) will be with full pay for the first 12 weeks and for any time thereafter shall be maternity leave *without* pay. Maternity leave can be utilized on a weekly or daily basis.
- c) On the basis of stillborn babies, miscarriages and legal adoptions of newborn babies up to 12 months old, CEO shall in appropriate circumstances grant any female employee maternity leave of no more than 26 weeks within a 12 month period. However, leave will be with pay on the first 4 weeks and anytime thereafter will be with maternity leave without pay.
- d) The CEO shall allow the employee to utilise accrued Annual Leave during the approved period of Maternity Leave, upon request from the employee.
- e) The CEO shall also allow the employee to utilise Sick Leave accrued during approved period of Maternity Leave, upon satisfaction of requirements for granting of Sick leave.
- f) Notwithstanding the above, the total aggregate period of Maternity Leave, Annual Leave and Sick Leave taken within the period of maternity shall not exceed 26 weeks in each occasion.
- g) Maternity Leave is to be utilized on a weekly or daily basis. Any public holidays and Commission holidays which fall during the Maternity Leave period shall be added to the 12 weeks of pay period.
- h) The female employee concerned should notify her Manager and the CEO of the intended date for commencement of her Maternity Leave. In turn, the Manager and the employee concerned should discuss necessary work arrangements to ensure continued smooth workflow when the employee is away on Maternity Leave.

### **Paternity Leave**

- a) The CEO shall grant to a male Employee up to five (5) working days of Paternity Leave with full pay in each occasion.
- b) The male employee shall take the five (5) working days of Paternity Leave either in consecutive working days or discretely within the twenty six (26) weeks eligible period of confinement of his spouse.
- c) The male employee shall apply to the CEO for Paternity Leave and provide sufficient evidence to the satisfaction of the CEO to support his entitlement to such leave.

### **Study Leave**

#### **a) Short Term Study Leave**

The CEO shall, upon application from an employee, grant that Employee Short Term Study Leave upon the terms and conditions determined by the Commission and set out below:

- i) Leave on full pay of one and a half (1 ½) days study for each paper may be granted to public servants who sit the examinations.
- ii) The period of one and half (1 ½) days study leave covers both study and examinations times.
- iii) Short Term Study Leave can also be used to sit Tertiary Online Courses
- iii) In cases where examinations are for a subjects being repeated or failure to achieve a pass in previous attempts, only (1) day study leave may be granted.
- iv) Applications for this leave are required to be made to the CEO through the Divisional Head at least one (1) week before the examinations are to be held.
- v) The CEO may require the employee to provide relevant documents to support the application for leave.

**b) Long Term Study Leave**

The Commission may, upon application from an Officer, grant special leave of absence, upon such conditions as they see fit, to enable the employee to pursue an approved course of study, instruction or training in Samoa or elsewhere. Some of the conditions are set out below:

- i. Only Officers who have served a minimum of 5 years within the Samoa Public Service and who are pursuing a course or program of study of up to 12 months duration, in crucial HRD area may be granted study leave with pay.
- ii. Applicants who do not satisfy the requirements under 7.2 (i) above may be granted study leave without pay. The Commission upon request may approve study leave with pay for Officers who will undertake programs of study that are more than 12 months but less than two (2) years. The leave with pay will ONLY be for the first twelve (12) months, whilst the rest of the course will be on study leave without pay. The Officer's position will be vacated for a maximum of two (2) years.
- iii. An Officer who is granted Study Leave With Pay under 7.2 (i) above is required, upon returning from studies/training to resume employment in the Ministry in which he/she was employed immediately prior to taking up study leave with pay, for a period not less than the period of study for which they were on approved study leave with pay. Accordingly, the officer must sign a Bond with the CEO of the Ministry within which he/she is employed to this effect.
- iv. An Officer who has previously been granted and utilised Long Term Study Leave with Pay for a period not less than 6 months may only re-apply and be eligible for Long Term Study Leave With Pay after he/she has completed a stand down period which shall be the amount of time for which they were granted Long Term Study Leave.
- v. Application for long term study leave shall be submitted to the Commission for consideration. The following are to accompany the Officer's application:
  - a) Supporting documents such as letter of acceptance from institution or organisation and a detailed course outline or syllabus of the training to be attended by the Officer.
  - b) A detailed list of training the Officer had previously attended including a report of how these trainings have been applied to the Officer's work;

c) An endorsement of the CEO for the application which shall include an explanation/description of how the proposed course of study/instruction/training is relevant to the HRD needs of the Ministry and how it will benefit the Ministry upon the employee's return.

d) A report from the CEO on the arrangement made for another/other staff to take over the Officer's duties and responsibilities while on leave.

## **Special Leave**

### **A. Special Leave of Absence With Pay**

a) CEO may grant an employee special leave with pay locally on such terms and conditions as the CEO sees fit.

b) For Contract employee's, the Cabinet upon Commissions report may grant special leave with pay if special leave was to be taken overseas/outside of Samoa. Requests will be submitted on such terms and conditions as the Cabinet sees fit.

c) The special circumstances which are eligible under this category of special leave with pay include the following examples:-

i) Participation in national sporting teams

ii) Participation in cultural events.

d) Notwithstanding the above, special leave with pay granted under this instruction may only be granted for up to a maximum aggregate period of 10 working days in any year. In this respect, an employee requesting special leave of more than 10 working days in one year may be granted special leave without pay (refer below)

e) Where a Public or Commission Holiday falls during a period of special leave of absence with pay, the employee shall be entitled to that day to be paid and shall not have that day counted towards the aggregate period of 10 working days as outlined in 7.1 c) above.

f) The provisions under A (a) above do not apply to other types of leave where specifically indicated (e.g. bereavement leave, paternity leave, study leave).

### **B. Special Leave of Absence Without Pay**

a) In special circumstances, the CEO may grant to any employee upon request, special leave without pay for such reasons as the CEO sees fit.

b) For Contract employee's, the Cabinet upon Commissions report may grant on special circumstances, special leave without pay if special leave was to be taken overseas/outside of Samoa. Requests will be submitted on such terms and conditions as the Cabinet sees fit

c) Special circumstances which are appropriate under this category of special leave without pay include:

- i) Requests for special leave without pay on grounds of urgent private affairs or on compassionate grounds to any employee. *For example, the CEO may grant a period of leave without pay to an employee requesting to undergo overseas medical treatment or the CEO may grant leave without pay to an employee requesting leave on occasion of their marriage.*
- d) The special leave without pay granted under B is subject to the following conditions;
- Approved leave without pay may only be extended twice. Each extension shall not exceed the initial approved period of the leave without pay.
  - Approved leave without pay for initial periods of less than 2 months duration may be extended more than twice provided the total period of leave will not exceed 6 months.
  - Where an employee is granted extended special leave, any annual leave due, including proportionate leave must be taken before the special leave commences and no further annual leave shall accrue until the employee returns to duty.
  - The above provisions do not apply to other types of leave where specifically indicated (e.g. study leave, sick leave without pay).
- e) Any special leave without pay of more than 3 months shall not be counted as service for leave pay and entitlements (refer Special Leave Without Pay granted under (A)). (a) is subject to the following conditions:

**C. Long Service Leave**

**A) Long Service Benefit Entitlement.**

- The CEO may grant Long Service Leave in accordance with the scale set out below to any employee who has completed at least ten (10) years of continuous and satisfactory service.

Length of Continuous Service Completed by the Employee	Maximum Number of Days on Full Pay
10 years	7 days per year served

For the purpose of applying the above scale, periods of service that are not completed in years shall be counted, and be compensated for on a pro rata basis.

*For example, if you have served 10 years and 10 months, you are entitled to 70 day  $10 \times 7 = 70$  days +  $\frac{10}{12}$  of 7 days = 75.5 days of long service leave*

- The CEO may grant an Officer long service leave for a longer period than the period obtained by calculating the period of the Officer's basic long service benefit entitlement (the basic period) and deducting from the basic period.

- i. Any period of sick leave which has exceeded the amount due to the employee under normal circumstances, and also
  - ii. Any long service leave the employee has taken.
- Any officer wishing to take long service leave must apply for such leave not less than 2 weeks in advance.
- In determining the period of continuous service for the purpose of Long Service benefits, the CEO may include as service subject to prior approval of the Commission, any authorised period of leave granted to the employee or previous service approved to be counted as continuous service.

**B. Lump sum payment whilst still in-service**

- The CEO upon the approval of the Commission will grant the payment of long service benefit credits accrued but not taken, to an employee upon reaching every ten (10) years of service whilst they are still in service.
- Applications for such payment must be in writing and specify the number of days long service benefit that is being requested to be paid and provide supporting reasons why the request for a special lump sum payment is being made.
- For those employees who ceases employment after their first 10 years of service, they are entitled to the amount owed to them on an accrued pro rata basis if they cease employment thereafter.
- The CEO shall forward the request together with a letter confirming that:
  - i. the request is supported
  - ii. there are sufficient funds within their allocated budget to cover the costs of the lump sum payment for the employee's long service leave.
  - iii. If there is no sufficient funds available, the employee will have to wait until such time the Ministry informs him or her (must be within two years from the date of request) that they have available funds to pay his/her long service benefits.
- Subject to the approval of the Commission, any accrued leave that is paid to an employee who is still in-service shall be processed in one transaction in the pay period immediately following notification of the approval of the Commission.
- Systems shall be implemented by the HRC to ensure that any leave paid under this sub-clause is debited from all leave records thus ensuring that at all times individual employee's leave accruals are reflected accurately in the Technology One Payroll System to negate the opportunity for payment of accrued leave being processed again at a later date.

### C. Lump sum payment at cessation of service

- The CEO may authorize a cash payment to an employee in lieu of any untaken long service leave that the Employee is entitled to upon cessation of permanent employment due to:-
  - a) Retirement
  - b) Resignation
  - c) Becoming a Contract Employee
  - d) Any other reasons approved by the Commission
- Any long service benefit/leave, which the Employee has taken during their employment under 7.1 or 7.2 must be deducted from their entitlement to long service leave upon cessation of employment.

*For example, an officer resigns from the Public Service following 13 years and 6 months of service. The officer had already accessed 60 days of long service leave in the year prior to their resignation. The HRC when completing the TY15C for approval of the CEO must deduct these 60 days from the final termination benefit calculation as follows:-  $13 \times 7 = 91$  days + 50% of 7 days = 94.5 days less 60 days already taken = 34.5 days of long service benefit due to be paid at cessation of employment. There shall be no payment under 7.3, where an officer is dismissed for misconduct or a breach of the Code of Conduct under Section 44 of the Public Service Act 2007*

### Bereavement Leave

- The CEO, in 'eligible circumstances', may grant an employee other than a wage worker, Bereavement Leave with pay, of up to three (3) consecutive working days plus 'traveling time'.
- 'Traveling time' as specified in (a) above, is one (1) day for all return-based inter-Samoa Island travel including American Samoa and 2 days for all return-based travel to other overseas destinations.
- Notwithstanding (a) above, Bereavement Leave with pay may only be granted for a maximum of three (3) consecutive working days on each occasion, and twice in any calendar year.
- All employees MUST submit death certificate/program either before or after the funeral
- 'Eligible circumstances' referred to above, is limited to the death of a member of the Employee's family.
- Contract Employees taking overseas Bereavement Leave must submit request to Cabinet for Cabinet approval as per Commission report

**PLEASE NOTE THAT ALL LEAVE CONDITIONS ARE  
SUBJECT TO FUTURE CHANGES BY THE PSC**