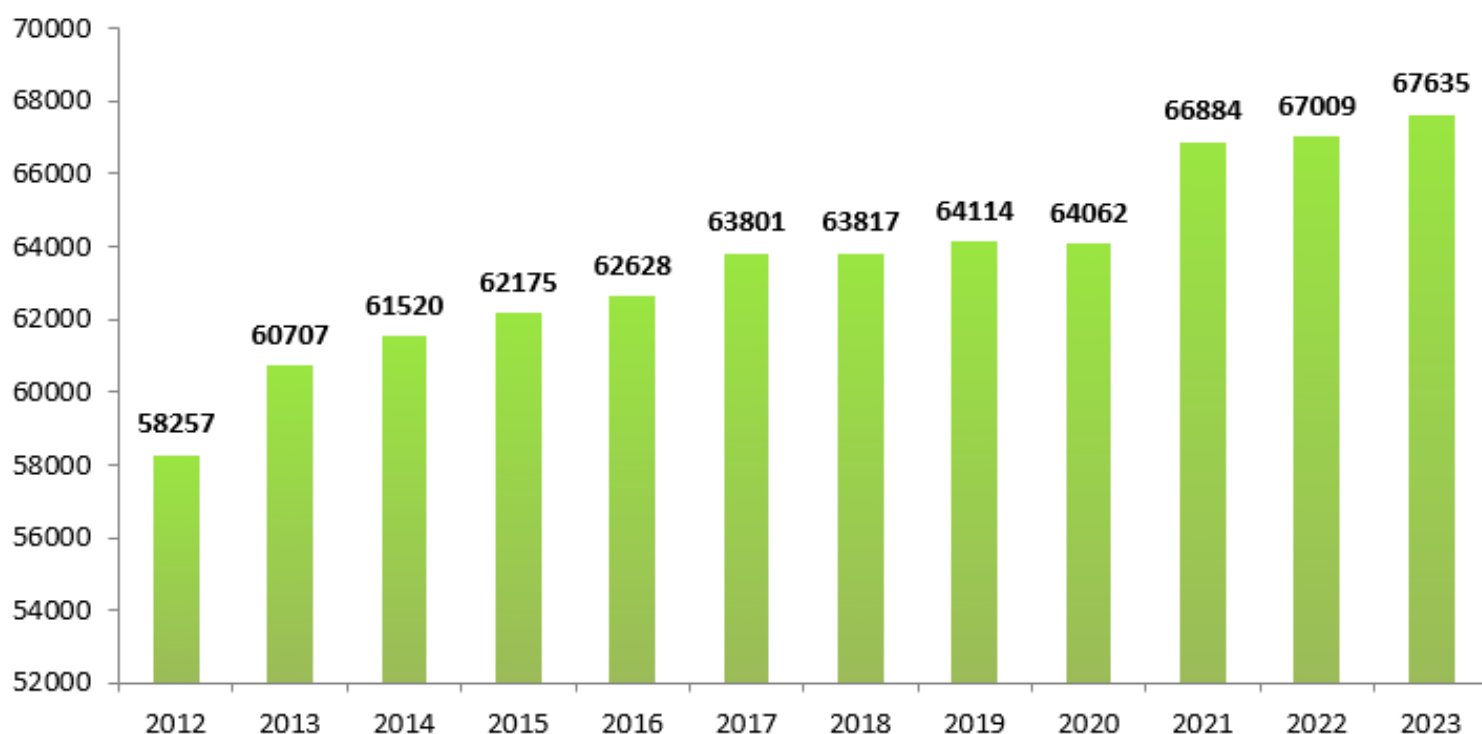


Ministry of Education and Culture



Total student enrolment 2012 - 2023



Education Statistical Digest

Samoa 2023

Education Statistics at a Glance

338



123 ECE
173 PRIMARY
42 SECONDARY



MALE

ECE

FEMALE

8% (5,256)

50% (2613) 50% (2643)

PRIMARY
67% (45,597)

52% (23637) 48% (21960)

SECONDARY
25% (16,782)

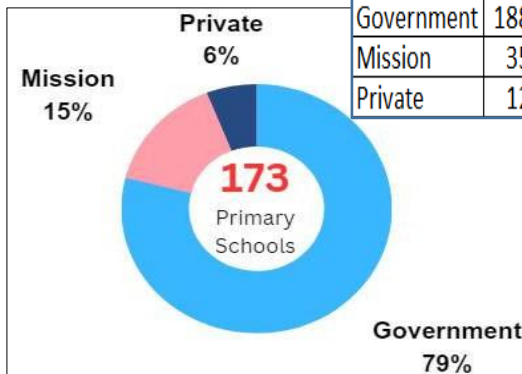
45% (7568) 55% (9214)



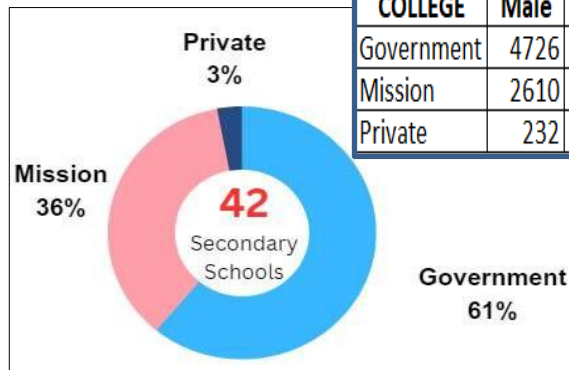
TEACHERS' REGISTRATION

| Levels | Totals | Percent |
|---------------------------|--------|---------|
| ECE Teachers | 411 | 14% |
| Primary Teachers | | |
| Government | 1100 | 71% |
| Mission | 304 | 20% |
| Private | 154 | 10% |
| Secondary Teachers | | |
| Government | 592 | 58% |
| Mission | 373 | 37% |
| Private | 47 | 5% |

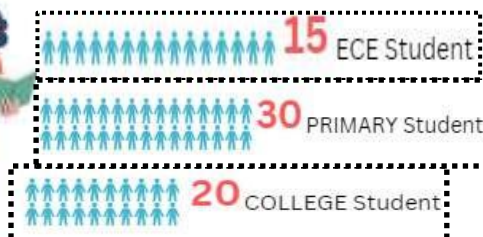
| PRIMARY | Male | % | Female | % |
|------------|-------|-----|--------|-----|
| Government | 18832 | 41% | 17263 | 38% |
| Mission | 3513 | 8% | 3329 | 7% |
| Private | 1292 | 3% | 1368 | 3% |



| COLLEGE | Male | % | Female | % |
|------------|------|-----|--------|-----|
| Government | 4726 | 28% | 5430 | 32% |
| Mission | 2610 | 16% | 3510 | 21% |
| Private | 232 | 1% | 274 | 2% |



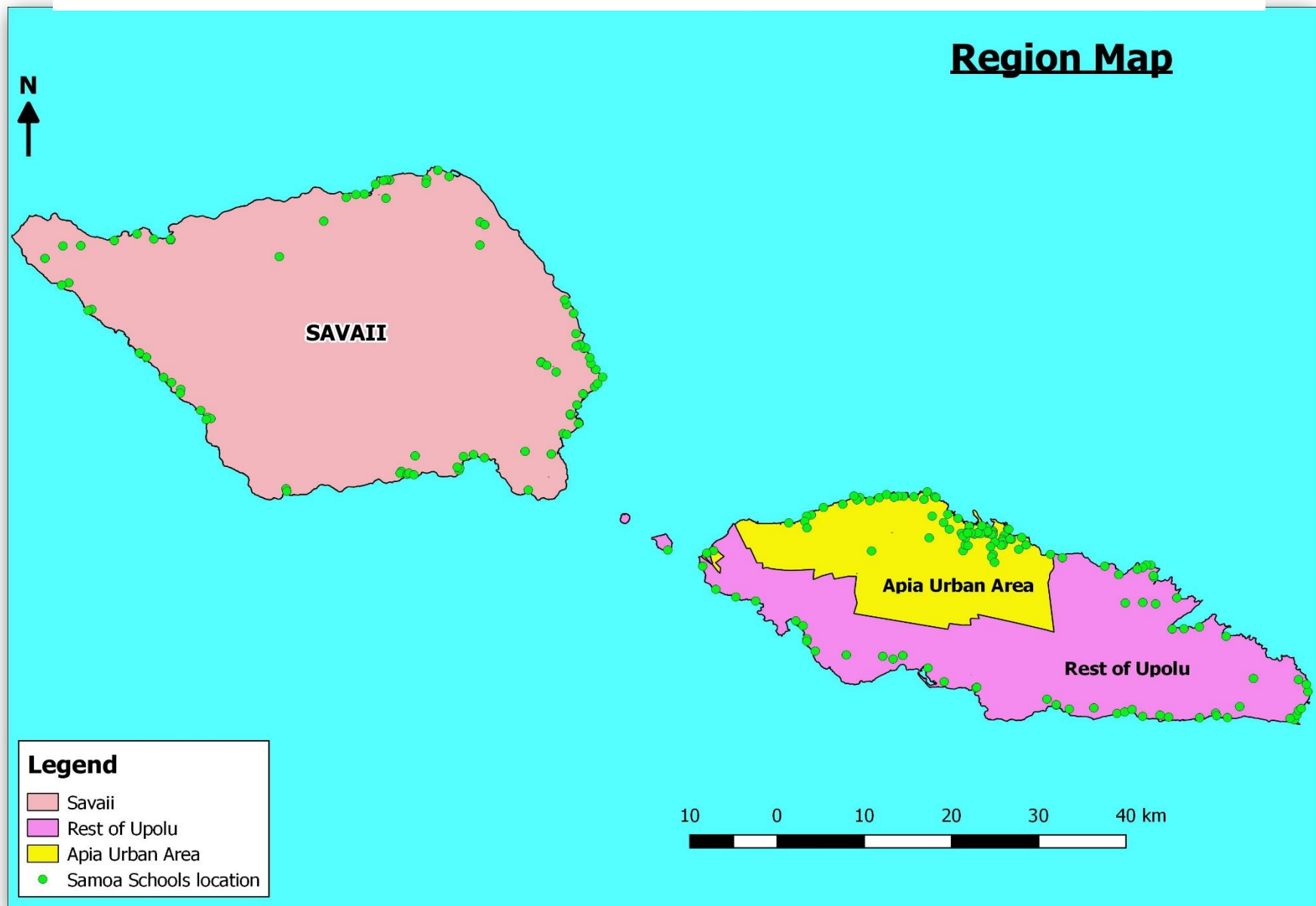
STUDENT TEACHER RATIO



1 Teacher for Every



MAP OF SAMOA WITH PRIMARY AND SECONDARY SCHOOL'S LOCATION



Source – Samoa Bureau of Statistics, Census and Surveys Division

Out of the 215 total number of registered primary and secondary schools, there are 168 government schools, 36 mission schools and 11 private schools as shown in Table 1. The total number of registered primary schools is 173 while colleges is 42. Regional variations revealed that majority of schools are located in the Rest of Upolu region.

Table 1: Total number of schools in Samoa by controlling authorities and regions 2023

| Schools Levels | Apia Urban Area | Rest of Upolu | Savaii | Total |
|---------------------------|-----------------|---------------|-----------|------------|
| GOVERNMENT SCHOOLS | | | | |
| Primary | 22 | 75 | 48 | 145 |
| Colleges | 5 | 10 | 8 | 23 |
| Total | 27 | 85 | 56 | 168 |
| MISSION SCHOOLS | | | | |
| Primary | 7 | 7 | 6 | 20 |
| Colleges | 6 | 6 | 4 | 16 |
| Total | 13 | 13 | 10 | 36 |
| PRIVATE SCHOOLS | | | | |
| Primary | 8 | 0 | 0 | 8 |
| Colleges | 3 | 0 | 0 | 3 |
| Total | 11 | 0 | 0 | 11 |

Table 2 below shows that there are 1692 teachers teach in the government schools, 677 teachers work in mission schools and 201 are employ in the private schools. The table further shows that the majority of teachers also teach in Rest of Upolu region in the Government schools due to the highest number of schools in this area.

Table 2: Total number of teachers' by controlling authorities and regions 2023

| Schools Levels | Apia Urban Area | Rest of Upolu | Savaii | Total |
|---------------------------|-----------------|---------------|------------|-------------|
| GOVERNMENT SCHOOLS | | | | |
| Primary | 313 | 448 | 339 | 1100 |
| Colleges | 113 | 258 | 221 | 592 |
| Total | 426 | 706 | 560 | 1692 |
| MISSION SCHOOLS | | | | |
| Primary | 141 | 93 | 70 | 304 |
| Colleges | 216 | 75 | 82 | 373 |
| Total | 357 | 168 | 152 | 677 |
| PRIVATE SCHOOLS | | | | |
| Primary | 154 | 0 | 0 | 154 |
| Colleges | 47 | 0 | 0 | 47 |
| Total | 201 | 0 | 0 | 201 |

FOREWORD



I am pleased to present the Ministry of Education and Culture's (MEC) Education Statistical Digest for 2023. This report provides statistical information about Education in Samoa, reporting on a range of data and achievements as well as trends indicating the progress of the Education system in Samoa thus far. Samoa has come a long way with the development of its education system for the advancement of all children in the country.

Every year the MEC's Statistical Education Digest is purposefully set out to reflect the activities of the Ministry laid out in the Corporate Plan 2021-2024 with direct links to the Education Sector Plan 2019-2024. Additionally, to further coincide with the Ministry's Corporate Plan 2021-2024. The data highlighted in the report also conforms to the Ministry's commitment to regional and global agendas such as SDG Goal 4, which calls for the international community to *"Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all"*. Indicators discussed in this 20th version contribute to the national Key Strategic Outcome for education stipulated in the Pathway for the Development of Samoa (PDS) 2021-2026 *"Improved Social Development"*. Trends provided also resonate with the Priority Areas of the (PDS) *"That all persons access equal opportunities to learning and development"*.

Information in this report is produced from the Education Management Information System (EMIS) in the Ministry of Education and Culture. The data for this report are collected annually through school census from all schools in ECE, Primary and Secondary. While the Ministry notes the areas for improvement as portrayed from the data we also acknowledge that the data allows for informed decision making within the Ministry.

On this note we acknowledge with great appreciation the ongoing support of all schools through the network of School Support Advisors (SAA), principals and all teachers by providing the required information for the population of this critical report. We also extend our heartfelt thanks to the parents, communities and all our stakeholders for their contribution to advancing the education system for all children of Samoa.

Faafetai



Hon. Seu'ula Ioane

MINISTER OF EDUCATION AND CULTURE

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TECHNICAL DEFINITIONS

The definitions below derived from UNESCO Technical Definitions Guidelines with the technical support from EQAP Education Statistician Greg Keeble.

| | |
|---|---|
| Official Age Group | The eligibility age group of students attending at any given level of education (e.g.; ECE: 3-5 years, Primary: 5-12 years, Secondary: 13-16years). |
| Compulsory School Aged | Child: means a child who is 4 years old (for Early Childhood Education) and between 5 years old to 16 years old (for primary and secondary education) |
| Gender Parity Index (GPI) | The quotient of the number of females by the number of males enrolled in a given level of education. |
| Disability | Involves the long-term impairment of body structure and functions, and the experience of activity limitation and participation restriction for an individual as a result of the dynamic interaction between his or her health conditions, environmental factors, and personal factors |
| Gross Enrolment Rate (GER) | Total enrolment in a specific level of education, regardless of age, expressed as a percentage of the eligible official school-age population (e.g; 5-12 years old in primary) corresponding to the same level of education in a given school year |
| Net Enrolment Rate (NER) | Enrolment of the official age group (e.g; 5-12 years old in primary) for a given level of education expressed as a percentage of the corresponding population |
| Age Specific Enrolment Rate (ASER) | Enrolment of a specific single age enrolled, irrespective of the level of education, as a percentage of the population of the same age |
| Gross Intake Rate (GIR) | The total number of new entrances regardless of age expressed as a percentage of the total population of the official age at any given level of education |
| Gross Intake Rate (GIR) in the First Year Level of Primary | Total number of new entrants in the first grade of primary education, regardless of age, expressed as a percentage of the population at the official primary school-entrance age |
| Gross Intake Rate (GIR) in the Final Year Level of Primary | Total number of new entrants in the last year level of primary education, regardless of age, expressed as a percentage of the population at the theoretical entrance age to the last year level of primary |
| Internal Efficiency | It measures the extent to which a cohort of students completes their education without repetition or dropping out. For example, if all students completed all 13 years of education with repeating a year or dropping out then the indicator would be 100 percent |
| Net Intake Rate (NIR) | The number of new entrants of any given level of education who are at the official entrance age, expressed as the percentage of the population of that same age |
| NIR in Early Childhood Education | The number of new entrants (3-years-old) in ECE who are of the official ECE entrance age, expressed as a percentage of the population of the same age. It measures access to ECE by the eligible population of 3-years-old |

| | |
|--|--|
| <i>Net Intake Rate (NIR) in the First Year Level of Primary</i> | New entrants in the first-year level of primary education who are of the official primary school-entrance age (Year 1 level), expressed as a percentage of the population of the same age |
| <i>Net Intake Rate (NIR) in the Final Year Level of Primary</i> | New entrants in the last year level of primary education who are of the official primary school-entrance age (Year 8 level), expressed as a percentage of the population of the same age |
| <i>Progression rate (PR)</i> | Proportion of students from a cohort enrolled in a given year level at a given school year who study in the next year level in the following school year |
| <i>Promotion Rate</i> | Proportion of pupils from a cohort enrolled in a given grade at a given school year who study in the next grade in the following school year |
| <i>Repetition Rate (RR)</i> | Proportion of pupils from a cohort enrolled in a given year level at a given school year who study in the same year level in the following school year |
| <i>Retention Rate (RR)</i> | Percentage of a cohort of pupils (or students) enrolled in the first-year level of a given level or cycle of education in a given school year who are expected to reach successive grades |
| <i>Primary Cohort Completion Rate (PCCR)</i> | The number of Year 8 students who completed and sat Year 8 national examination (SPECA) from primary education in a given year by the difference between enrolment in the last year level in the same year and repeaters in the last year level in the following year, and multiply the result by the retention rate to the last year level of primary education in a given year by 100 |
| <i>Secondary Cohort Completion Rate (SCCR)</i> | The number of Year 12 & 13 students who completed and sat SSC and SSLC examinations from secondary education in a given year by the difference between enrolment in the last year level in the same year and repeaters in the last year level in the following year, and multiply the result by the retention rate to the year 12 and year 13 levels of secondary education in a given year by 100 |
| <i>Students Teacher Ratio (STR)</i> | Total number of students enrolled at a given year in a specific level of education, expressed as a percentage of the total number of teachers at a given level in a given school year |
| <i>Transition Rate (TR)</i> | The number of students admitted to the first-year level of a higher level of education in a given year, expressed as a percentage of the number of students enrolled in the final year level of the lower level of education in the previous year. |
| <i>Early School Leavers Rate (ESLR)</i> | Proportion of students from a cohort enrolled in a given year level at a given school year who are no longer enrolled in the following school year |
| <i>Minimum Service Standards</i> | The minimum (basic) requirements for schools to meet and/or comply with and used as a basis of planning, implementation and supervision in support of quality education |

INTRODUCTION

The Ministry of Education and Culture (MEC) aims to ensure that accurate and quality information about education is captured and made available for all National Stakeholders inclusive of regional and global partners. This publication provides statistical information about education in Samoa from Early Childhood Education, Primary and Secondary Education, reporting on a range of data from enrolment, teachers, assessment achievements, facilities and resources as well as Minimum Service Standards for all government schools.

The Annual School Census data collection is conducted in the second week of February to provide primary data reported in the education statistical digest. The census data is stored in the Education Management Information System (EMIS) and statistically analyzed by MEC for reporting. Other information such as achievement results, teachers' performance standards, teachers' qualifications, and Minimum Services Standards was sourced from reports and data collected from respective divisions of the Ministry.

This publication aligns with the key performance measures in (*Diagram 1*) for all levels of education to include ECE, primary and secondary. To measure progress, data provided in this edition is categorized under the respective key performance measures provided in below.

Diagram 1: Key Performance Measures for ECE, Primary and Secondary schools



The diagram shows Key Performance Measures in conjunction with the sector goals; synchronizing the three levels of the school sub-sector which MEC is mandated to report on.

All indicators and information used in this publication are not static and often change as education evolves. The information is used by MEC to inform decision making, develop interventions, review policy development, and strengthen teacher capacity development programs.

THE SAMOA EDUCATION SYSTEM

Samoa's education system comprises of four main levels (ECE, Primary, Secondary, and Tertiary). Every child in Samoa must attend school from early childhood education at ages four until age sixteen as mandated in the Education Amendment Act 2019.

ECE regulates that all children aged four must enroll and attend ECE as it is the initial fundamental step of every child's educational life. ECE in Samoa is administered by the National Council of Early Childhood Education in Samoa (NCECES) with the assistance of the MEC as the coordinating body and gate keeper for education from ECE to Secondary. The information presented in this publication for ECE was collected from the MEC CENSUS and Enrolment Verification visits conducted at the beginning of every school year. This information mainly focuses on the number of children enrolled, the number of teachers, and their qualifications at all registered ECE centers across the country.

Primary Education covers Year levels 1 to 8 as mandated by the Education Act 2009. Four (4) national assessments conducted annually include Samoa Primary Education Literacy Level (SPELL) assessments which are diagnostic and competency-based tools used at the end of Years 2, 4, and 6. At the end of Year 8, students sit the Samoa National Assessments for Primary Education (SNAPE) assessment, which is an achievement test based on Samoa's Outcomes Based Curriculum (OBC).

National assessments both diagnostic and achievement based are linked to curriculum learning outcomes. Assessment outcomes for Years 2-4 are reported against Diagnostic Proficiency Levels from levels (1-4), SPECA for Year 8 is reported using a Scale of Achievement Levels from levels (1-4). Student achievements therefore reflect a range of achievement levels detailed further in the content of this publication. It is also important to note that this year will be the last time SPELL year 2 will be reported as it will be removed from National Assessments allowing the early primary year levels ample time to prepare for the year 4 SPELL. Cabinet has approved for the removal of year 2 for the 2023 national assessments.

A newly introduced assessment for Year 10 SNJSC (Samoa National Junior Secondary Certificate) as part of the four-year level approved by the Cabinet in 2020 is reporting in this Digest for the very first time. A diagnostic assessment to inform intervention to ensure student needs are addressed in the next year of teaching and thereafter. This new shift of assessment to Year 10 will synchronize with the current primary national assessments in between year levels, linking to assessments at the secondary levels.

Secondary Education is a five-year level system from Years 9- 13. At the end of Year 12, sit the Samoa School Certificate (SSC) national examination to determine progression to Year 13 level. Towards the end of Year 13, sit the Samoa Secondary Leaving Certificate (SSLC) to determine eligibility for tertiary or post-secondary education.

Assessments for SNJSC Year 10, SSC Year 12 and SSLC for Year 13 are achievement based and are reported against a scale of Achievement Levels from levels (1-4). Descriptors of levels are further detailed in Section C.

Section A: Access and Participation Indicators

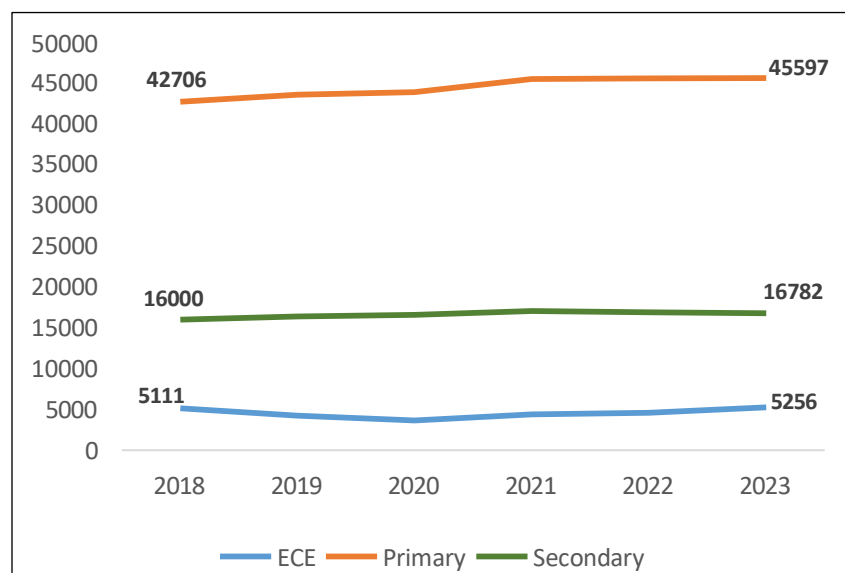
The overarching 2030 Agenda for Sustainable Development education goal (SDG 4) commits to providing inclusive and equitable quality education at all levels. This ensures access to and completion of quality education for all children and youth through free, publicly funded, inclusive, and equitable quality primary and secondary education. Access and participation are paramount in government's efforts to ensure equity and inclusion for all levels of education. Furthermore, SDG 4 includes addressing all forms of exclusion and marginalization, disparity, vulnerability, inequality in education access, participation, retention and completion; and in learning outcomes.

Gross Enrolment Rates (GER) is the ratio between all enrolled in any level of education, despite their ages whereas the Net Enrolment Rate is the enrolment of the official age groups for a given level of education. Both indicators are expressed as percentages of the official age groups population. The Gender Parity Index (GPI), given for each level of education, measures the degree of parity in the enrolment of boys and girls in education where a value falls between 0.97 and 1.03 denotes better parity. A GPI of less than 1 indicates that a smaller proportion of females than males whereas a GPI of more than 1 shows that more males than females.

A1: Enrolment 2023 Snapshot

A1.1 Enrolment by school censuses, regions and genders

Figure 1: Total student enrolment by educational level 2018-2023



The total number of students enrolled in the school census on the 3rd March 2023 was 67,635, which comprised of 33,818 males and 33,817 females. This is an increase of 1 percent or an addition of 626 students when compared to the school census in 2022 with 67,009 students. By gender, females were increased from 33,324 in 2022 to 33,817 in 2023, a total of 493 females added to the enrolment compared to only 133 of males. Figure 1 shows that there is significant increase in enrolment 2023 compared to the last four years in ECE, Primary and Secondary education.

From the total enrolment in 2023, results indicate that more males enrolled in primary 52 percent compared to 48 percent of females. In comparison to Colleges, 55 percent of the enrolment are females and 45 percent males.

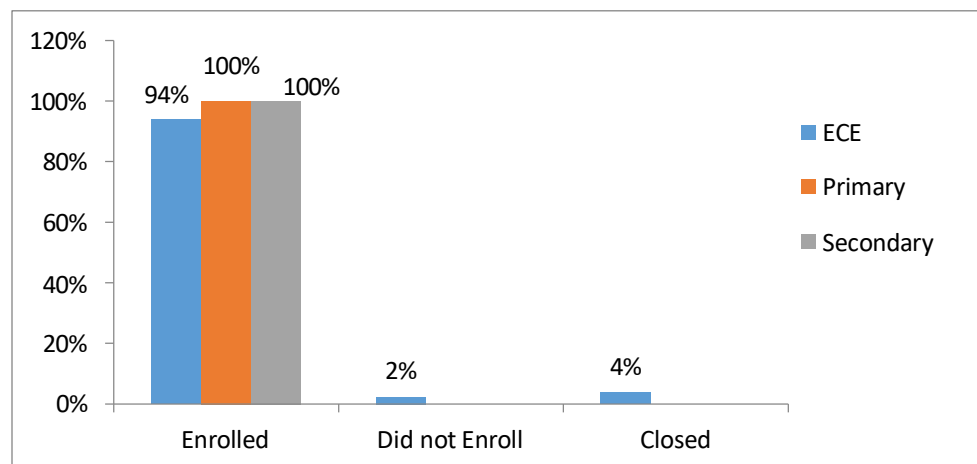
Table 3 also shows that there is an equal access opportunity for both males and females enrolled and attending ECE level by 50 percent in 2023.

Table 3: Enrolment by school level and gender 2023

| Genders | ECE | % | Primary | % | College | % | Total | % |
|--------------|-------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|
| Male | 2613 | 50% | 23637 | 52% | 7568 | 45% | 33818 | 50% |
| Female | 2643 | 50% | 21960 | 48% | 9214 | 55% | 33817 | 50% |
| Total | 5256 | 100% | 45597 | 100% | 16782 | 100% | 67635 | 100% |

Figure 2 below presents results of the Annual School data collection that was implemented on March 2023. It reveals that 173 Primary schools and 42 Colleges were submitted Census form for this report. ECE centre information were collected via a census form provided to them during the MEC Enrolment Verification visits conducted at the beginning of every school year.

Figure 2: Enrolment status by school level 2023



Of the total 128 ECE centres visited during the verification in March 2023, it confirmed that 4 percent of these schools were permanently closed and this brings the total to 123 active registered ECE centres reported in the Education Statistics at a glance section of this Digest.

The 2 percent were noted 'Did not enroll' refers to ECE centres which were visited by the staff but not counted due to reasons such as schools temporarily closed because of church or community commitments.

Figure 3: Percentage distribution of enrolment by regions and controlling authority 2023

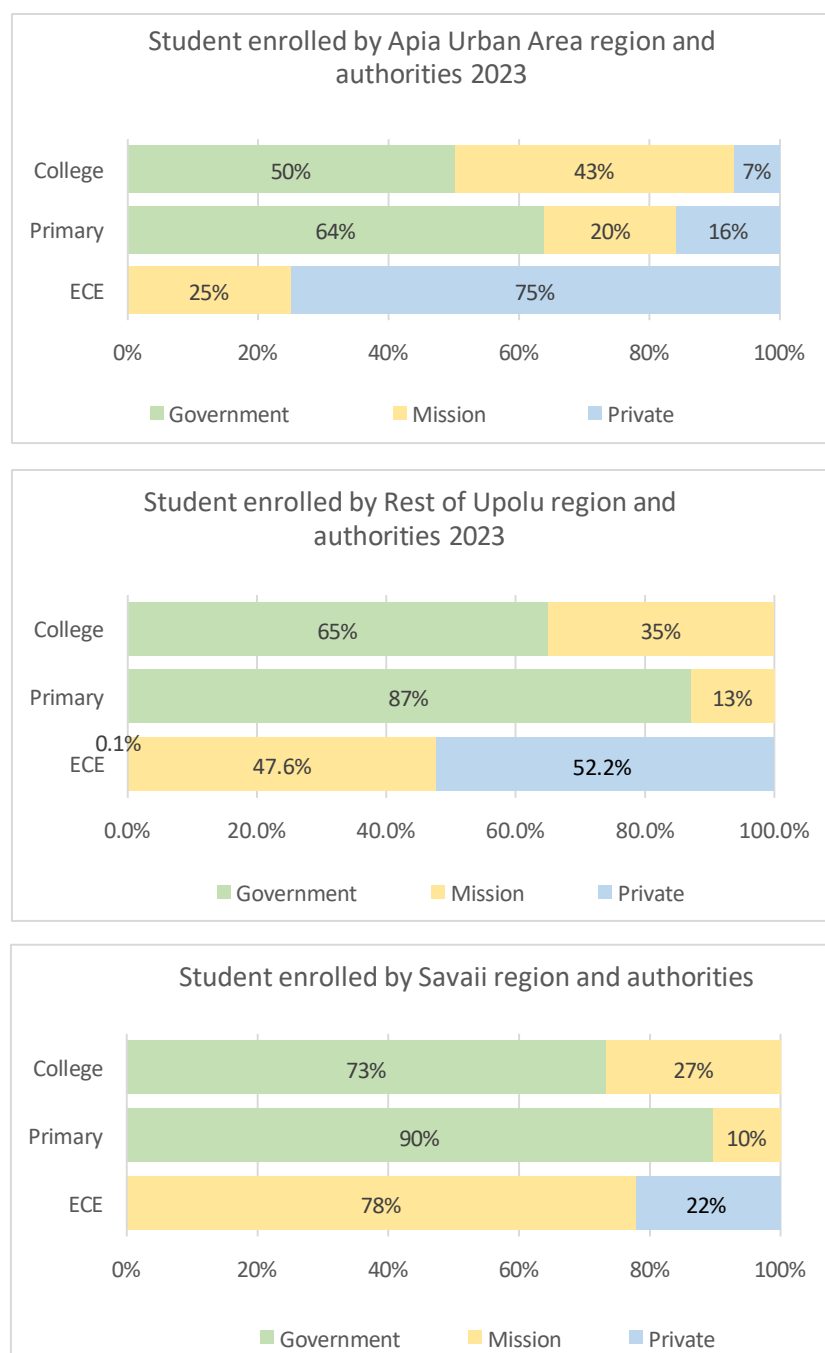


Figure 3 shows that the majority of student enrolled in Primary and Secondary levels are educated at Government schools.

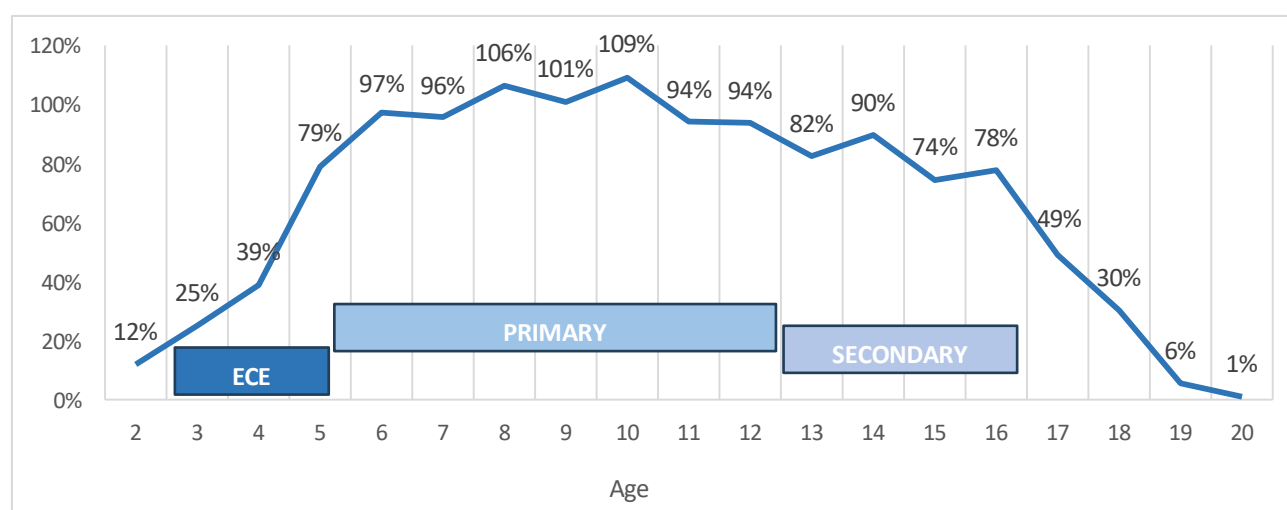
This is expected as most of the primary and colleges are government owned. By regions, there are more students enrolled in Savaii for government schools compared to Rest of Upolu and Apia Urban Area regions.

To date, there is only 1 ECE owned by Government located in Rest of Upolu region and the rest are either mission or privately owned.

One of the SDG4 targets under the 2030 Agenda is to ensure that all student access equal opportunities to learning and in achieving this target Figure 4 below shows the percentage distribution of all enrolled student during the school census compared to the size of the population projection¹ of that age group in 2023.

¹ Population projections by single age is provided by Samoa Bureau of Statistics (SBS) which derived from Population and Housing Census 2021

Figure 4: Percentage distribution of enrolment by age 2023



ECE education is compulsory at age 4 years old and not confined to age 2 and/or 3 as indicated that 12 percent of children age 2 and 25 percent of student age 3 enrolled in ECE during the school census. The percentage of student enrolled in ECE is significantly low and this can be due to the fact that only ECE centres registered with the NCECE are included in this report.

Enrolment rate is showing the increase as we move from age 6 to 14 years old and indicated a decreased as we moved from age 17 to 20 years old. The low enrolment at age 5 (79 percent) is an indication that most of these young children started their first primary education at completed age 5 or going on to 6 years old during Year 1 especially for children whose 5th birthdays fall in the second half of the year.

A2: Gross Enrolment Rates & Net Enrolment Rates in Education

A2.1 GER & NER in ECE

Gross enrolment rates at ECE level count all students enrolled at ECE regardless of age, compared to the appropriate population.

The GER for ECE remains above 20 percent with a trend of change in the proportion of more than 30 percent in 2023 compared to 2019 - 2022. It is slightly higher than NER, which reflects other children who are not in the official ECE age group (age 3-5) but attend ECE. In total, the GER for ECE is 31 percent compared to the NER 27 percent.

In 2023 an ECE GPI² rate of more than 1 indicates the parity result in favour of females and this has been maintained since 2019 as shown in Table 4.

² GPI refers to the ratio of the number of females enrolled at a given level of education and the number of males. GPI value of 1 denotes there is parity between males and females. GPI of less than 1 indicates GPI in favoritism of males, whereas GPI of more than 1 denotes favoritism of females

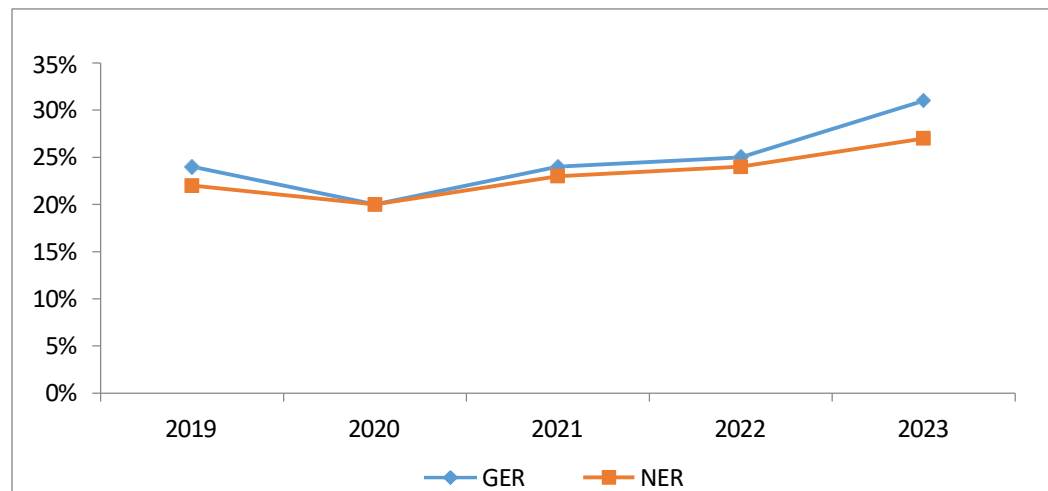
Table 4: GER, NER and GPI in ECE 2019 - 2023

| Years | GER ECE | | | | NER ECE | | | |
|-------|---------|--------|-------|------|---------|--------|-------|------|
| | Male | Female | Total | GPI | Male | Female | Total | GPI |
| 2019 | 23% | 25% | 24% | 1.07 | 21% | 23% | 22% | 1.09 |
| 2020 | 19% | 22% | 20% | 1.04 | 19% | 22% | 20% | 1.14 |
| 2021 | 23% | 25% | 24% | 1.11 | 22% | 24% | 23% | 1.11 |
| 2022 | 23% | 26% | 25% | 1.11 | 23% | 25% | 24% | 1.08 |
| 2023 | 29% | 32% | 31% | 1.10 | 26% | 28% | 27% | 1.08 |

Figure 5 shows a gradual increase of both GER & NER in ECE from 2020 to 2023, reflecting a continuing increase of ECE enrolment in parallel with our legislation amendments such as the Education Act 2019 mandating four-years-old children to attend ECE.

The Ministry needs to look at strategies to capture all other ECE centres operating and not registered under the NCECE to reflect a national data on ECE enrolment coverage.

Figure 5: Trend showing the percentage distribution of GER & NER in ECE 2019-2023



A2.2: GER & NER in Primary Education

The Net enrolment rate (NER) for primary education indicates the percentage of the primary-school age (5-12 years) population that is enrolled in primary schools.

As presented in Table 5 and Figure 6, GER remains persistently at above 100 percent reflecting a high number of over-aged students still attending primary schools as recorded in the Appendix Table 3 on page 90. NER illustrates a downward growth of 97 percent and for the second time in the last five years. This means that 97 percent of student from age 5-12 years old are in primary

schools compared to its actual population of the official age from the population projections provided.

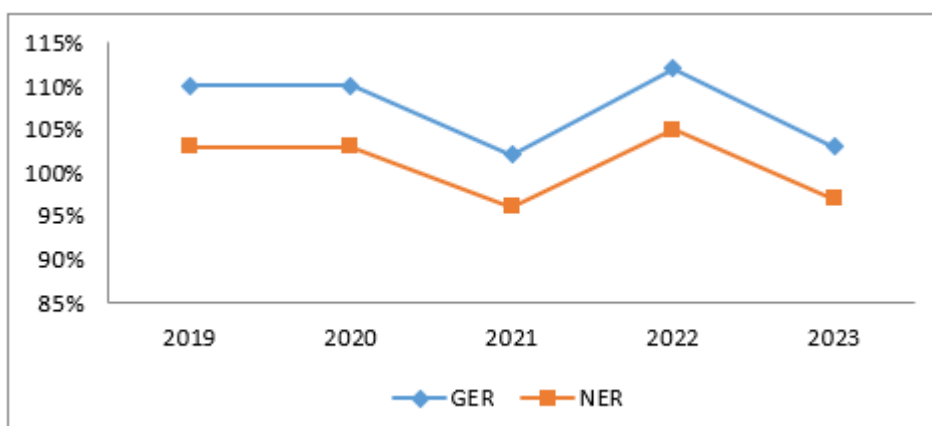
Table 5: GER, NER and GPI in Primary Education 2019-2023

| Years | GER Primary | | | | NER Primary | | | |
|-------|-------------|--------|-------|------|-------------|--------|-------|------|
| | Male | Female | Total | GPI | Male | Female | Total | GPI |
| 2019 | 108% | 113% | 110% | 1.05 | 101% | 105% | 103% | 1.04 |
| 2020 | 109% | 111% | 110% | 1.02 | 101% | 105% | 103% | 1.04 |
| 2021 | 101% | 104% | 102% | 1.03 | 94% | 98% | 96% | 1.04 |
| 2022 | 110% | 114% | 112% | 1.04 | 103% | 108% | 105% | 1.05 |
| 2023 | 102% | 105% | 103% | 1.02 | 95% | 98% | 97% | 1.04 |

Females have higher rates than males over the last five years, which signifies more females enrolled in primary education than males.

In terms of gender parity, a GPI below 0.97 indicates a disparity in favor of males whereas above 1 indicates a disparity in favor of females.

Figure 6: Trend showing the percentage distribution of GER & NER in Primary 2019-2023



A2.3: GER & NER in Secondary Education

Enrolment rates for secondary derive from the total enrolment of student attending colleges in Samoa.

For GER, a decrease of 18 percent this year from 112 percent in 2022 to 94 percent in 2023 reflecting a low participation of student enrolled in secondary education. NER decline further from 81 percent in 2022 to 72 percent this year, signifies a slight reduction in enrolment of

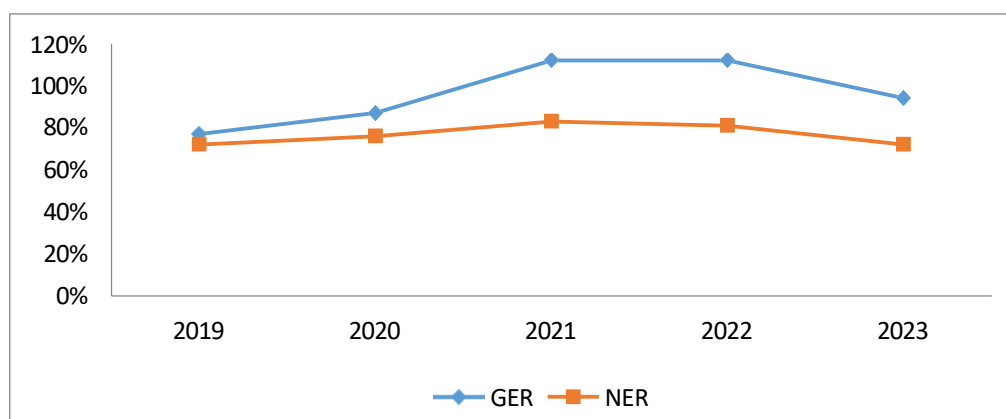
official aged in secondary level. The GER is always higher than NER because GER calculates the total number of students regardless of their age as a percentage of the total population whereas NER only calculates the number of the official age.

Overall, the secondary schools NER is substantially higher for females (83 percent) than males (62 percent), indicating much wider gender gap in favor of girls in the secondary school enrolment. These higher NER is well evident for females over the last five school censuses as shown in Table 6 and Figure 7.

Table 6: GER, NER and GPI in Secondary Education 2019-2023

| Year | GER Secondary | | | | NER Secondary | | | |
|------|---------------|--------|-------|------|---------------|--------|-------|------|
| | Male | Female | Total | GPI | Male | Female | Total | GPI |
| 2019 | 70% | 86% | 77% | 1.23 | 66% | 80% | 72% | 1.21 |
| 2020 | 78% | 96% | 87% | 1.23 | 67% | 84% | 76% | 1.25 |
| 2021 | 100% | 128% | 112% | 1.28 | 76% | 93% | 83% | 1.22 |
| 2022 | 98% | 128% | 112% | 1.31 | 71% | 92% | 81% | 1.30 |
| 2023 | 81% | 109% | 94% | 1.34 | 62% | 83% | 72% | 1.33 |

Figure 7: Trend showing the percentage distribution of GER & NER in Secondary 2019-2023



A3: Age Specific Enrolment Rate (ASER) in Education

Age Specific Enrolment Rate (ASER) is the enrolment of a specific single age enrolled, irrespective of the level of education, as a percentage of the population of the same age.

A3.1 ASER in ECE

The ASER for ECE in Table 7 and Figure 8 highlights the percentages of single age enrolled in ECE as a percentage of the total population of those particular ages.

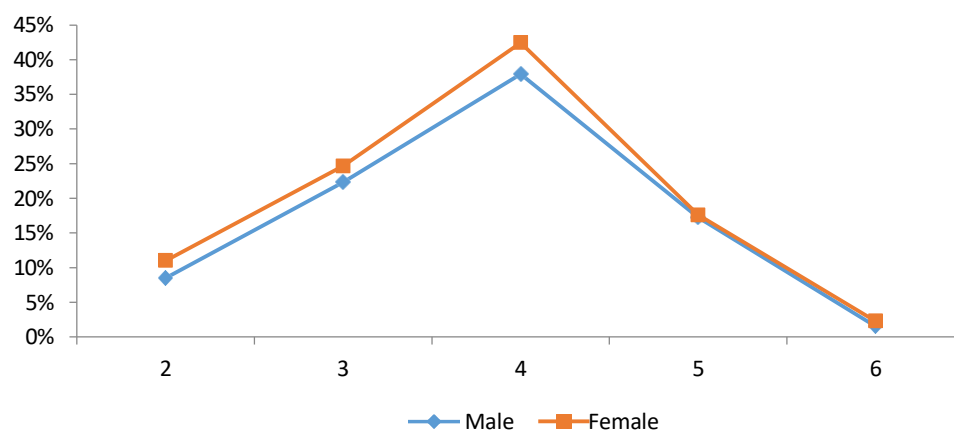
The highest percentages of student enrolled is in age 4, which corresponds to 40 percent and this is in parallel to the Education Amendment Act 2019 where all the four years old must attend any ECE centers. It also reveals that 17 percent of children age 5 years old are still attending early childhood education, presumably there are students who reached 5 years and should enroll in the Primary level while about 2 percent of student age 6 also still attend ECE schools.

A GPI of 1 for students in age 5-6 years old indicates an equal number of females to males in ECE while a GPI of more than 1 in age 2-4 years old shows the disparity result in favour of females.

Table 7: Age Specific Enrolment and GPI in ECE 2023

| ASER ECE | | | | |
|----------|------|--------|-------|------|
| Age | Male | Female | Total | GPI |
| 2 | 8% | 11% | 10% | 1.29 |
| 3 | 22% | 25% | 24% | 1.10 |
| 4 | 38% | 42% | 40% | 1.12 |
| 5 | 17% | 18% | 18% | 1.02 |
| 6 | 3% | 1% | 2% | 1.00 |

Figure 8: Trend showing the percentage distribution of ASER in ECE 2023



A3.2: Age Specific Enrolment Rate (ASER) in Primary Education

ASER for primary level shows an upward trend from age five to twelve except for age nine as it recorded low participation on children enrolled at Year 5 (95%) at the time of the school census. The low enrolment in age 5 (65%) is an indication that most young children still started their first primary education at completed age 5 going on to 6 years old during Year 1 especially for children whose 5th birthdays fall in the second half of the year.

More than 100 percent participation are in the range of age 8 and age 10 to 12 (Year 4 & Year 6-8), which reflects a high number of enrolments in those particular age groups when compared to its population.

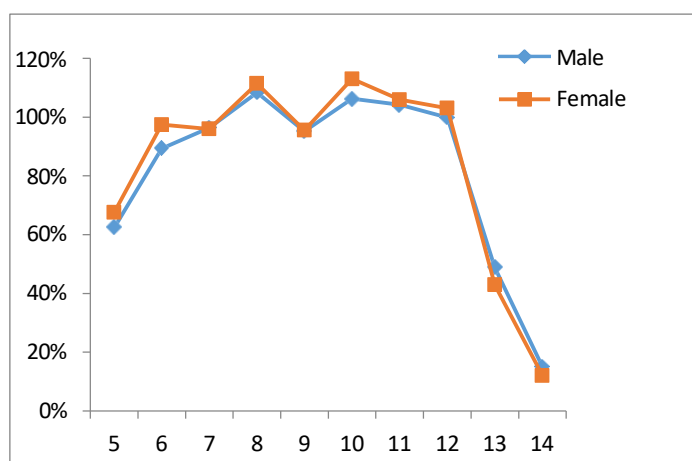
Interestingly, the enrolment rate declines strongly at age 13 with females losing more numbers than males as majority of student move up to secondary education in Year 9 and/or 10.

GPI ASER of more than 1 indicates more females than males and vice versa when below 1.

Table 8: ASER and GPI in Primary Education 2023

| Age | ASER in Primary | | | GPI |
|-----|-----------------|--------|-------|------|
| | Male | Female | Total | |
| 5 | 62% | 68% | 65% | 1.08 |
| 6 | 89% | 97% | 93% | 1.09 |
| 7 | 96% | 96% | 96% | 1.00 |
| 8 | 108% | 111% | 110% | 1.03 |
| 9 | 95% | 96% | 95% | 1.00 |
| 10 | 106% | 113% | 109% | 1.06 |
| 11 | 104% | 106% | 105% | 1.02 |
| 12 | 100% | 103% | 101% | 1.03 |
| 13 | 49% | 43% | 46% | 0.88 |
| 14 | 15% | 12% | 14% | 0.80 |

Figure 9: Percentage distribution of ASER in Primary 2023



A3.3: Age Specific Enrolment Rate (ASER) in Secondary Education

ASER in secondary level shows the access of students from age 11 to 20 years old as shown in Table 9 and Figure 10 below compared to its total population.

The specific enrolment age for secondary level is from age-group 13-16 as per the Education Amendment Act 2019; however, there is still a high number of students that are not in school when compared to the population for these particular ages.

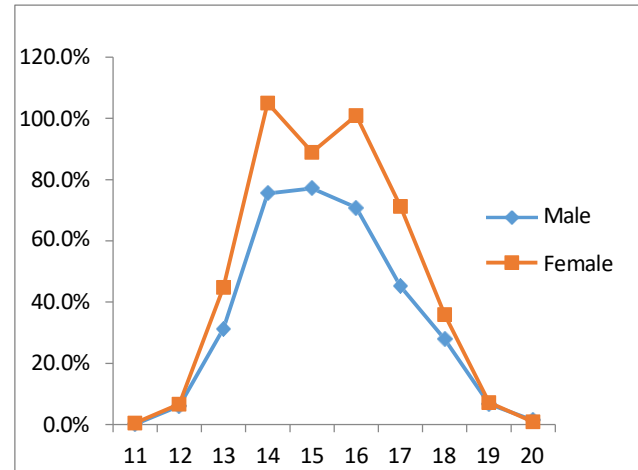
Age twelve accounts for 6 percent of secondary ASER in Table 9, as majority of them are still in primary education (101%) as reflected in Table 8. This is also reported for students age eleven years old with only 0.8 percent as 105 percent are enrolled at primary level.

Most of the students commence secondary education at age 14 (Year 9) and complete at age 17 (Year 13). A significant drop is identified for the 18-20 age groups, presumably these students are either early school leavers, or have progress to other career pathways (Post-Secondary Education Training).

Table 9: ASER and GPI in Secondary Education 2023

| Age | ASER in Secondary | | | GPI |
|-----|-------------------|--------|-------|------|
| | Male | Female | Total | |
| 11 | 0.1% | 0.5% | 0.8% | 5.00 |
| 12 | 6% | 7% | 6% | 1.09 |
| 13 | 31% | 45% | 38% | 1.43 |
| 14 | 76% | 105% | 89% | 1.39 |
| 15 | 77% | 89% | 83% | 1.15 |
| 16 | 71% | 101% | 85% | 1.43 |
| 17 | 45% | 71% | 57% | 1.58 |
| 18 | 28% | 36% | 32% | 1.29 |
| 19 | 7% | 7% | 7% | 1.07 |
| 20 | 1% | 1% | 1% | 0.61 |

Figure 10: Trend showing percentage distribution of ASER in Secondary Education



A4: Net & Gross Intake Rate in Education

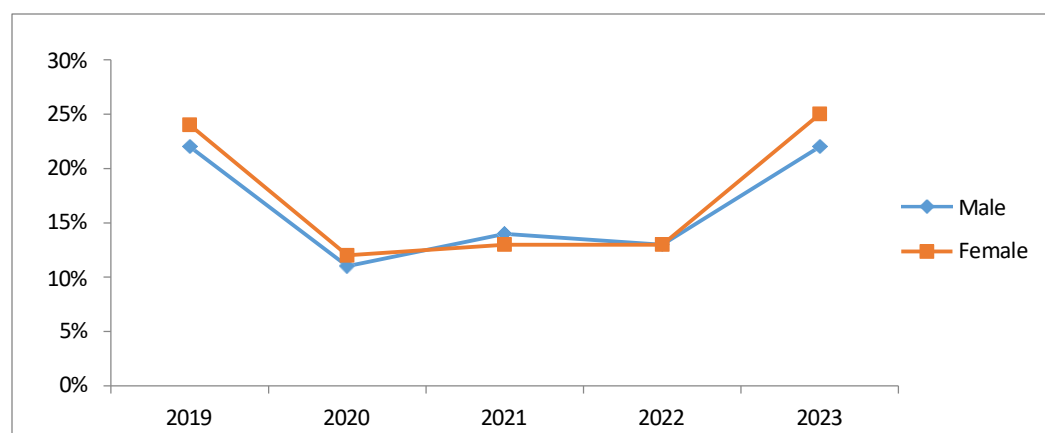
A4.1: Net Intake Rate in ECE

The Net Intake Rate measures access to ECE of the official population (3-5years old). It is defined as the number of new entrants in ECE who are of the official ECE entrance age (3-years-old) expressed as a percentage of the population of the same age.

Table 10: NIR and GPI in ECE 2019-2023

| Year | NIR ECE | | | GPI |
|------|---------|--------|-------|------|
| | Male | Female | Total | |
| 2019 | 22% | 24% | 23% | 1.09 |
| 2020 | 11% | 12% | 11% | 1.09 |
| 2021 | 14% | 13% | 13% | 0.93 |
| 2022 | 13% | 13% | 13% | 1.06 |
| 2023 | 22% | 25% | 23% | 1.04 |

Figure 11: Trend showing the percentage distribution of NIR in ECE 2019-2023



Even though there is a huge increase of NIR from 13 to 23 percent as shown in Table 10, there is still a large number of children not recorded as not all ECE centres are registered with NCECE and visited by the Ministry. It is only when all active ECE centres in Samoa are involved with school census that we could then identify a number of children that are actually still not enrolled in any ECE centre. This is also reflected in the ASER as reported in Table 7 and GER and NER for ECE as shown in Table 4.

A4.2: Gross Intake & Net Intake Rates in the First Year Level of Primary Education

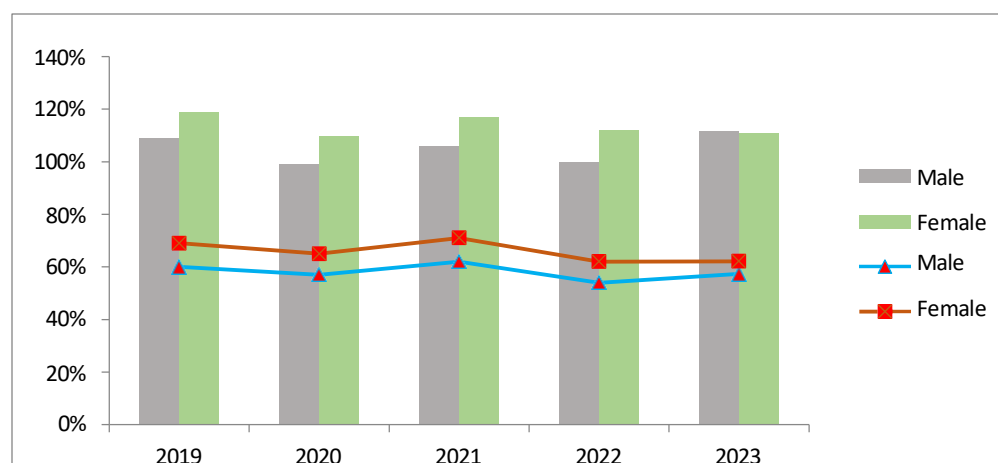
Net Intake Rate (NIR) in the First Year Level of Primary refers to the new entrants in the first-year level (Year 1) of primary education who are of the official primary school-entrance age (age 5), expressed as a percentage of the population of the same age.

GIR in primary education indicates the general level of access to primary education by all students regardless of age entering first year level of primary education.

Table 11: NIR, GIR and GPI in the first-year level (Year 1) of Primary 2019-2023

| Year | GIR Primary | | | | NIR Primary | | | |
|------|-------------|--------|-------|------|-------------|--------|-------|------|
| | Male | Female | Total | GPI | Male | Female | Total | GPI |
| 2019 | 109% | 119% | 113% | 1.09 | 60% | 69% | 64% | 1.15 |
| 2020 | 99% | 110% | 104% | 1.11 | 57% | 65% | 60% | 0.95 |
| 2021 | 106% | 117% | 111% | 1.10 | 62% | 71% | 66% | 1.14 |
| 2022 | 100% | 112% | 105% | 1.12 | 54% | 62% | 58% | 1.15 |
| 2023 | 112% | 111% | 111% | 1.00 | 57% | 62% | 60% | 1.08 |

Figure 12: GIR and NIR in the First Year Level (Year 1) of Primary Education 2019-2023



Over the last five years the GIR remains above 100 percent reflecting that there were children more than five years old in the entrance year level of primary education. This can be due to children repeating the same level and/or late enrolment within the academic year. It is also an indication that many students that are above the official primary age are still in Year 1.

The NIR for 2023 has increased by 2 percent when comparing to the previous school census. However, only 17 percent of 5 years old students are enrolled in ECE as reported in Table 7 (ASER in ECE). Presumably, the remaining 23 percent are either enrolled in ECE centres not registered with NCECE or not in school at all.

A4.3: Gross Intake Rate (GIR) and Net Intake Rate (NIR) for Final Year (Year 8) in Primary Education

Net Intake Rate (NIR) in the Final Year Level of Primary refers to the new entrants in the last year level (Year 8) of primary education who are of the official primary school-entrance age (age 12).

Table 12: GIR, NIR and GPI in the final year level of Primary 2019-2023

| Year | GIR for Final Year (Year 8) | | | | NIR for Final Year (Year 8) | | | |
|------|-----------------------------|--------|-------|------|-----------------------------|--------|-------|------|
| | Male | Female | Total | GPI | Male | Female | Total | GPI |
| 2019 | 102% | 114% | 108% | 1.14 | 43% | 48% | 45% | 1.12 |
| 2020 | 108% | 116% | 112% | 1.12 | 46% | 52% | 49% | 0.96 |
| 2021 | 108% | 124% | 115% | 0.93 | 48% | 59% | 53% | 1.24 |
| 2022 | 113% | 122% | 117% | 1.08 | 50% | 58% | 54% | 1.17 |
| 2023 | 102% | 103% | 103% | 1.02 | 42% | 50% | 46% | 1.20 |

Figure 13: GIR and NIR in the Final Year (Year 8) of Primary 2019-2023

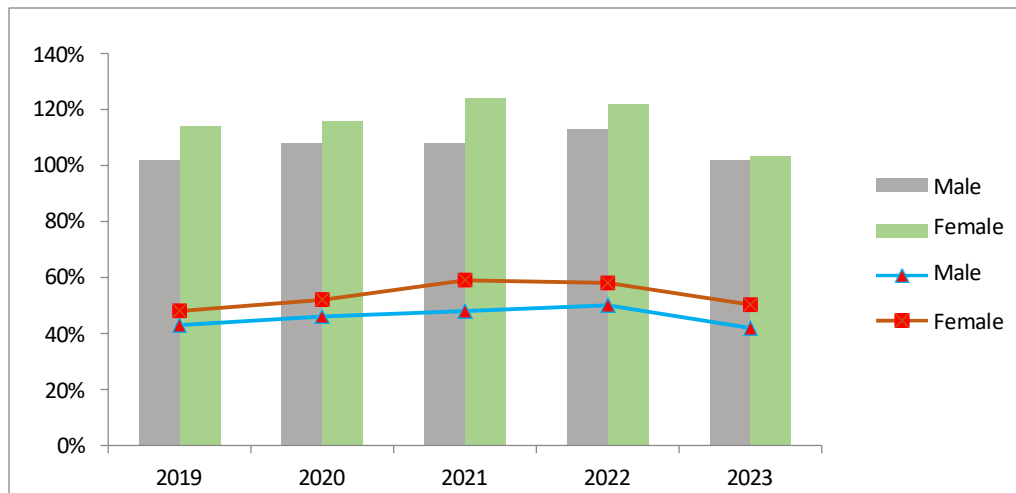


Table 12 shows the proportions of GIR reported in the 2023 school census. The data reveals students who are outside of the official age. It is also providing data of new entrants enrolling in Year 8 and has declined reaching a 103 percent compared to the last four censuses.

For 2023, the Gross Intake Rate for females recorded at its lowest of 103 percent, while males reached again to the proportions, they had in 2019 (102 %).

This same pattern recorded for NIR reflecting the drop of 8 percent for student in the official age (age 12) who are in the final year of primary level (Year 8) as shown in Figure 13. This is an area that requires research to determine reasons for the significant drop since the last four years.

Section B: Progression and Completion Indicators

This section provides an overview of data pertaining to progression and completion rates for both primary and secondary students. Data discussed in this section highlight a number of sub-indicators, such as repetition rates, early school leavers, retention rates, transition rates and completion rates. All contributions to determining the accuracy of information relating to student who progress across year levels and those who complete a full 8 years of primary education and a 5 year of secondary education.

B1: Progression Rate (PR) in Primary and Secondary Education

Progression rate is defined as the proportion of students from a cohort enrolled in a given year level at a given school year who study in the next year level in the following school year

PR indicates the percentage of students who progress from one-year level to the next attributing to improved completion rates.

B1.1 Progression Rate in Primary 2021-2023

Table 13 shows that since 2021, the PR remains nearly constant at 97-99 percent for Years 3-7 and then drop by 3 percent for Year 2 and 2 percent for Year 8 in 2023, which indicate that there are students who did not progress to the next year level and can be due to various reasons and not limited to; started school late or dropped out of school and later returned or maybe younger than the official age range for that level.

As shown in Figure 14, the year 2021 indicated progression rates above 100 percent for years 2-4 which denoted a higher number of new entrances into these years level compared to 2022-2023.

Table 13: Progression rate and GPI in Primary Education 2021-2023

| 2021 | | | | | 2022 | | | | 2023 | | | |
|------------|------|--------|-------|------|------|--------|-------|------|------|--------|-------|------|
| Year Level | Male | Female | Total | GPI | Male | Female | Total | GPI | Male | Female | Total | GPI |
| Year 2 | 99% | 104% | 101% | 1.05 | 94% | 95% | 94% | 1.01 | 89% | 93% | 91% | 1.05 |
| Year 3 | 102% | 103% | 102% | 1.01 | 99% | 97% | 98% | 0.98 | 96% | 98% | 97% | 1.02 |
| Year 4 | 101% | 104% | 102% | 1.03 | 99% | 97% | 98% | 0.98 | 99% | 98% | 99% | 0.98 |
| Year 5 | 97% | 98% | 98% | 1.01 | 98% | 96% | 97% | 0.98 | 96% | 97% | 97% | 1.02 |
| Year 6 | 98% | 99% | 98% | 1.00 | 97% | 98% | 98% | 1.01 | 96% | 98% | 97% | 1.02 |
| Year 7 | 95% | 101% | 98% | 1.07 | 95% | 98% | 97% | 1.03 | 99% | 97% | 98% | 0.98 |
| Year 8 | 95% | 97% | 96% | 1.03 | 96% | 98% | 97% | 1.01 | 94% | 97% | 95% | 1.03 |

Figure 14: Primary Progression Rate 2021-2023

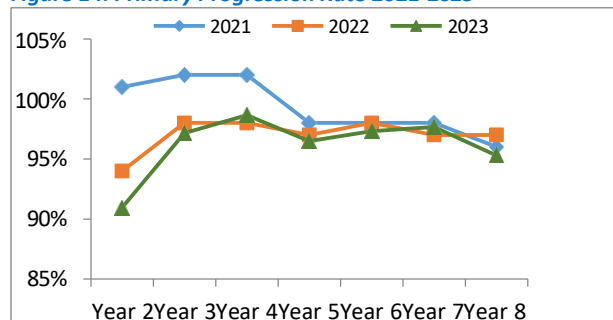


Table 14: Progression Rate and GPI in Secondary Education 2021-2023

| Year Level | 2021 | | | | 2022 | | | | 2023 | | | |
|------------|------|--------|-------|------|------|--------|-------|------|------|--------|-------|------|
| | Male | Female | Total | GPI | Male | Female | Total | GPI | Male | Female | Total | GPI |
| Year 9 | 91% | 96% | 94% | 1.06 | 85% | 96% | 90% | 1.13 | 84% | 96% | 90% | 1.14 |
| Year 10 | 92% | 99% | 95% | 1.08 | 84% | 95% | 89% | 1.13 | 88% | 91% | 90% | 1.04 |
| Year 11 | 80% | 77% | 78% | 0.97 | 75% | 71% | 73% | 0.94 | 68% | 74% | 71% | 1.09 |
| Year 12 | 117% | 103% | 103% | 1.32 | 86% | 106% | 96% | 1.24 | 80% | 107% | 94% | 1.31 |
| Year 13 | 68% | 80% | 74% | 1.19 | 68% | 73% | 71% | 1.07 | 64% | 79% | 72% | 1.19 |

B1.2 Progression Rate in Secondary 2021-2023

Figure 15: Secondary Progression Rate 2021-2023

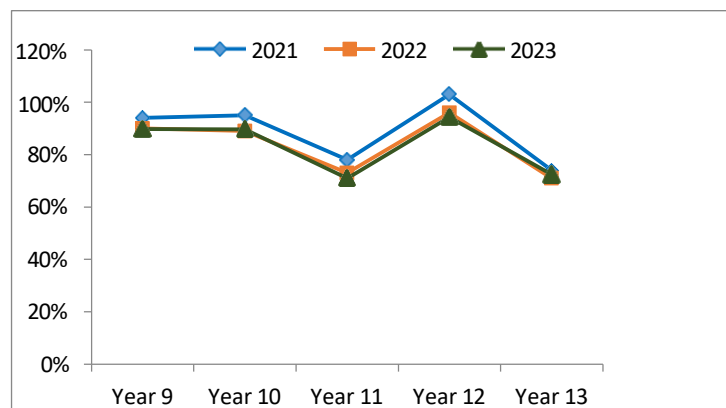


Table 14 shows that progression rates for secondary levels fluctuate across year levels in the last three censuses. The 2023 census reflects that year levels 9, 10 and 12 are above 90 percent indicating that the majority of student from previous year levels progressed to the next level. Low progression rates for Year 11 can be attributed to students skipping year 11 after year 10 and entering year 12, hence progression rate for Year 12 is close to 100 percent.

Progression rates for Year 13 are lower compared to Year 12, an outcome of students either repeating Year 12, dropped out or transitioning to further studies in Post-Secondary Education and Training Institutions.

GPI indicates more females than males in all year levels over the last three

B2: Repetition Rate (RR) in Primary and Secondary Education

Repetition Rate refers to the percentage of students who do not transition from a year level to the next but repeat or remain in that same year level.

B2.1: Repetition Rate (RR) in Primary 2021-2023

The 2023 census results revealed that repetition rate in Year 1 had some significant reduction. For example, in 2020 the Year-One-Level has the highest RR of almost 7 percent, then it was reduced to 3.9 and 3.8 in 2021-2022, and, further reduced to 2.7 in 2023. However, it is still higher compared to all other year levels with repetition rate below 2 percent as shown in Figure 16 and this is due to the fact that only 91 percent of students progressed to the year 2 level in 2023 hence it denotes that not all year one children progress but remain in year 1. Student repeat year 8 level increase to 1 percent from 0.6 percent in 2022.

Table 15 presents a Primary GPI rate of less than 1 indicating a gender disparity in favour of males across all year levels.

Figure 16: Primary Repetition Rate 2021-2023

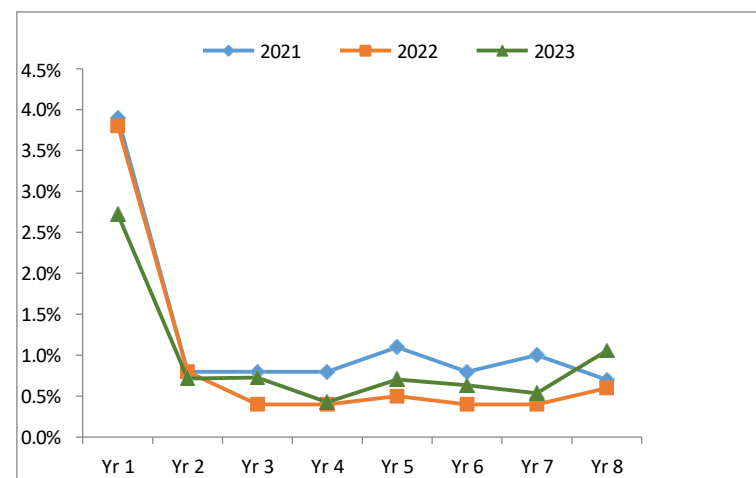


Table 15: Primary Repetition Rate and GPI 2021-2023

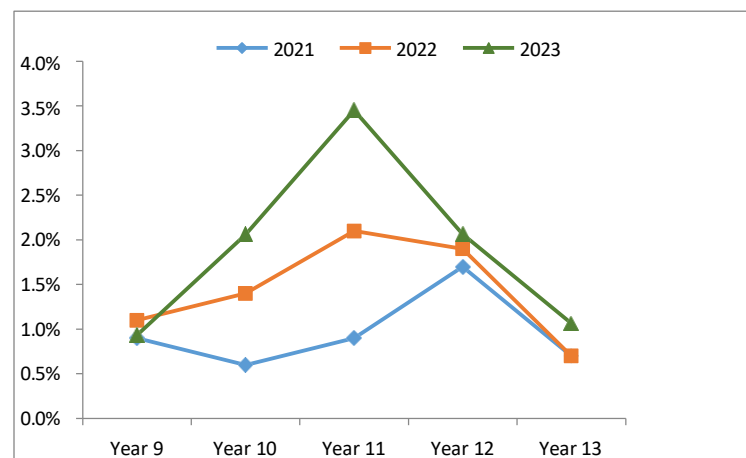
| Year Level | 2021 | | | | 2022 | | | | 2023 | | | |
|--------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | Male | Female | Total | GPI | Male | Female | Total | GPI | Male | Female | Total | GPI |
| Year 1 | 5.3% | 2.3% | 3.9% | 0.44 | 4.6% | 2.9% | 3.8% | 0.63 | 3.7% | 1.6% | 2.7% | 0.44 |
| Year 2 | 0.9% | 0.7% | 0.8% | 0.82 | 1.1% | 0.4% | 0.8% | 0.37 | 0.9% | 0.5% | 0.7% | 0.48 |
| Year 3 | 1.0% | 0.5% | 0.8% | 0.51 | 0.5% | 0.3% | 0.4% | 0.66 | 1.0% | 0.4% | 0.7% | 0.41 |
| Year 4 | 1.2% | 0.4% | 0.8% | 0.36 | 0.5% | 0.3% | 0.4% | 0.76 | 0.6% | 0.2% | 0.4% | 0.34 |
| Year 5 | 1.8% | 0.4% | 1.1% | 0.22 | 0.5% | 0.5% | 0.5% | 1.08 | 0.8% | 0.6% | 0.7% | 0.77 |
| Year 6 | 1.1% | 0.4% | 0.8% | 0.36 | 0.3% | 0.4% | 0.4% | 1.21 | 0.6% | 0.6% | 0.6% | 0.96 |
| Year 7 | 1.5% | 0.4% | 1.0% | 0.26 | 0.5% | 0.3% | 0.4% | 0.67 | 0.7% | 0.3% | 0.5% | 0.42 |
| Year 8 | 1.1% | 0.2% | 0.7% | 0.15 | 0.7% | 0.4% | 0.6% | 0.16 | 1.2% | 0.9% | 1.1% | 0.76 |
| Total | 1.8% | 0.7% | 1.3% | 0.39 | 1.2% | 0.7% | 0.9% | 0.63 | 1.2% | 0.6% | 1.0% | 0.53 |

B2.2 Repetition Rate (RR) in Secondary 2021-2023

Table 16: Secondary Repetition Rate and GPI 2021-2023

| Year Level | 2021 | | | | 2022 | | | | 2023 | | | |
|--------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | Male | Female | Total | GPI | Male | Female | Total | GPI | Male | Female | Total | GPI |
| Year 9 | 1.5% | 0.3% | 0.9% | 0.18 | 1.3% | 0.9% | 1.1% | 0.70 | 1.4% | 0.5% | 0.9% | 0.36 |
| Year 10 | 0.9% | 0.4% | 0.6% | 0.43 | 1.6% | 1.2% | 1.4% | 0.79 | 2.3% | 1.9% | 2.1% | 0.83 |
| Year 11 | 1.3% | 0.5% | 0.9% | 0.39 | 2.7% | 1.6% | 2.1% | 0.60 | 3.9% | 3.0% | 3.5% | 0.76 |
| Year 12 | 3.0% | 0.7% | 1.7% | 0.24 | 2.2% | 1.6% | 1.9% | 0.74 | 2.1% | 2.1% | 2.1% | 1.00 |
| Year 13 | 1.1% | 0.4% | 0.7% | 0.37 | 1.0% | 0.5% | 0.7% | 0.55 | 1.3% | 0.9% | 1.1% | 0.68 |
| Total | 1.5% | 0.4% | 0.9% | 0.29 | 1.7% | 1.2% | 1.4% | 0.69 | 2.2% | 1.6% | 1.9% | 0.73 |

Figure 17: Secondary Repetition Rate 2021-2023



GPI shows more boys are repeating the same year levels compared to girls, with a GPI below 1 within the past 3 censuses.

Repeaters are most common among students in Year 11 and, to a lesser extent, in Year 10 and 12 (4 percent and 2 percent, respectively) as indicated in Figure 17.

Trend assume the highest repeaters rate in year 11 and 12 as a result of the current education system adopted by the majority of secondary schools with concurrent systems of skipping year 11 and transitioning directly to year 12 or transitioning directly to year 11 and then year 12. The Ministry notes that some secondary schools have in place year 11 school-based assessments that determine entrance into year 12 of the following. This consequently contributes to a peak in repetition rates reflected in year 11 for the majority of student who do not meet the average for year 12 entrance.

For year 12 high repetition rates are a composition of year 11 student transitioning into year 12 and year 10 students skipping year 11 and transitioning into year 12.

B3: Early School Leaver Rate (ESLR) in Primary and Secondary Education

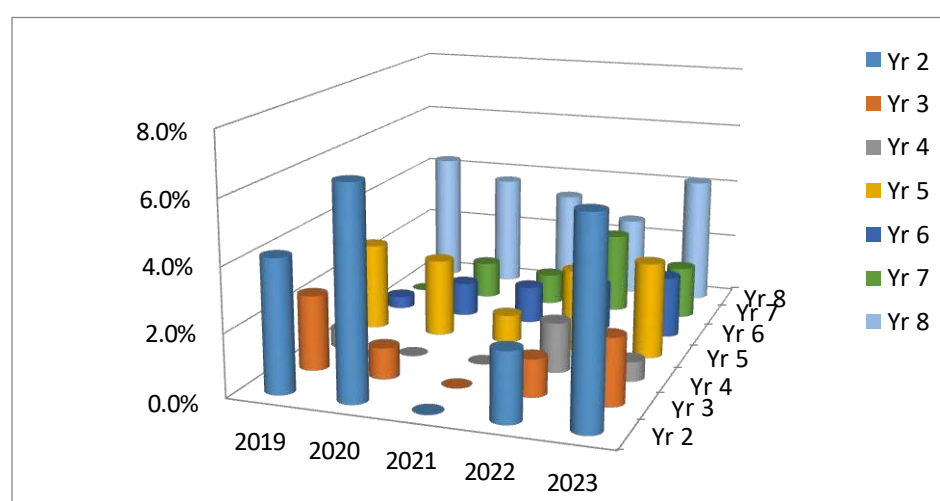
Early School Leaver Rates is a measure of the number of students from a cohort leaving any level of education without completion. Completion level for education is defined as a student entering year 1 and completing year 13.

B3.1: Early School Leaver Rate (ESLR) in Primary 2019-2023

Table 17: Early School Leaver Rate in Primary 2019-2023

| Year Level | 2019 | 2020 | 2021 | 2022 | 2023 |
|------------|------|------|------|------|------|
| Year 2 | 4.2% | 6.6% | 0.0% | 2.2% | 6.3% |
| Year 3 | 2.4% | 1.0% | 0.0% | 1.2% | 2.1% |
| Year 4 | 0.6% | 0.0% | 0.0% | 1.6% | 0.6% |
| Year 5 | 2.8% | 2.5% | 0.9% | 2.6% | 3.1% |
| Year 6 | 0.4% | 1.1% | 1.2% | 1.5% | 2.0% |
| Year 7 | 0.0% | 1.2% | 1.0% | 2.6% | 1.7% |
| Year 8 | 4.3% | 3.7% | 3.3% | 2.6% | 4.2% |

Figure 18: ESLR in Primary Education 2019-2023



The ESLR data for the primary level reflects a 5-year trend provides a range of information. Surprisingly for 2023, Year 2 had highest ESLR of 6.3 percent compared to 2.2 percent of 2022. Reason for this is not known and it is an area the Ministry needs to monitor for the next census. Across year levels, improved rate is noted for Year 4 only compared to the increase in the proportion of ESLR in all other levels which is a major concern and still implies non-compliance with the policy of compulsory education at the primary level.

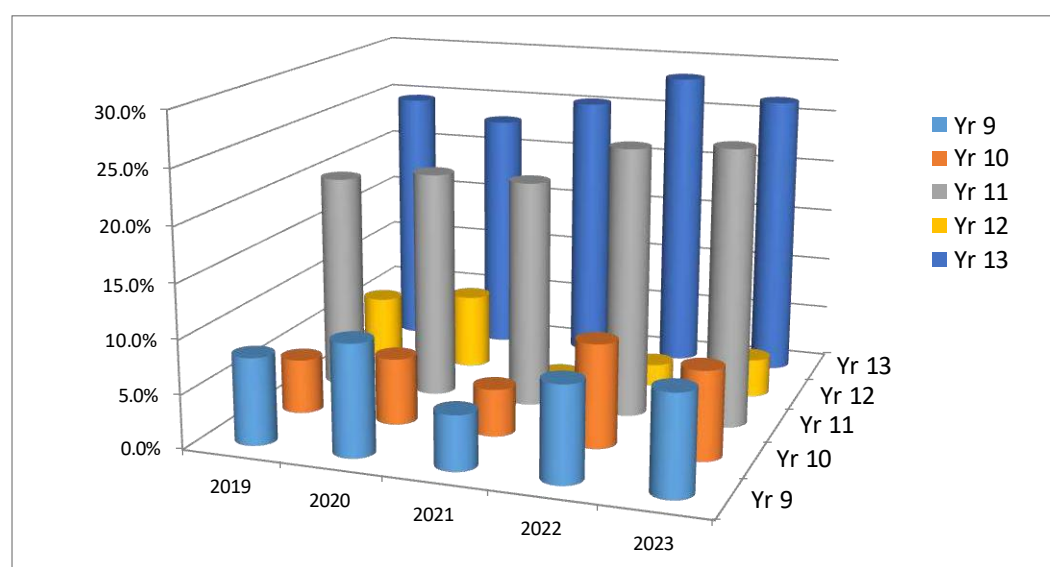
The Ministry notes the urgency of research in identifying factors that contribute to ESLR in the primary level and especially in Year 2 and Year 8.

B3.2: Early School Leaver Rate (ESLR) in Secondary 2019-2023

Table 18: Early School Leaver Rate in Secondary 2019-2023

| Year Level | 2019 | 2020 | 2021 | 2022 | 2023 |
|------------|-------|-------|-------|-------|-------|
| Year 9 | 8.1% | 10.4% | 5.1% | 8.9% | 9.3% |
| Year 10 | 5.1% | 6.2% | 4.4% | 9.6% | 8.3% |
| Year 11 | 20.1% | 21.2% | 21.1% | 24.9% | 25.5% |
| Year 12 | 5.9% | 7.0% | 0.0% | 2.1% | 3.6% |
| Year 13 | 24.6% | 22.9% | 25.3% | 28.3% | 26.5% |

Figure 19: ESLR in Secondary Education 2019-2023



Similar patterns are observed for the ESLR in secondary education. For year 9, it has increased from 8.9 percent in 2022 to 9.3 percent in 2023. For year 12 it has increased to 6 percent in 2023 compared to 2.1 percent in 2022. The data also revealed a very interesting reduced trend of ESLR in year 11 and 13 within the last 5 years. However, it is still high compared to Year 9 and 10, reflecting student leave early before completing the nationally assessed levels Year 12 (SSC) and Year 13 (SSLC). Data for Year 12 in 2023 shows an increase of 4 percent in ESLR confirming more students did not sit the Year 12 assessments. The Year 13 ESLR decreased by 7 percent from 2022 to 2023; however, it shows that there is still a large proportion of student who leave school early before completing secondary education. Evidence of a research conducted by the Ministry in 2019 specified reasons and factors causing students to leave school these include; financial hardships, transport, and family issues, as well as parents not prioritizing their children's education.³ Despite efforts to provide the One Government Grant, evidence of social-economic factors needs to be address both at the family and community level.

³ Reasons Why Students in Samoa do not Complete Secondary Education Research Report, (MESC 2019).

B4: Retention Rate (RR) in Primary and Secondary Education

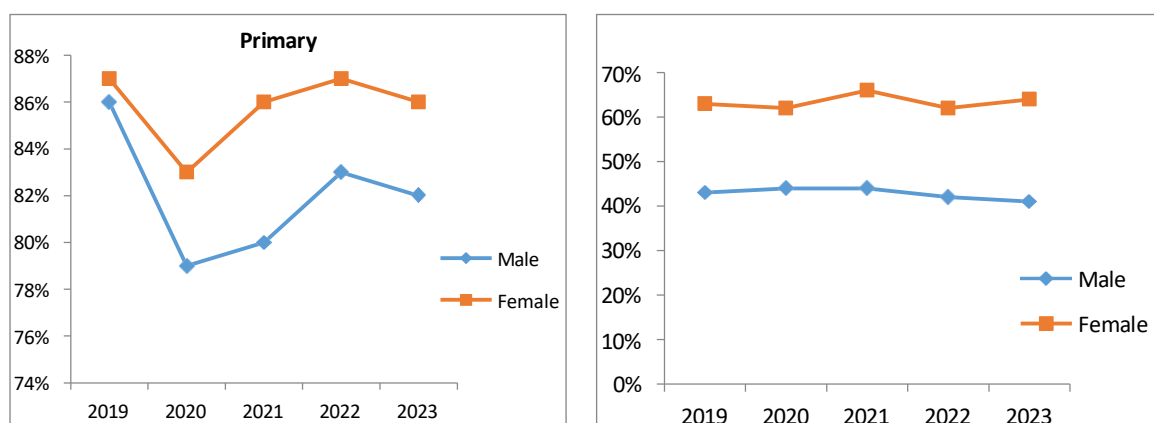
Retention Rates: is a measure of the percentage of students enrolled in the first-year level of a given level or cycle of education in a given school year who are expected to reach successive grades or year levels. Successive grades or year levels refer to the last year of a given level of education i.e. for primary it is Year 8 whereas for secondary it is Year 13.

B4.1: Retention Rate (RR) in Primary and Secondary 2019-2023

Table 19: Retention Rate for Primary and Secondary 2019-2023

| Primary | | | | | Secondary | | | | |
|---------|------|--------|-------|------|-----------|------|--------|-------|------|
| Year | Male | Female | Total | GPI | Year | Male | Female | Total | GPI |
| 2019 | 86% | 87% | 87% | 1.02 | 2019 | 43% | 63% | 53% | 1.45 |
| 2020 | 79% | 83% | 81% | 1.05 | 2020 | 44% | 62% | 53% | 1.40 |
| 2021 | 80% | 86% | 83% | 1.08 | 2021 | 44% | 66% | 55% | 1.50 |
| 2022 | 83% | 87% | 85% | 1.04 | 2022 | 42% | 62% | 52% | 1.47 |
| 2023 | 82% | 86% | 84% | 1.05 | 2023 | 41% | 64% | 52% | 1.56 |

Figure 20: Retention Rate in Primary and Secondary 2019-2023



For the primary level, a slightly lower rate of retention (84 %) could be noticed with a high proportion of ESLR as indicated by the results of 4 percent in Year 8 (Table 17).

There are slight variations in the proportion of retention rate for the secondary education and it has been consistently above 50 percent with lowest of 52 percent recorded in 2022. The low retention rate for secondary level is well evident by the highest proportion of ESLR reported in Table 18.

On average, females have higher retention rates than males in both levels over the last five years, thus reflecting GPI of more than 1.

B5: Transition Rate (TR) from Primary Education to Secondary Education

Transition rate is the number of students admitted to the first-year level of a higher level of education in a given year, expressed as a percentage of the number of students enrolled in the final year level of the lower level of education in the previous year. Transition rates are

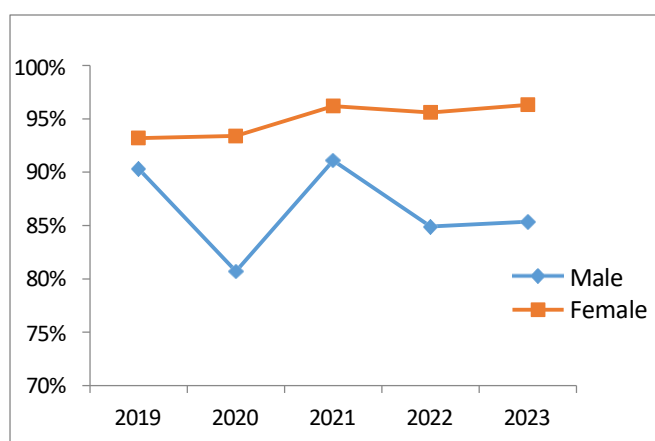
measured using Year 8 enrollment of the previous year and the number of students who transition to Year 9 of the following year.

Table 20: Transition Rate from Primary to Secondary (Year 8- Year 9) 2019-2023

| Transition Rate (Primary to Secondary) | | | | |
|--|-------|--------|-------|-----|
| Year | Male | Female | Total | GPI |
| 2019 | 90.3% | 93.2% | 91.7% | 1.0 |
| 2020 | 80.7% | 93.4% | 86.9% | 1.2 |
| 2021 | 91.1% | 96.2% | 93.6% | 1.1 |
| 2022 | 84.9% | 95.6% | 90.2% | 1.1 |
| 2023 | 84.2% | 95.8% | 89.8% | 1.1 |

Data provided in Table 20 indicates the percentage of Year 8 student who successfully transition into Year 9 the first year of secondary school. It reveals there is only a slightly difference in the proportion of student who transition for 2022 (90.2%) and 2023 (89.8%). Transition rates somewhat correlate with the ESLR for Year 9 reflected in Table18. Overall transitions rates indicate a positive trend of student's transitioning to Year 9.

Figure 21: Transition Rate from Primary to Secondary 2019-2023



However, there is disparity between both gender since 2020 where GPI is more than 1, reflecting more female transition than males. A minimal of only 0.7 percent decrease for males and 0.2 percent increase for females transitioned from Year 8 to Year 9 this year compared in the last census.

B6: Primary Cohort Completion Rate (PCCR)

B6.1: Primary Cohort Completion Rate

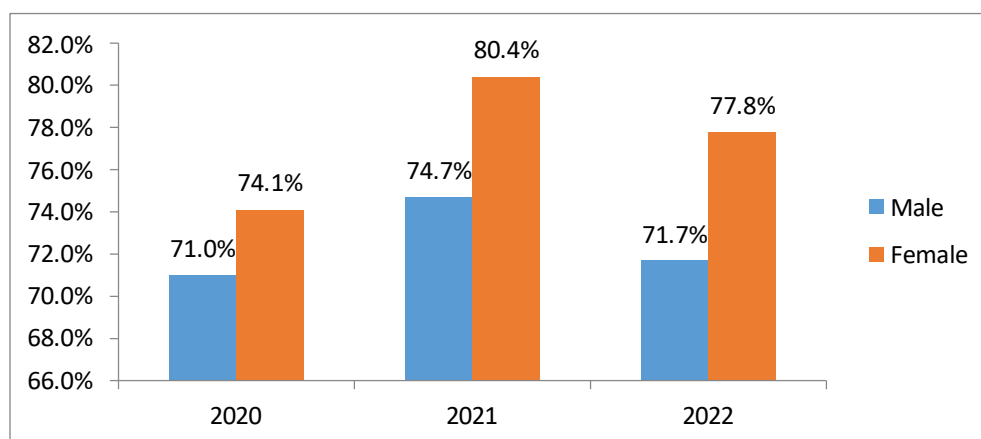
The number of Year 8 students who completed and sat Year 8 national examination (SNAPE) from primary education. PCCR is calculated by dividing the number of new entrants (enrollment minus repeaters) in the last year level of primary education, regardless of age, by the population at the entrance age for the last level of primary education and multiplying by 100.

Table 21 shows that there is a slight decline in primary cohort completion rate by 2 percent compare to 2021. This indicates a low number of students who completed SNAPE at the end of 2022 school year compared to the Year 8 enrolment at the beginning of the year. Also, there are 12 schools that do not sit the Year 8 SNAPE, which consequently reflects on low cohort completion rates not reaching a total of 100 percent.

Table 21: Primary Cohort Completion Rate 2020-2022

| Primary Cohort Completion Rate | | | |
|--------------------------------|-------|--------|-------|
| Year | Male | Female | Total |
| 2020 | 71.0% | 74.1% | 72.9% |
| 2021 | 74.7% | 80.4% | 77.4% |
| 2022 | 71.7% | 77.8% | 75.7% |

Figure 22: Primary Cohort Completion Rate 2020-2022



B6.2: Cohort Completion Rate (CR) in Secondary Education

The number of Year 12 & 13 students who completed and sat SSC and SSLC examinations from secondary education in a given year regardless of age, by the population at the entrance age for the final year levels of secondary education and multiplying by 100.

An error was identified from the recording and extraction of the total number of male and female from the National Examination and Assessment Booklet for calculation of cohort completion rate analysis. Thus, it must be noted that the correction was made for the percentages distribution of Secondary Cohort Completion Rate in 2021 and now reported in this Digest.

Table 22: Secondary Cohort Completion Rate 2020-2022

| CR in Secondary Education | | | |
|---------------------------|--------------|------------|------------|
| Year | Gender | Year 12 | Year 13 |
| 2020 | Male | 49% | 38% |
| | Female | 75% | 60% |
| | TOTAL | 62% | 49% |
| 2021 | Male | 54% | 35% |
| | Female | 70% | 55% |
| | TOTAL | 62% | 45% |
| 2022 | Male | 49% | 39% |
| | Female | 75% | 58% |
| | TOTAL | 65% | 47% |

Figure 23: Secondary Cohort Completion Rate 2020-2022

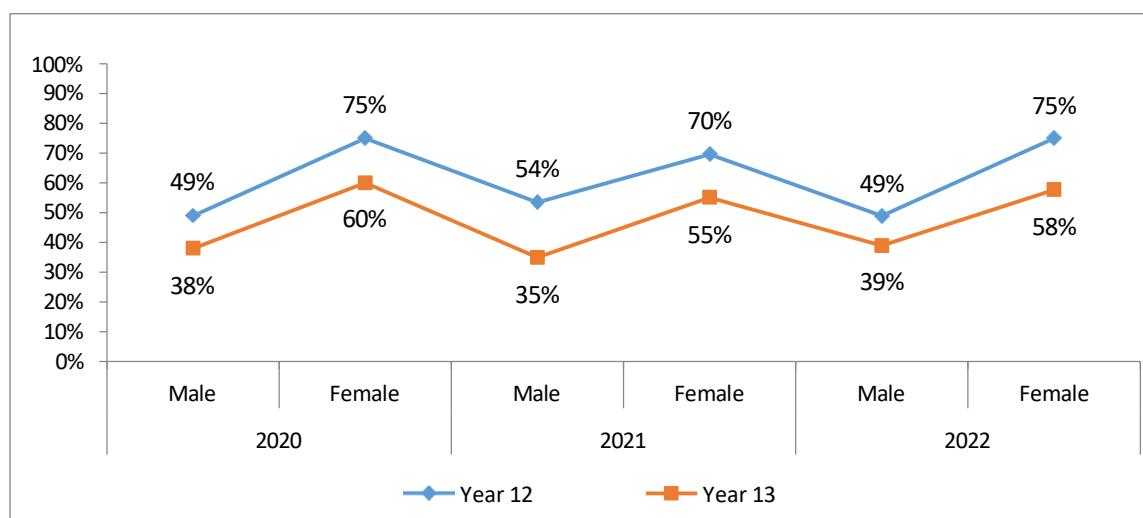


Table 22 shows that Secondary Cohort Completion Rate for Year 12 and Year 13 remain consistent over the last three years with more than 60 and 40 percent respectively. It recorded the increase of 3 percent for Year 12 and 2 percent for Year 13 in 2022. However, low completion rates over the last 3 years and thereafter point to more students leaving school early or transitioned to further studies at PSET.

Figure 23 reveals that this similar pattern for both males and females have been maintained over the last three years.

The Ministry is currently looking at measures to support adequate learning pathways to improve student engagement and participation.

B7: Students with Disability enrolled in Primary and Secondary Education

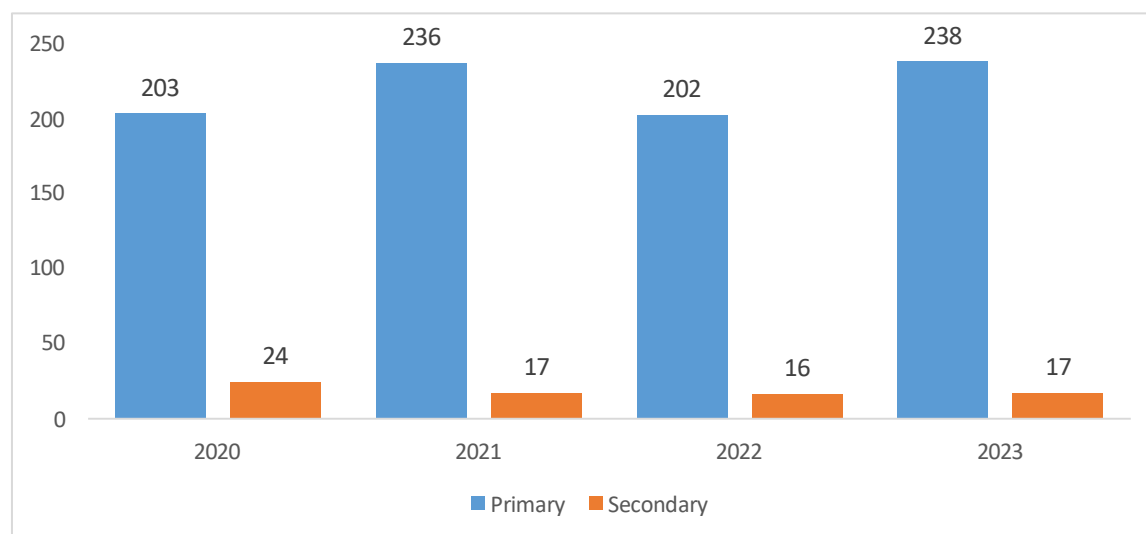
Measuring efficiency of the education system looks also at students with disability in both primary and secondary who are mainstreamed into education.

Table 23 shows that there is an increase in the number of students with disability enrolled in 2023, 255 compared to 218 in 2022. Majority of them are attending Primary schools with more than 200 students in the last four years. In 2022, students with disability enrolled were higher among females than males in primary reflecting the reversed pattern since 2020 where majority of student with disability enrolled were males.

Table 23: Students with Disability in Primary and Secondary 2020-2023

| School Level | Gender | 2020 | 2021 | 2022 | 2023 |
|---------------|--------------|------------|------------|------------|------------|
| Primary | Male | 141 | 158 | 74 | 158 |
| | Female | 62 | 78 | 128 | 80 |
| | Total | 203 | 236 | 202 | 238 |
| Secondary | Male | 14 | 9 | 9 | 9 |
| | Female | 10 | 8 | 7 | 8 |
| | Total | 24 | 17 | 16 | 17 |
| Totals | | 227 | 253 | 218 | 255 |

Figure 24: Number of students with disability in Primary and Secondary 2020-2023



The number of students with disabilities (above 200) who have attended primary school is higher than the number of students with disabilities who have attended secondary school. It reveals that students with disabilities are over-presented at the primary level and under-presented at secondary level and this decline can be attributed to a change of status from students with disabilities to students placed under the category of students who are now being supported with devices and no longer referred to as severe disability.

The Ministry continues to provide support for students with disabilities and teachers in line with the International Convention on the Rights of Persons with Disabilities, Convention on the Rights of the Child, MEC Inclusive Policy, National and Community Disability Inclusive Education Awareness Plan 2022 - 2025 and the Samoa Inclusive Handbook. The support provided by the Ministry, partners, and service providers are in the form of curriculum resources, teachers' professional development plans, awareness programs, online lessons and training, as well as financial support under the Inclusive Education Fund.

Section C: National Assessments - Learning Outcomes

C1: Primary Assessments

The National Primary Assessments include the national diagnostic testing to begin at Year 2, the inclusion of science literacy which is being tested from Year 4 and, the full spectrum of seven (7) curriculum subjects being tested in SNAPE for Year 8.

The SPELL tests are diagnostic which means their prime purpose is to identify areas of strength and more importantly to identify areas mostly problematic to students. As such, all SPELL tests are based upon the relevant curricula and are carefully constructed to test the skills and content knowledge of students in numeracy and three literacies - English, Samoan, and Science⁴. These assessments are conducted at Year 2, Year 4, and Year 6 and are measured as shown in the table below.

Diagnostic Proficiency Levels

| LEVELS | PROFICIENCY | PROFICIENCY DESCRIPTOR |
|----------------|-------------|---|
| Level 1 | Beginning | NOT YET working towards expected levels |
| Level 2 | Developing | Working TOWARDS expected levels |
| Level 3 | Proficient | Working AT expected levels |
| Level 4 | Established | |

The detailed and comprehensive data, the information gathered from as early as Year 2, can be used by principals, classroom teachers and key stakeholders to inform, strengthen and improve strategic planning in addressing learning needs and improving achievement levels as student progress from one level to another.

⁴ Applies to SPELL Year 4 and SPELL Year 6 only. The SPELL Year 2 diagnostic tests assess Gagana Samoa & Numera (Mathematics) only.

C1.1: SPELL Year 2 Assessment

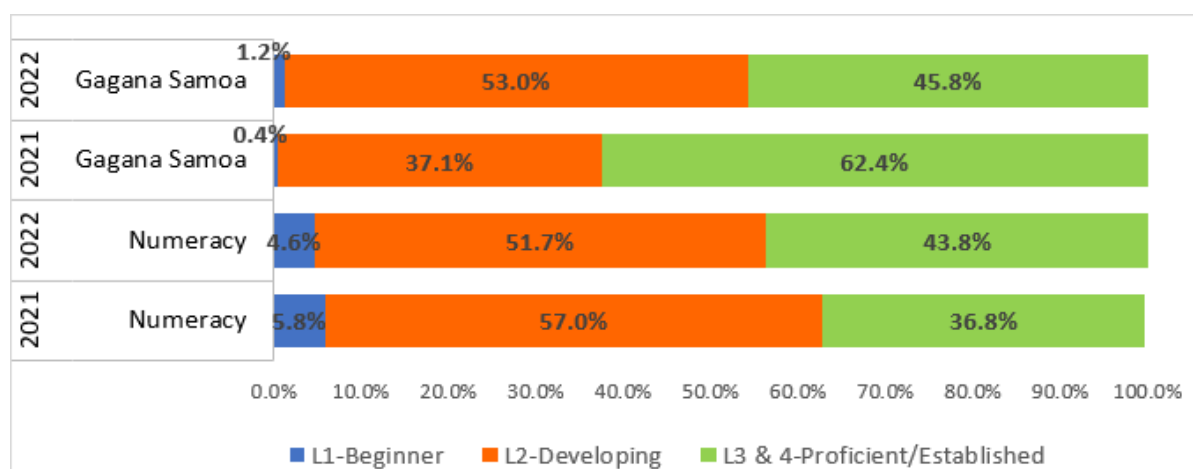
The SPELL Year 2 offers diagnostic testing in literacy and numeracy; both tests are implemented in the Samoan language.

Figure 25 below presents the SPELL Year 2 assessment results and it shows that the majority of student achieved the higher levels (L2, 3 and 4).

For Gagana Samoa subject, the graph indicates an increase of 16 percent of student who are working towards expected levels L2, while students working towards expected levels L3&L4 declined by approximately 17 percent.

For Numeracy, the decline in the percentage of students who are working at expected L2 in year 2022 by 5 percent follows by an increase in 7 percent of students meeting a minimum L3&L4 in year 2022.

Figure 25: Year 2 SPELL Gagana Samoa & Numeracy Diagnostic levels 2021-2022



The MEC continues to plan, implement and review solutions for improved teaching and learning at the primary level. The current review of the primary curriculum should inform strategies and interventions to improve these results.

C1.2: SPELL Year 4 Assessment

Students' results for SPELL Year 4 Assessments include English, Numeracy, Gagana Samoa, and Science Literacy.

The 2-year period result reveals the proportion for student who are not yet working towards expected level (L1) remain consistent an indication of effective strategies and initiatives put in place to improve students learning in classrooms since 2020.

As shown in Figure 26, majority of students are working towards the expected level (L2) especially in English and Numeracy with a percentage of more than 80 percent, while percentage for Scientific Literacy is 94 percent in 2022. A slight increase has been noted in percentage of students who are working at expected levels (L3&L4) for Gagana Samoa and Numeracy subjects (8 and 6 percent, respectively) in 2022 compared to 2021.

Figure 26: Year 4 SPELL by subjects 2021-2022

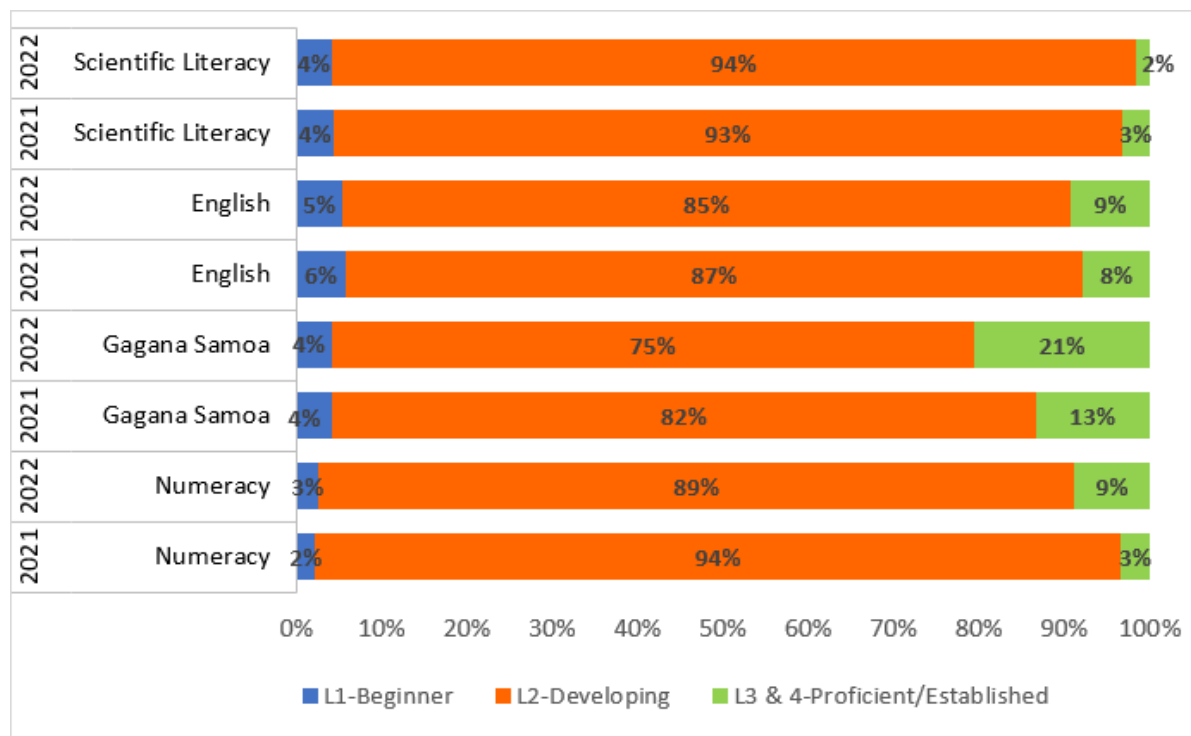


Figure 27 below compares 2-year trends of attainment levels for males and females in both English and Scientific Literacy subjects.

For Scientific Literacy it shows that there are no marked differences in the proportion of males and females in each of the levels for both years except for girls in working expected levels (L3&L4) which has decreased by 4 percent in 2021 and then to a 1.8 percent in 2022. Percentages of students who are not yet working towards the expected levels (L1) remain low for two consecutive years at around 4 percent for both girls and boys in 2022.

For English, a clear decline revealed in the proportion of girls who are not yet working towards expected levels (L1) by 2.8 percent follows an increase in the proportion of them working at expected levels (L3&L4) to almost 9 percent in 2022. More than 80 percent of girls and boys are working towards expected levels (L2) as indicated in Figure 23.

These positive trends are pleasing as the Ministry continues to provide their support for teachers through professional development programs and identifying learning gaps for more support.

Figure 27: Year 4 SPELL Scientific Literacy and English by gender 2021-2022

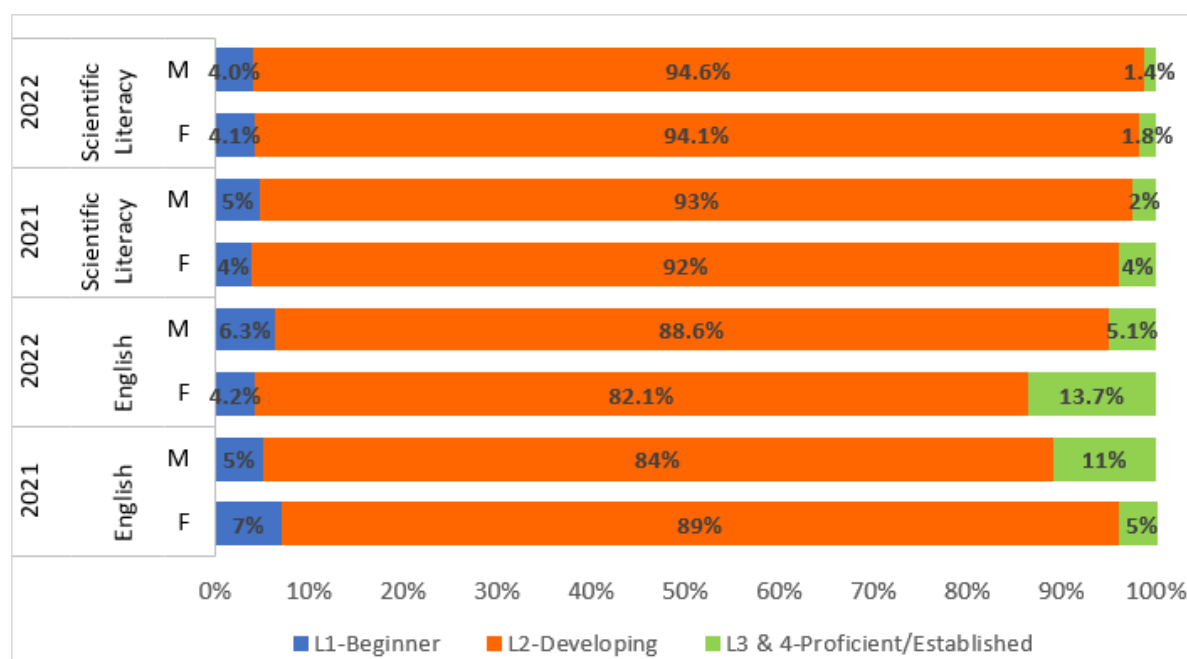
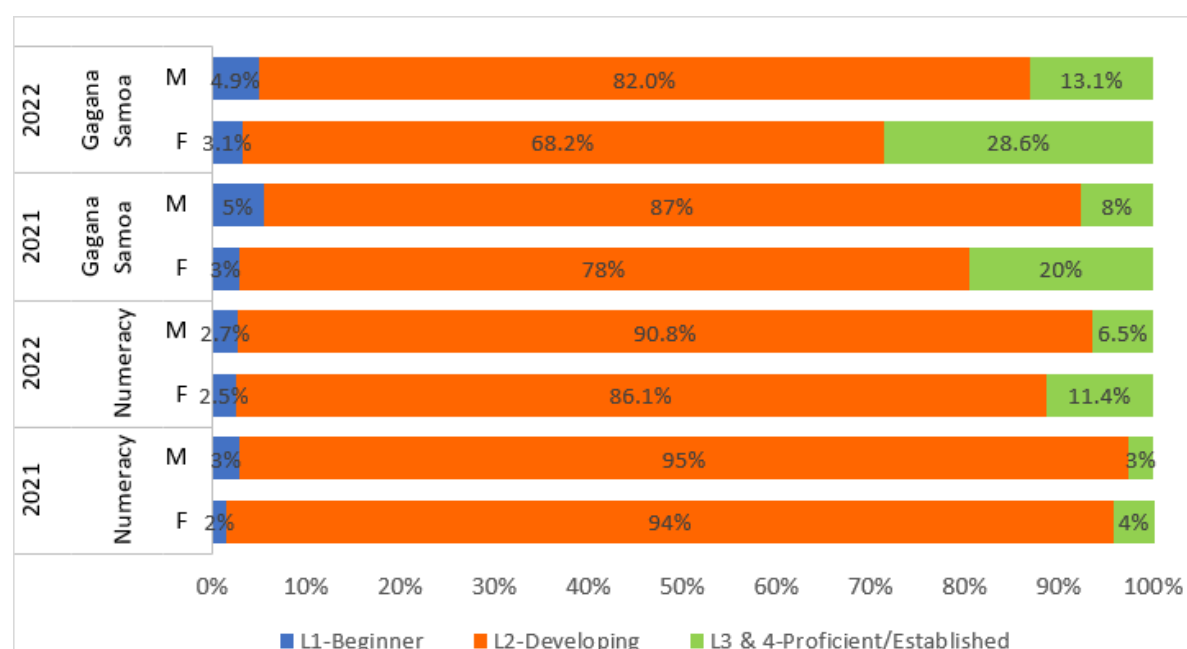


Figure 28 focuses on Gagana Samoa and Numeracy SPELL Year 4 subjects and it shows a slight improvement for both girls and boys achieved working at expected levels (L3&L4) in Gagana Samoa (8.6 and 5.1 percent, respectively) and Numeracy (7.4 and 3.6 percent, respectively).

Figure 28: Year 4 SPELL Gagana Samoa and Numeracy by gender 2021-2022



In terms of working towards expected levels (L2), both genders have decline with almost 10 percent for girls and 5 percent for boys in Gagana Samoa. Similar percentage distributions have also been recorded in Numeracy for girls and boys as well (8 and 4 percent, respectively).

C1.3: SPELL Year 6 Assessment

Similar to SPELL Year 4, students at Year 6 are assessed in the same 4 subjects of English, Gagana Samoa, Numeracy and Scientific Literacy.

Figure 29: Year 6 SPELL English by Subjects 2021-2022

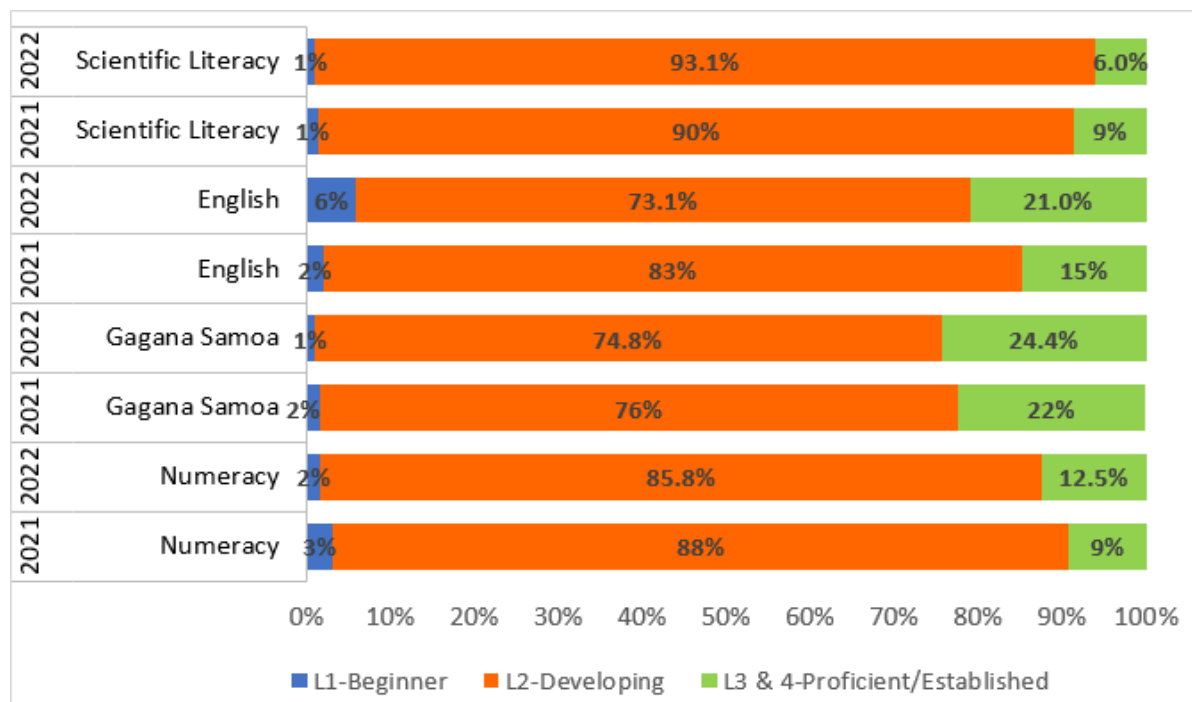


Figure 29 presents results of the SPELL Year 6 assessments namely English, Gagana Samoa, Numeracy and Scientific Literacy.

The bar chart shows that the majority of students achieved levels (L3&L4) and resulting into a decline of percentages of students achieving level (L2) in English, Gagana Samoa and Numeracy (10, 1 and 2 percent, respectively).

It also reveals that more than three-quarters (above 73.1 percent) of students are working towards expected level (L2) in all the 4 subjects for Year 6 level assessment.

These are positive and encouraging results for the Ministry to inform areas that needs to be strengthened for teaching and learning in the next year.

Figure 30: Year 6 SPELL Numeracy and Gagana Samoa by gender 2021-2022

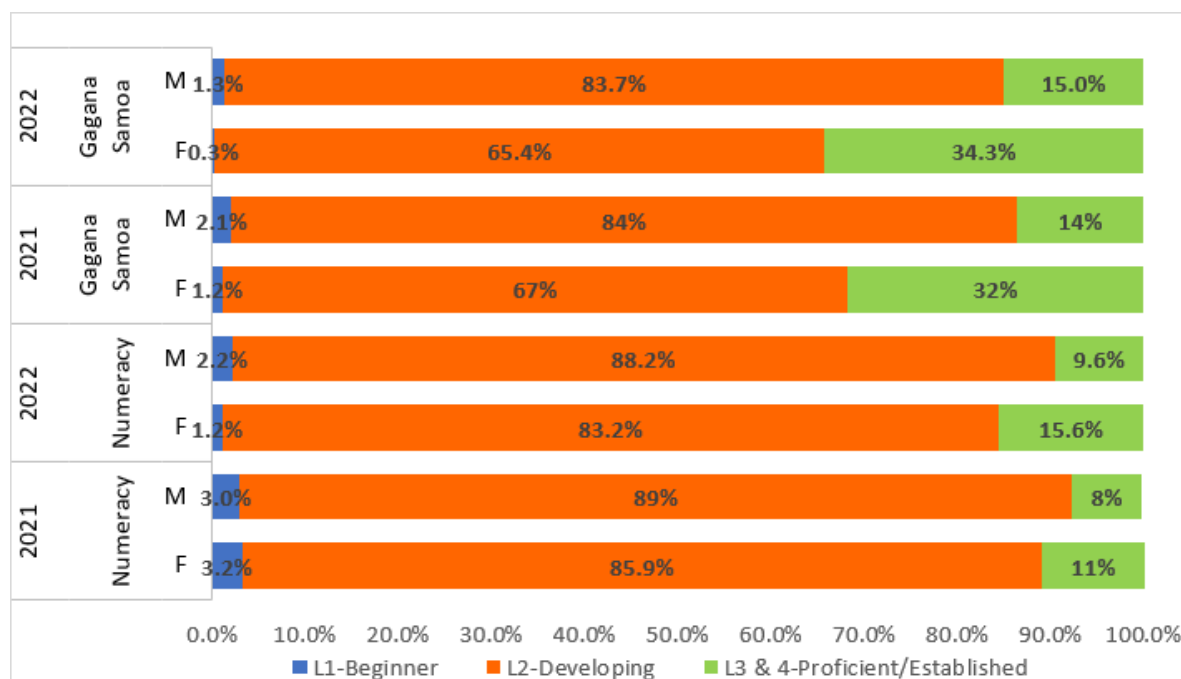


Figure 30 indicates that Numeracy and Gagana Samoa SPELL Year 6 has fluctuated over the last two decades, and for the most part, it has remained more or less at the same levels. For example, a rise in the proportion of boys and girls at levels L3&L4, followed by an improvement in the proportion of boys and girls moving away from level 1. This is an indication to the drop of proportions for student working towards expected level (L2).

Gagana Samoan subject shows that 2.3 percent of girls attained Levels 3 & 4 compared to 1 percent for boys. The same pattern reported for percentage of girls and boys achieving the same levels (L3&4) in the Numeracy subject (4.6 and 1.6 percent, respectively)

All in all, more than three-quarters of boys (above 80 percent) are working towards expected levels (L2) in all these subjects.

Figure 31 below presents the results on the last two subjects (Scientific Literacy and English) which make up the total of 4 subjects for Year 6 level. The graph compares 2-year trends of attainment levels for males and females in Scientific Literacy and English SPELL exams for Year 6 students.

For English subject, an increase was noted for students' achievement at Level 1 for girls from 1.4 percent in 2021 to 3.4 percent in 2022. For boys a 2.6 percent in 2021 to 8.3 percent in 2022. This is also an indication of decrease in almost 10 percent of students meeting L2 for both genders.

Scientific Literacy SPELL Year 6 shows that the percentage of students achieved L1 remain constant (3 and 5 percent, respectively) while more males achieved level 2 with 94.7 percent compared to 91.3 percent females, females have achieved a higher percentage acquiring levels 3 and 4 with 8.2 percent compared to 4 percent of males at the same level.

In comparison to year 2021, a decline by 3 percent for both genders achieving levels 3&4 for Scientific Literacy while for English subjects an increase noted in the percentage of students reported their achievement in levels 3&4 to 4 and 8 percent, respectively.

Figure 31: Year 6 SPELL Scientific Literacy and English by gender 2021-2020

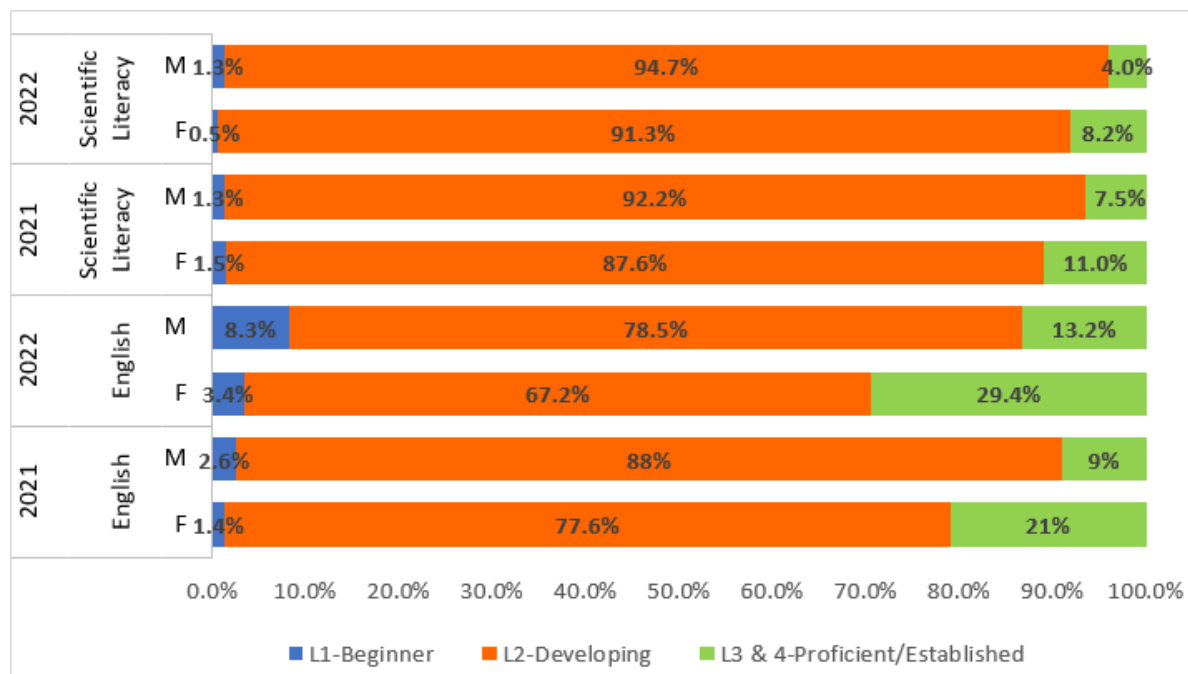


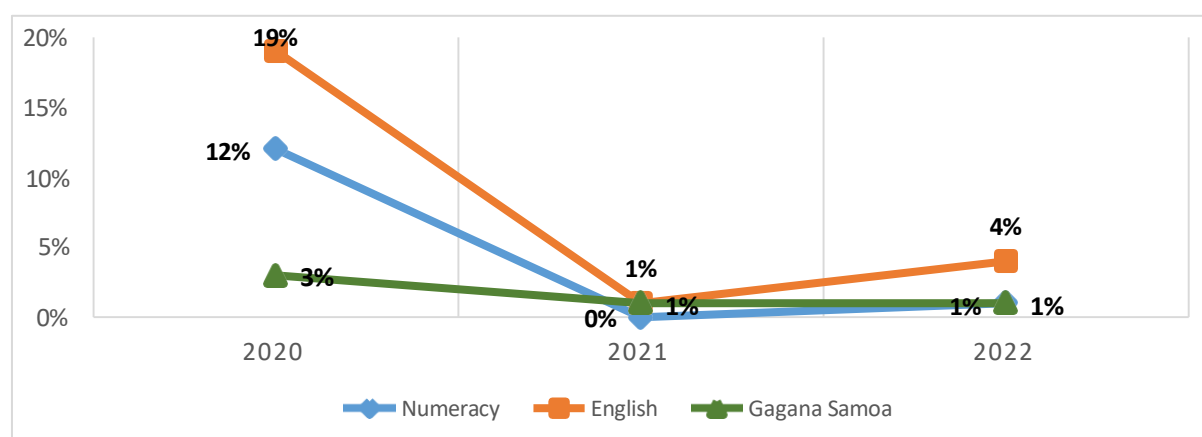
Table 24 shows that in the three subject areas, the achievement gap between girls and boys has remained relatively constant for Gagana Samoa with the exception of the other subjects where the gaps have slightly increased to 1 percent for Numeracy and 4 percent for English.

Table 24: Year 6 SPELL Gender Achievement Gaps (GAGs) at (Working at Expected Level L3&L4) 2020-2022

| Year | Numeracy | | | English | | | Samoan | | |
|------|----------|--------|------|---------|--------|------|--------|--------|------|
| | Male | Female | GAGs | Male | Female | GAGs | Male | Female | GAGs |
| 2020 | 73% | 85% | 12% | 61% | 80% | 19% | 92% | 95% | 3% |
| 2021 | 97% | 97% | 0% | 97% | 99% | 1% | 98% | 99% | 1% |
| 2022 | 98% | 99% | 1% | 92% | 97% | 4% | 99% | 100% | 1% |

Figure 32 below interestingly shows that a substantial proportion of GAG (12 percent) for Numeracy and (19 percent) for Gagana Samoa kept declining for both subjects since 2020.

Figure 32: Gender Achievement Gaps (GAGs) at SPELL Year 6 2020-2022



C1.4: Year 8 SNAPE Assessment

Much like SPELL, SNAPE has undergone changes in tools utilized and therefore, a new baseline has been set for the year 2021. A student is considered to have passed a subject when he/she achieve 50 percent or more.

SNAPE Scale of Achievement Levels

| LEVEL | DESCRIPTOR | RANGE |
|---------|------------|---------------|
| Level 4 | Excellence | 75-100% |
| Level 3 | Merit | 65-74% |
| Level 2 | Achieved | 50-64% |
| Level 1 | Beginner | Less than 50% |

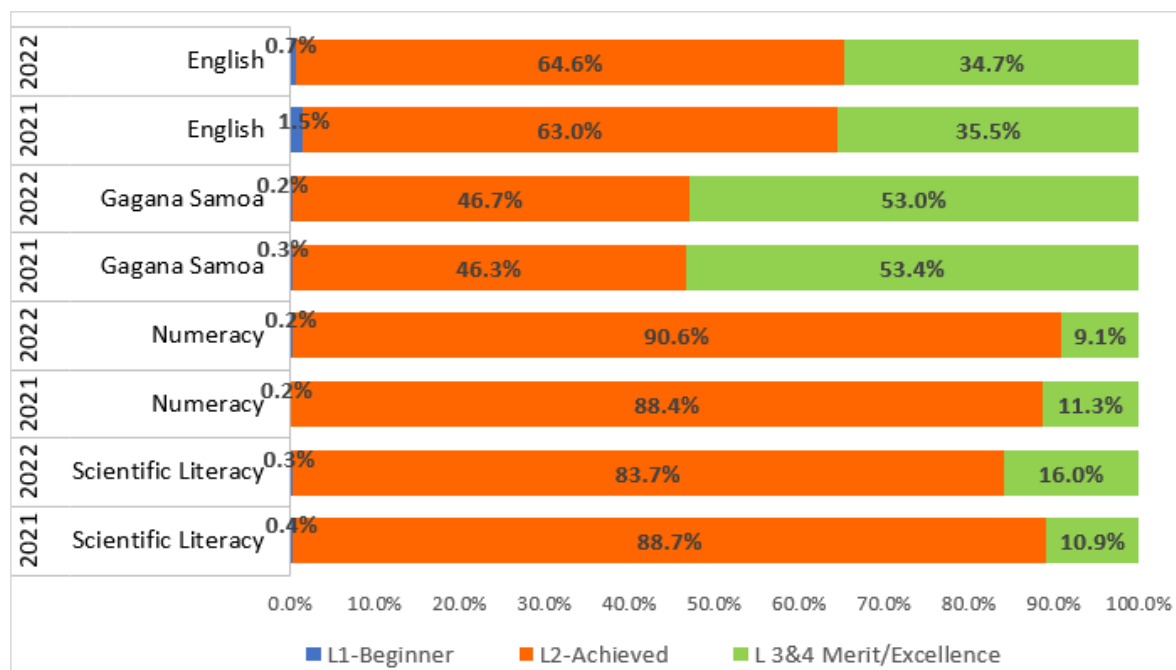
Table 25: Year 8 SNAPE Assessment 2021-2022

| YEAR 2022 | | | | |
|---------------------|--------|-------------|-------------|---------------------------|
| Subjects | Gender | L1-Beginner | L2-Achieved | L 3&4 Merit/Excellence |
| ENGLISH | F | 0.4% | 52.4% | 47.2% |
| | M | 1.0% | 76.3% | 22.6% |
| NUMERACY | F | 0.3% | 88.7% | 11.1% |
| | M | 0.2% | 92.5% | 7.3% |
| SAMOAN | F | 0.1% | 34.3% | 65.6% |
| | M | 0.3% | 58.8% | 40.9% |
| SCIENTIFIC LITERACY | F | 0.3% | 80.0% | 19.7% |
| | M | 0.3% | 87.3% | 12.4% |
| SOCIAL STUDIES | F | 0.3% | 64.7% | 35.0% |

| | M | 0.2% | 80.7% | 19.1% |
|-------------------------------|--------|-------------|-------------|---------------------------|
| VISUAL ARTS | F | 0.2% | 74.5% | 25.3% |
| | M | 0.1% | 85.6% | 14.3% |
| HEALTH & PHYSICAL EDUATION | F | 0.1% | 51.1% | 48.8% |
| | M | 0.0% | 71.9% | 28.0% |
| YEAR 2021 | | | | |
| Subjects | Gender | L1-Beginner | L2-Achieved | L 3&4 Merit/Excellence |
| ENGLISH | F | 0.8% | 51.8% | 47.4% |
| | M | 2.2% | 74.8% | 23.0% |
| NUMERACY | F | 0.2% | 85.4% | 14.3% |
| | M | 0.1% | 91.6% | 8.3% |
| SAMOAN | F | 0.1% | 33.2% | 66.7% |
| | M | 0.5% | 59.7% | 39.9% |
| SCIENTIFIC LITERACY | F | 0.3% | 87.0% | 12.7% |
| | M | 0.5% | 90.4% | 9.1% |
| SOCIAL STUDIES | F | 0/1% | 82.8% | 17.0% |
| | M | 0.5% | 89.6% | 9.9% |
| VISUAL ARTS | F | 0.1% | 78.0% | 21.8% |
| | M | 0.3% | 89.8% | 9.9% |
| HEALTH & PHYSICAL EDUATION | F | 0.1% | 57.8% | 42.1% |
| | M | 0.3% | 74.7% | 25.0% |

Figure 33 shows that each subject has varying percentages of students achieving respective level.

Figure 33: Year 8 SNAPE by subjects 2021-2022



For English Year 8, majority of the students are at L2 (64.6 percent). This number has increased if compared to the 63 percent in 2021. The number of students meeting L3&L4 has declined too from 35.5% to 34.7%. Students at L1 also declined when comparing to

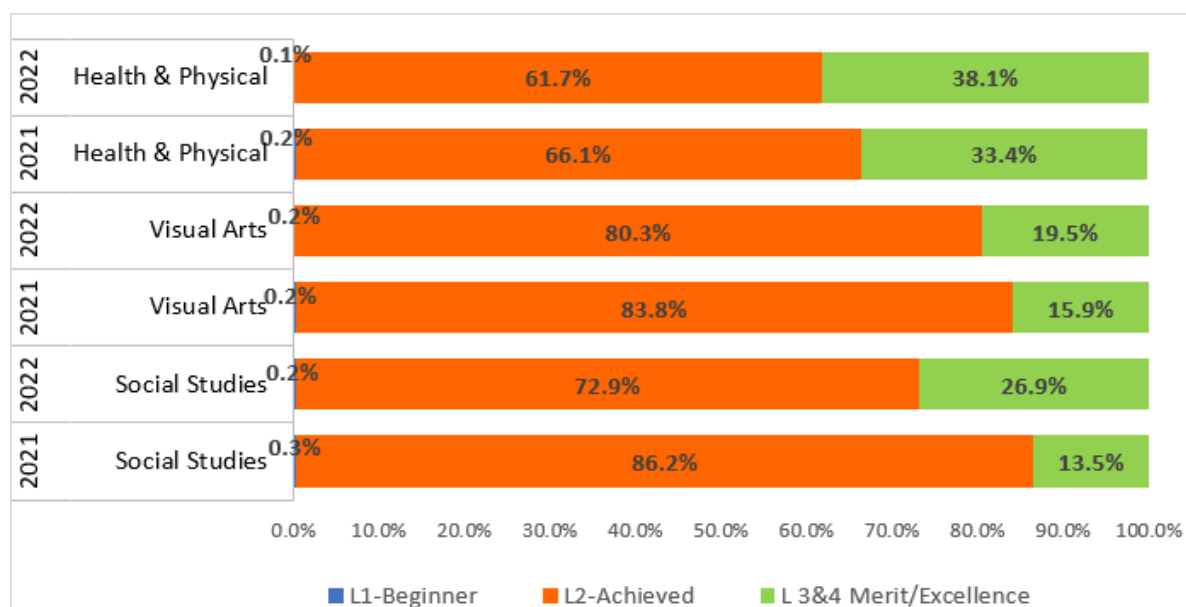
2021. For Numeracy, more than three quarters of students meeting L2 and the number of students increased from 88.4 percent in 2021 to 90.6 percent in 2022. For Scientific Literacy there are more students meeting L3&4 in 2022 (16percent) compared to 10.9 percent in 2021. This has then slightly dropped the number of students at both L2 and L1. Likewise with Scientific Literacy 88.7 in 2021 and 83.7 in 2022.

For Gagana Samoa, the result shows that there are no major changes to the results for both years except that the number of students at L2 and L1 slightly improved.

Only a small proportion of students are not yet working towards expected levels (L1) as shown in the above chart for all subjects.

Figure 34 present results from Social Studies, Visual Arts and Health Physical Education of SNAPE in 2022. It recorded that more than half (above 61.7 percent) of students attained the passing level of achievement in the last two years. An increase in the proportion of student achieved the highest levels 3 and 4 (Merit/Excellence) is an indication of the positive outcome that the Ministry will continue to monitor through teaching and learning.

Figure 34: Year 8 SNAPE results by subjects 2021-2022



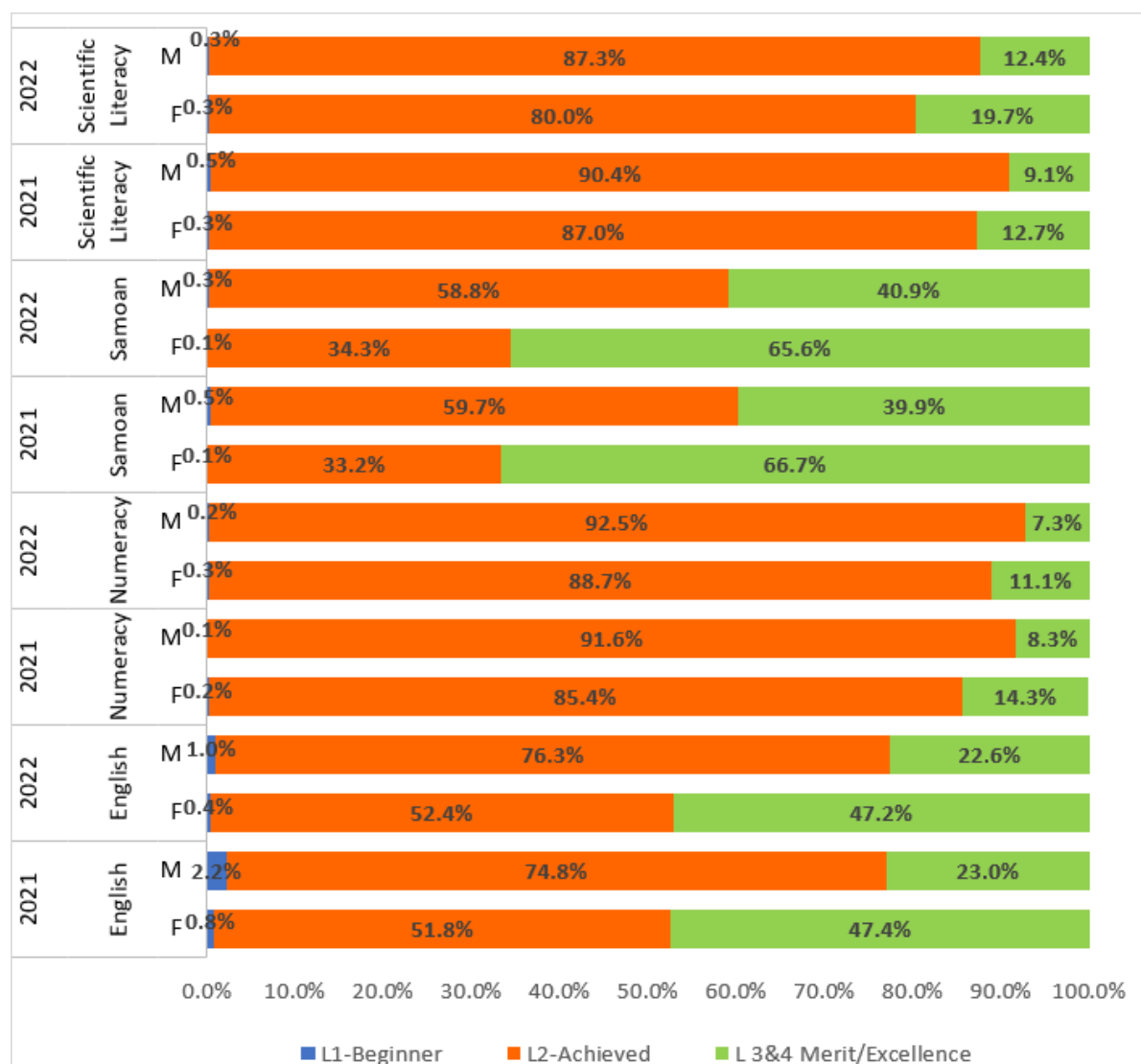
The chart shows that more than 80 percent of student achieved level 2 for Visual Art indicates teachers provide high quality academic knowledge in this field.

Overall, small proportion of students failed in these three subjects remained constant in the last two years.

Figure 35 below reflects a great improvement in 2022 results as the majority of students achieved Level 2 compared to 2021 except for Scientific Literacy where it has declined by 80 percent in 2022 from 87 percent in 2021 for girls and 87.3 percent in 2022 from 90.4 percent in 2021 for boys. This follows by an increase in proportion of both genders achieving merit and excellence levels (L3&L4) for Scientific Literacy subject.

Samoan subject reveals more than 60 percent of girls achieved level 3 and level 4 compared to boys. For Numeracy subject, it shows a slight decline in the proportion of students meeting level 3 and level 4 from 14.3 to 11.1 percent for girls and 8.3 to 7.3 percent for boys. In English subject the data reflected that close to 50 percent of girls reached L3&L4 with more than half of them achieved level 2. For boys, an increase is noted with the number of males meeting L2 76 percent in 2022 compared to 74.8 in 2021. Number of males meeting L3&4 slightly dropped in 2022 by 22.6 percent compared to 23 percent in 2021.

Figure 35: Year 8 SNAPE result by subjects and gender 2021-2022



Overall, only a very small proportion of student failed or did not pass these 4 subjects in 2022.

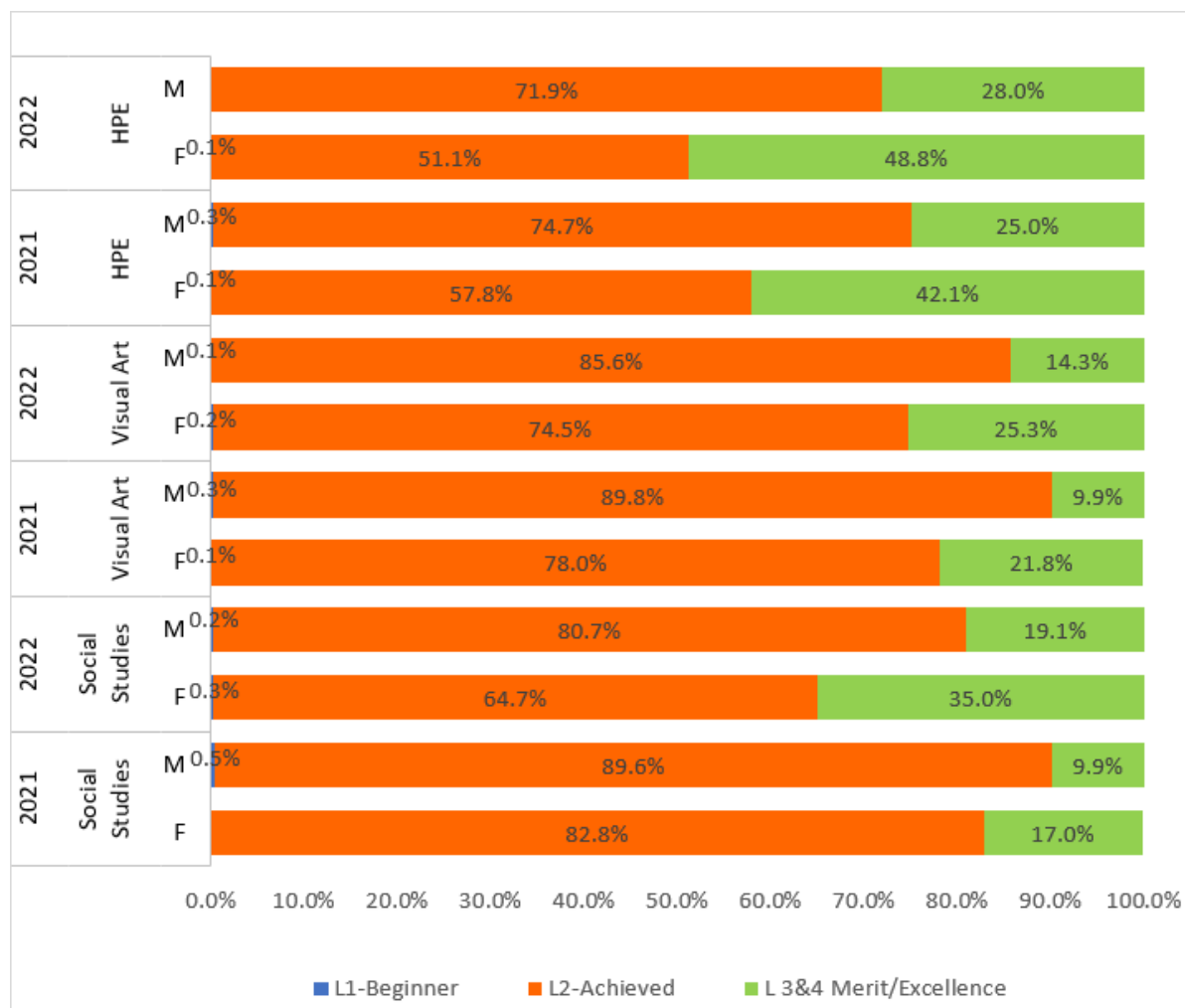
Similar patterns are observed in the percentage of boys and girls who were being assessed in the last three subjects as shown in Figure 36.

It recorded, that more than 80 percent of males are meeting (L2) in Social Studies and Visual arts during the SNAPE assessments in 2022 compared to 64.7 and 74.5 percent for females.

For HPE, 71.9 percent of males are meeting L2 in 2022 while nearly 50 percent of females (48.8percent) are working towards meeting L3&L4 as shown in Figure 36.

Significant increase in the number of females meeting L3&L4 for Social Studies from 17 percent in 2021 to 35 percent in 2022. For males an increase from 9.9 percent in 2021 to 19.1 percent in 2022 meeting L3&L4. The same trend is noted with the other subjects too indicating an improvement of SNAPE results for both males and females in 2022.

Figure 36: Year 8 SNAPE by subjects and gender 2021-2022



The results presented in Figure 37 shows the achievement gap between males and females who sat the Year 8 SNAPE exams in 2022.

Results indicated that males did better than females in Numeracy, Social Studies, Visual Arts and HPE meeting levels 2-4 while the females outnumbered the males acquiring passing level rates in English, Samoan and Scientific Literacy in the 2022 SNAPE assessment.

In comparison to the 2021 assessment results, the proportion for gender achievement gap remain consistent in all subjects except for Social Studies where more females achieved passing rates than males but this has been reversed in 2022.

Figure 37: Year 8 SNAPE Results Gender Achievement Gap 2021-2022

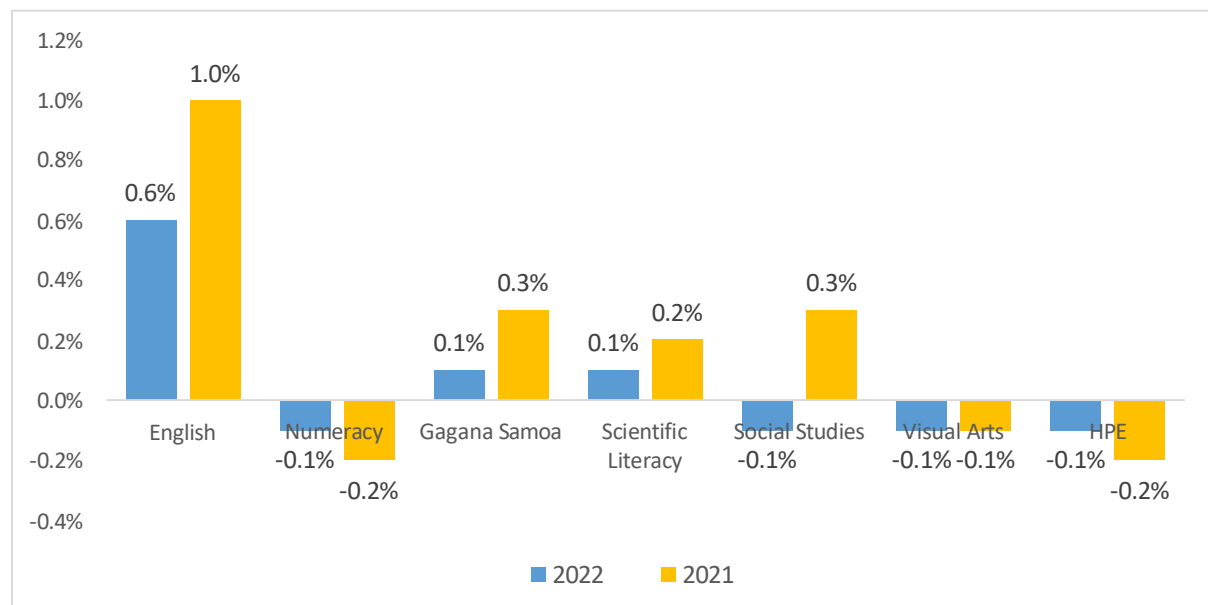


Figure 38: Year 8 SNAPE results trend by subjects 2022

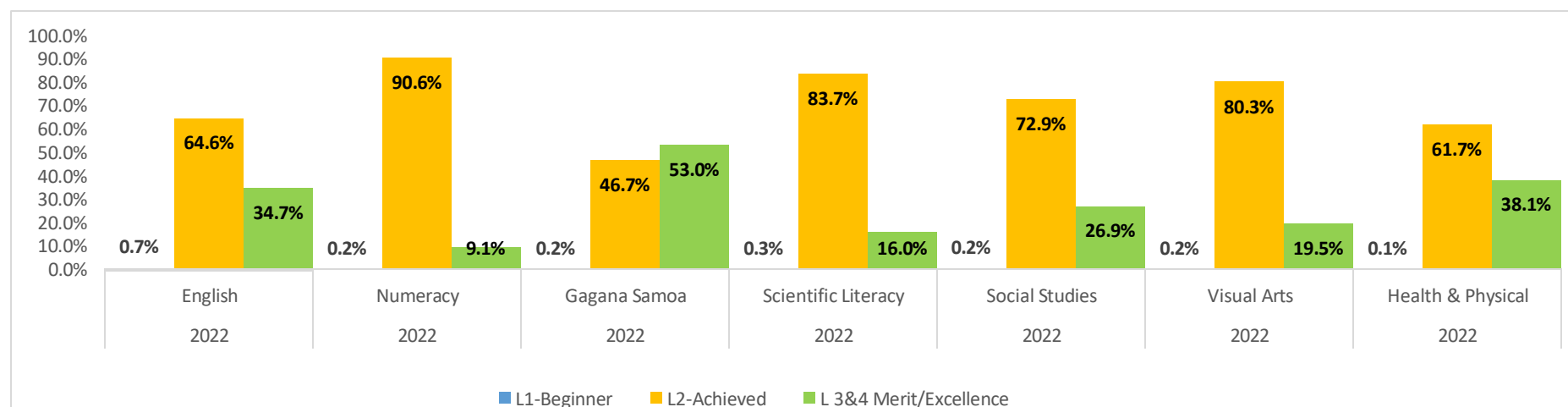


Figure 38, shows that English has the highest rate of students who did not meet a passing level (Level 2, 3 and 4) with 0.7 percent ergo more than 98 percent of students acquired a passing level for all SNAPE Subjects. For Level 3 and 4 (the highest levels of achievement), Gagana Samoa has the highest number of student (53 percent), seconded by HPE (38.1 percent) and followed by English (34.7 percent). Numeracy has clustered proportion of students achieving Level 2, more than 90 percent, an indication of having only 9 percent of them that reached levels 3 and 4. The same pattern is also reflected in Scientific Literacy and Visual arts having clustered proportion of student who achieved level 2, more than 80 percent with similar magnitude of student obtaining levels 3 and 4. Social Studies has clustered proportions of student achieving level 2, nearly 73 percent while a little over one-quarter (26.9 percent) reached levels 3 and 4.

C2: Secondary Examinations

The two notable certifications in Secondary Education are the Samoa School Certificate (SSC) and the Samoa Secondary Leaving Certificate (SSLC). The SSC for Year 12 level is a credential which defines the competence of a student to continue to the Year 13 level. The SSLC on the other hand, is used to determine the Year 13 students' competency to enter into Tertiary Education including the NUS and many other PSET institutions. Similarly, both exams grant some students the aptitude to take a different educational level or even a career pathway.

In the year 2022, the Ministry for the first time ever conducted the Year 10 Samoa National Junior School Certificate (SNJSC) in accordance with 4-year level curriculum for the Secondary levels. Hence, this year digest will be the first time for analyzing results from Year 10 SNJSC exams.

The four (4) levels of achievement indicated below are used to determine the range of scores achieved by the students in their SSC and SSLC examinations. A student passes the exams if they reach Levels 2, 3 & 4.

SNJSC, SSC and SSLC Achievement Levels

| LEVEL | DESCRIPTOR | RANGE |
|---------|------------|---------------|
| Level 4 | Excellence | 85 -100% |
| Level 3 | Merit | 70 - 84% |
| Level 2 | Achieved | 50 - 64% |
| Level 1 | Beginner | Less than 50% |

C2.1: Year 10 Samoa National Junior School Certificate (SNJSC)

A total of 55 national examinations⁵ should be taken by students in Year 10, 12 and Year 13 of all secondary schools every year. Since science, literacy and, numeracy in both primary and secondary education are significant areas with national key performance indicators, therefore; this Statistical Digest only illustrates subjects of English, Gagana Samoa, Mathematics, Physics, Chemistry and, Biology.

⁵ 20 exams for SNJSC, 17 exams for SSC and 18 exams for SSLC

Table 26: Year 10 SNJSC Gender Achievement by levels 2022

| Subjects | Values | | | | | | Percentage | | | | |
|-----------------------|--------------|-------------|------------|-----------|-----------|-------------|-------------|------------|-----------|-----------|---------------|
| | Gender | Beginner | Achieved | Merit | Excellent | Total | Beginner | Achieved | Merit | Excellent | Total |
| English | Female | 1117 | 195 | 56 | 16 | 1384 | 81% | 14% | 4% | 1% | 100.0% |
| | Male | 780 | 60 | 16 | 3 | 859 | 91% | 7% | 2% | 0% | 100.0% |
| | Total | 1897 | 255 | 72 | 19 | 2243 | 85% | 11% | 3% | 1% | 100.0% |
| Communication English | Female | 479 | 59 | 22 | 1 | 561 | 85% | 11% | 4% | 0% | 100.0% |
| | Male | 712 | 25 | 6 | 1 | 744 | 96% | 3% | 1% | 0% | 100.0% |
| | Total | 1191 | 84 | 28 | 2 | 1305 | 91% | 6% | 2% | 0% | 100.0% |
| Computer Studies | Female | 1390 | 139 | 48 | 4 | 1581 | 88% | 9% | 3% | 0% | 100.0% |
| | Male | 1015 | 58 | 8 | 1 | 1082 | 94% | 5% | 1% | 0% | 100.0% |
| | Total | 2405 | 197 | 56 | 5 | 2663 | 90% | 7% | 2% | 0% | 100.0% |
| Mathematics | Female | 1025 | 31 | 12 | 0 | 1068 | 96% | 3% | 1% | 0% | 100.0% |
| | Male | 680 | 23 | 6 | 0 | 709 | 96% | 3% | 1% | 0% | 100.0% |
| | Total | 1705 | 54 | 18 | 0 | 1777 | 96% | 3% | 1% | 0% | 100.0% |
| General Mathematics | Female | 846 | 1 | 0 | 0 | 847 | 100% | 0% | 0% | 0% | 100.0% |
| | Male | 888 | 0 | 0 | 0 | 888 | 100% | 0% | 0% | 0% | 100.0% |
| | Total | 1734 | 1 | 0 | 0 | 1735 | 100% | 0% | 0% | 0% | 100.0% |
| General Science | Female | 181 | 1 | 0 | 0 | 182 | 99% | 1% | 0% | 0% | 100.0% |
| | Male | 143 | 0 | 0 | 0 | 143 | 100% | 0% | 0% | 0% | 100.0% |
| | Total | 324 | 1 | 0 | 0 | 325 | 100% | 0% | 0% | 0% | 100.0% |
| Biology | Female | 370 | 35 | 4 | 0 | 409 | 90% | 9% | 1% | 0% | 100.0% |
| | Male | 169 | 25 | 1 | 0 | 195 | 87% | 13% | 1% | 0% | 100.0% |
| | Total | 539 | 60 | 5 | 0 | 604 | 89% | 10% | 1% | 0% | 100.0% |

Table 26: Year 10 SNJSC Gender Achievements by Levels 2022 (continue)

| Subjects | Values | | | | | | Percentage | | | | |
|--------------|--------|------------|------------|-----------|-----------|------------|------------|------------|-----------|-----------|---------------|
| | Gender | Beginner | Achieved | Merit | Excellent | Total | Beginner | Achieved | Merit | Excellent | Total |
| Chemistry | Female | 313 | 57 | 9 | 1 | 380 | 82% | 15% | 2% | 0% | 100.0% |
| | Male | 154 | 29 | 3 | 0 | 186 | 83% | 16% | 2% | 0% | 100.0% |
| | Total | 467 | 86 | 12 | 1 | 566 | 83% | 15% | 2% | 0% | 100.0% |
| Physics | Female | 166 | 53 | 15 | 4 | 238 | 70% | 22% | 6% | 2% | 100.0% |
| | Male | 67 | 48 | 15 | 2 | 132 | 51% | 36% | 11% | 2% | 100.0% |
| | Total | 233 | 101 | 30 | 6 | 370 | 63% | 27% | 8% | 2% | 100.0% |
| Gagana Samoa | Female | NO EXAM | | | | | | | | | |
| | Male | | | | | | | | | | |
| | Total | | | | | | | | | | |

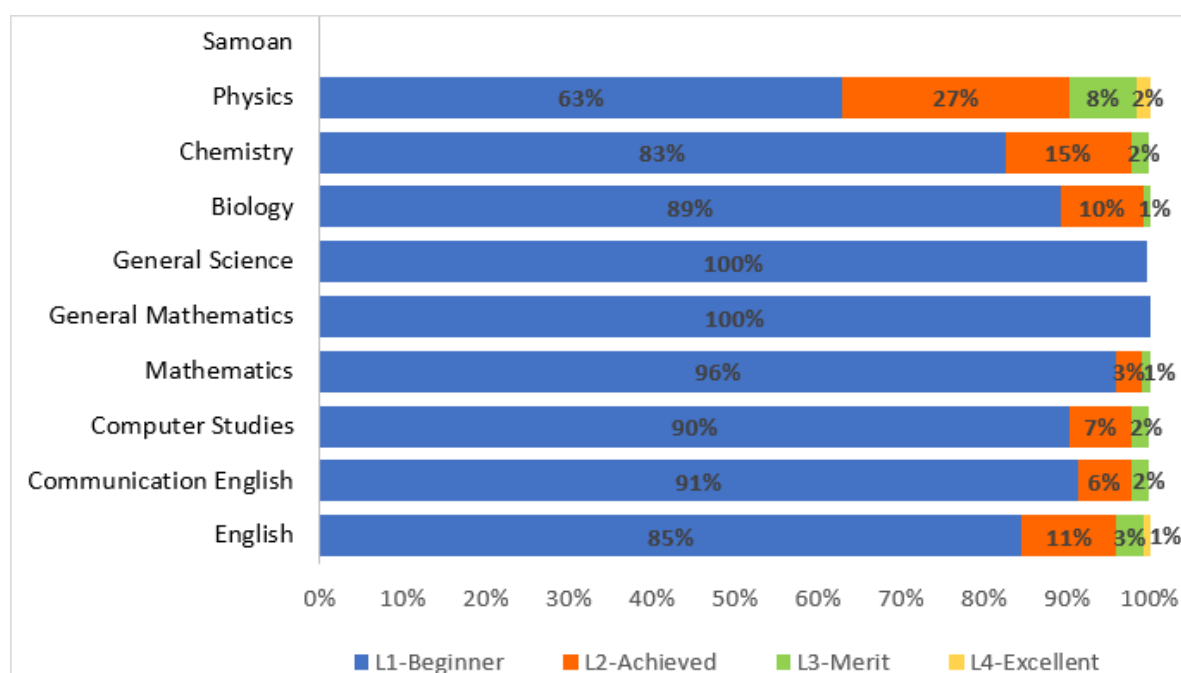
The first ever Year 10 Samoa National Junior School Certificate (SNJSC) assessments results in year 2022 reveals that majority of student are at the beginner level (level 1) and this can be attributed to various factors such as implementation of this exams with the Internal assessments only as well as losing face to face lessons due to the lockdown for the COVID-19.

Nonetheless, it is still a concern for the Ministry to provide support and strategies to improve the percentage of students achieving higher levels for the comparison in the upcoming 2024 Digest.

Since this is the first time for the SNJSC being introduced and conducted in schools thus comparisons of the data between years' results are not possible as well as this data in Year 10 SNJSC exams will be very useful to develop and formulate strategies to improve the Year 10 National assessments in the future.

Figure 39 as follow shows result of the Year 10 SNJSC results in each subjects.

Figure 39: Year 10 SNJSC results by subjects 2022



The losing of face-to-face learning of students for about two months due to the COVID-19 lockdown is reflected by the majority of student categorized under the beginner level which is below competency for the SNJSC assessment.

Given the high rates of students who did not reach the achieved and expected level, the Ministry is strategically analyzing effective strategies for both teachers and students to determine the best way forward.

Figure 40: Year 10 SNJSC results by subjects and gender 2022

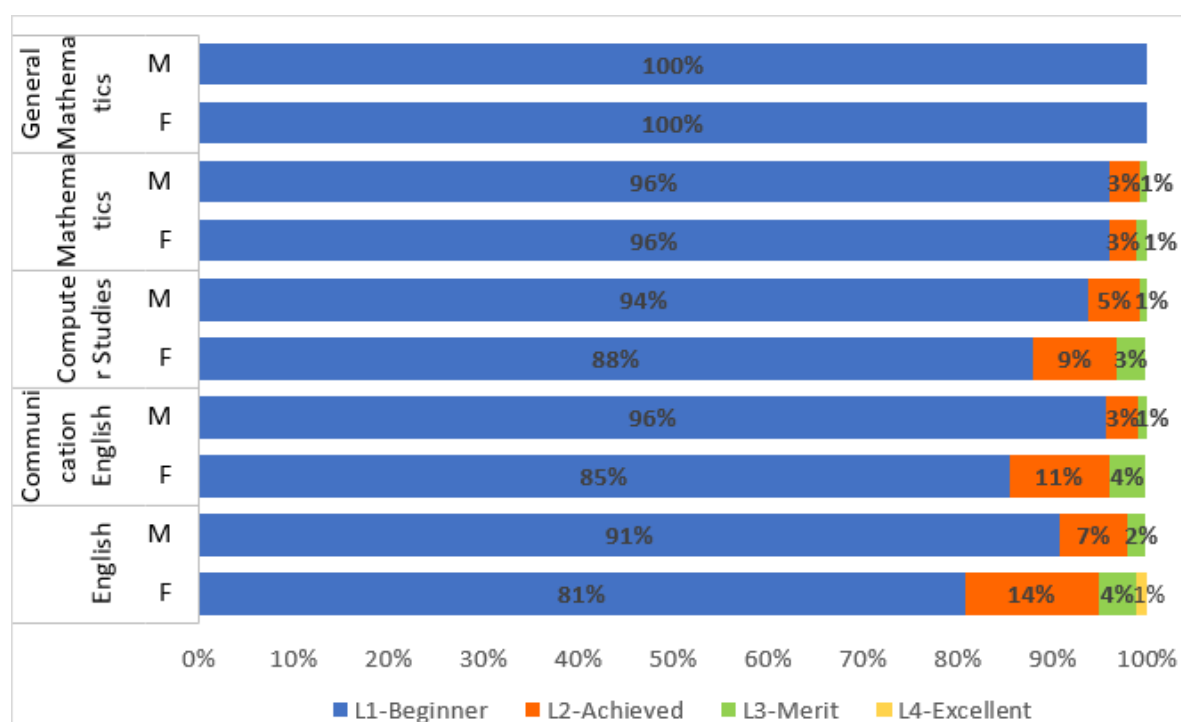
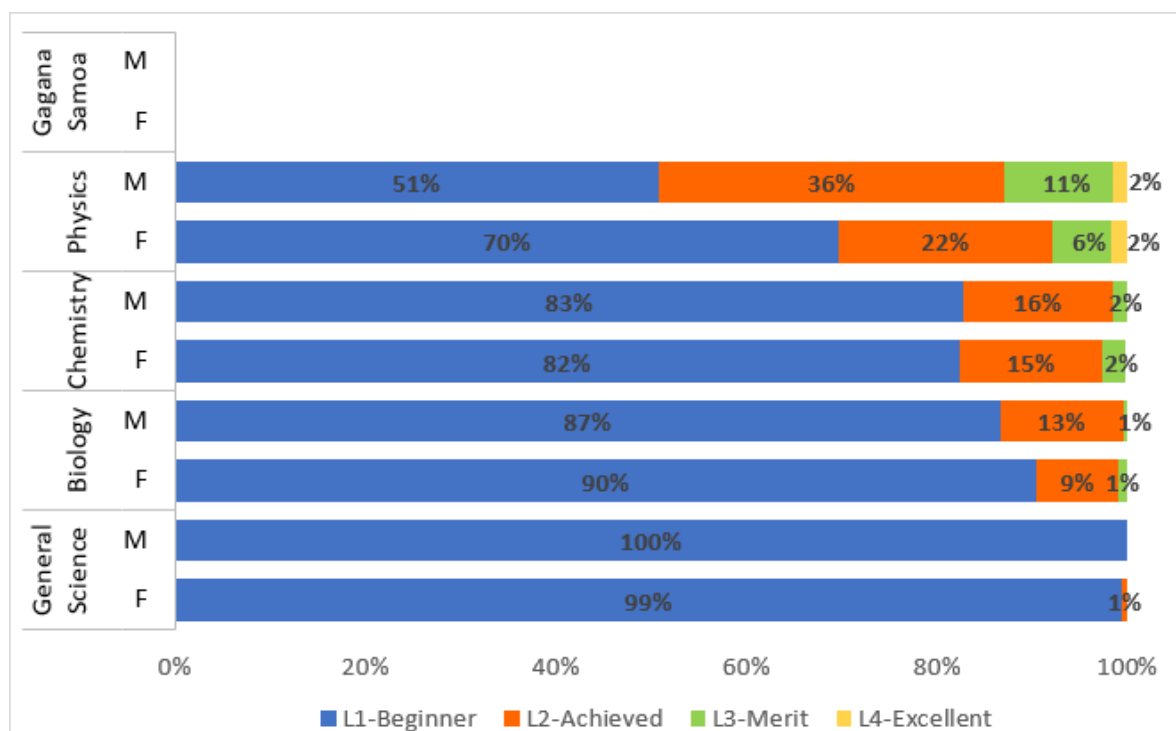


Figure 40 shows that of the total males and females' students who sat English, Communication English, Computer Studies, Mathematics and General Mathematics exams, more than three-quarters, above 80 percent of students did not achieve the competency levels (Level 2-4).

General Mathematics results shows that none of both males and females achieved the passing rate for this first time SNJSC exams.

Figure 41: Year 10 SNJSC result by subjects and gender 2022



The chart (Figure 41) shows that all the males being assessed in the General Science subject did not pass their exams and close to a 100 percent of females did not pass too. It also shows that more than three-quarters (above 80 percent) of both genders are at Level 1 in both Chemistry and Biology.

For Physics subject, both males and female performed well resulting in more than 25 percent as targeted for females and 41 percent as targeted for males achieved meeting a minimal of level 2.

Samoa exam was cancelled due to the Tsunami Warning issued by the Samoa Meteorological Office on the morning of the exam hence no results noted for this year.

C2.2: Year 12 SSC Examinations

This exam is a credential which defines the competence of a student to pursue to the Year 13 level.

Table 27: Year 12 Samoa School Certificate (SSC) Gender Achievement by levels 2021-2022

| Subjects | Gender | 2021 | | | | | 2022 | | | | |
|--------------|--------------|------------|------------|------------|-----------|-------------|------------|------------|------------|------------|-------------|
| | | Beginner | Achieved | Merit | Excellent | Total | Beginner | Achieved | Merit | Excellent | Total |
| English | Female | 48% | 33% | 15% | 3% | 100% | 45% | 31% | 18% | 6% | 100% |
| | Male | 70% | 23% | 6% | 1% | 100% | 63% | 25% | 10% | 2% | 100% |
| | Total | 57% | 29% | 12% | 2% | 100% | 52% | 29% | 15% | 4% | 100% |
| Gagana Samoa | Female | 12% | 58% | 28% | 1% | 100% | 26% | 42% | 28% | 4% | 100% |
| | Male | 24% | 55% | 21% | 1% | 100% | 40% | 35% | 23% | 2% | 100% |
| | Total | 17% | 57% | 25% | 1% | 100% | 31% | 39% | 26% | 3% | 100% |
| Maths | Female | 78% | 17% | 5% | 1% | 100% | 88% | 9% | 2% | 1% | 100% |
| | Male | 81% | 13% | 5% | 1% | 100% | 87% | 10% | 2% | 1% | 100% |
| | Total | 79% | 15% | 5% | 1% | 100% | 87% | 10% | 2% | 1% | 100% |
| Biology | Female | 59% | 27% | 11% | 3% | 100% | 61% | 22% | 12% | 6% | 100% |
| | Male | 55% | 29% | 13% | 3% | 100% | 62% | 25% | 11% | 2% | 100% |
| | Total | 58% | 28% | 12% | 3% | 100% | 61% | 23% | 11% | 5% | 100% |
| Chemistry | Female | 67% | 25% | 8% | 1% | 100% | 65% | 23% | 7% | 5% | 100% |
| | Male | 68% | 25% | 6% | 2% | 100% | 62% | 26% | 7% | 5% | 100% |
| | Total | 67% | 25% | 7% | 1% | 100% | 64% | 24% | 7% | 5% | 100% |
| Physics | Female | 52% | 32% | 14% | 2% | 100% | 28% | 35% | 23% | 13% | 100% |
| | Male | 49% | 38% | 11% | 1% | 100% | 35% | 36% | 17% | 11% | 100% |
| | Total | 51% | 35% | 12% | 1% | 100% | 32% | 36% | 20% | 12% | 100% |

Table 27 presents Samoa School Certificate results (SSC) over the last 2 years for the 6 subjects. Data reveals that majority of students achieved level 1 and level 2 in all subjects since 2021.

Figure 42: Year 12 Samoa School Certificate (SSC) result by subjects 2021-2022

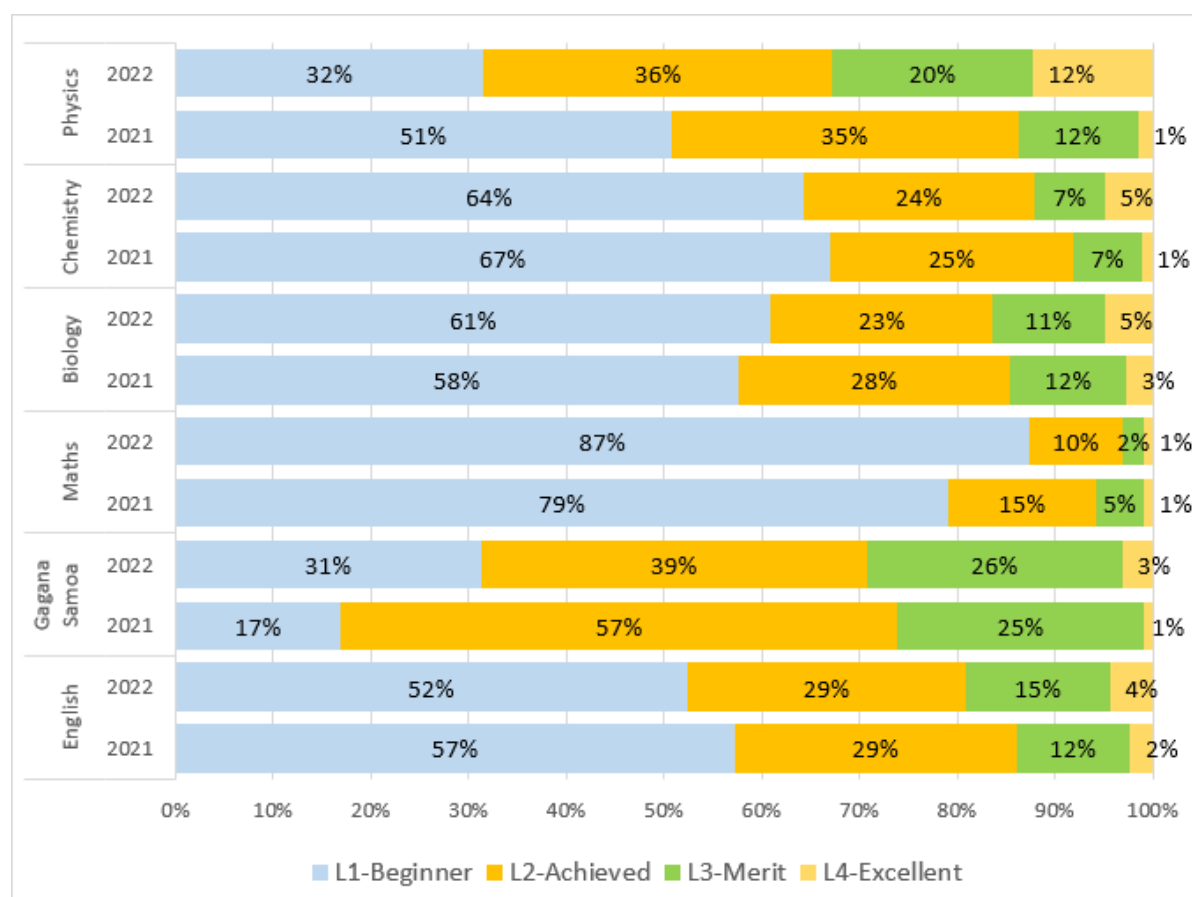


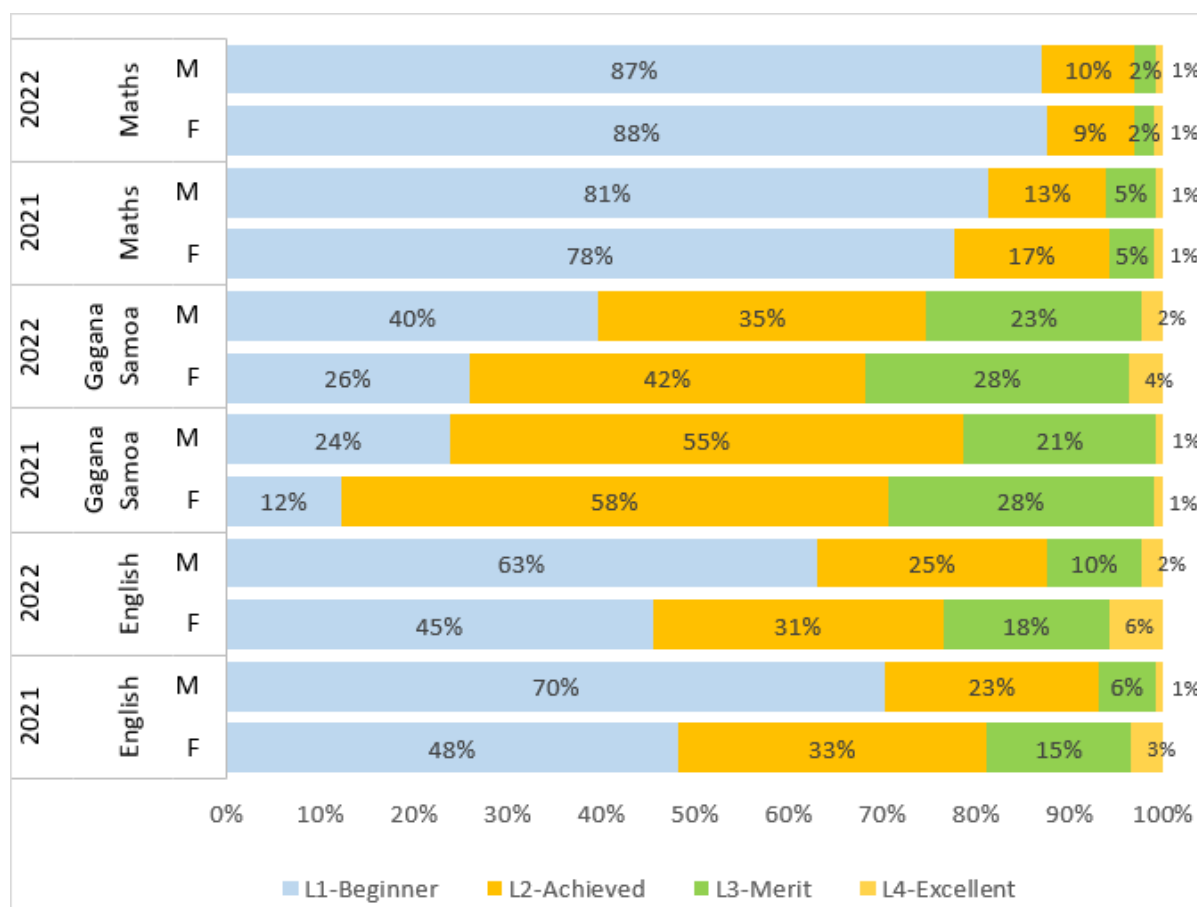
Figure 42 illustrates the differences in proportion over the last 2 years for students attending the SSC.

It reveals that the threshold of student failing remains high especially in Maths and Biology (87 and 61 percent, respectively). Maths subject continues to be a major concern with the increasing of about 10 percent of students at Beginner Level in 2022 compared to 79 percent in 2021. More than half of students (above 50 percent) are at the beginner level in Chemistry, Biology and English with minority students achieving expected levels over the last 2 years.

It is interesting to note that there is a decrease in number of students at the beginner level from 51 percent to 32 percent in 2022 resulting in an increasing 8 percent of students meeting level 3 and 11 percent at level 4 in Physics.

Figure 43 as shown below are the results disaggregated by Gender for English, Gagana Samoa and Maths in 2021-2022 for Year 12 students. Data shows that the majority of both genders are at the Beginner level.

Figure 43: Year 12 Samoa School Certificate (SSC) result by subjects and gender 2021-2022

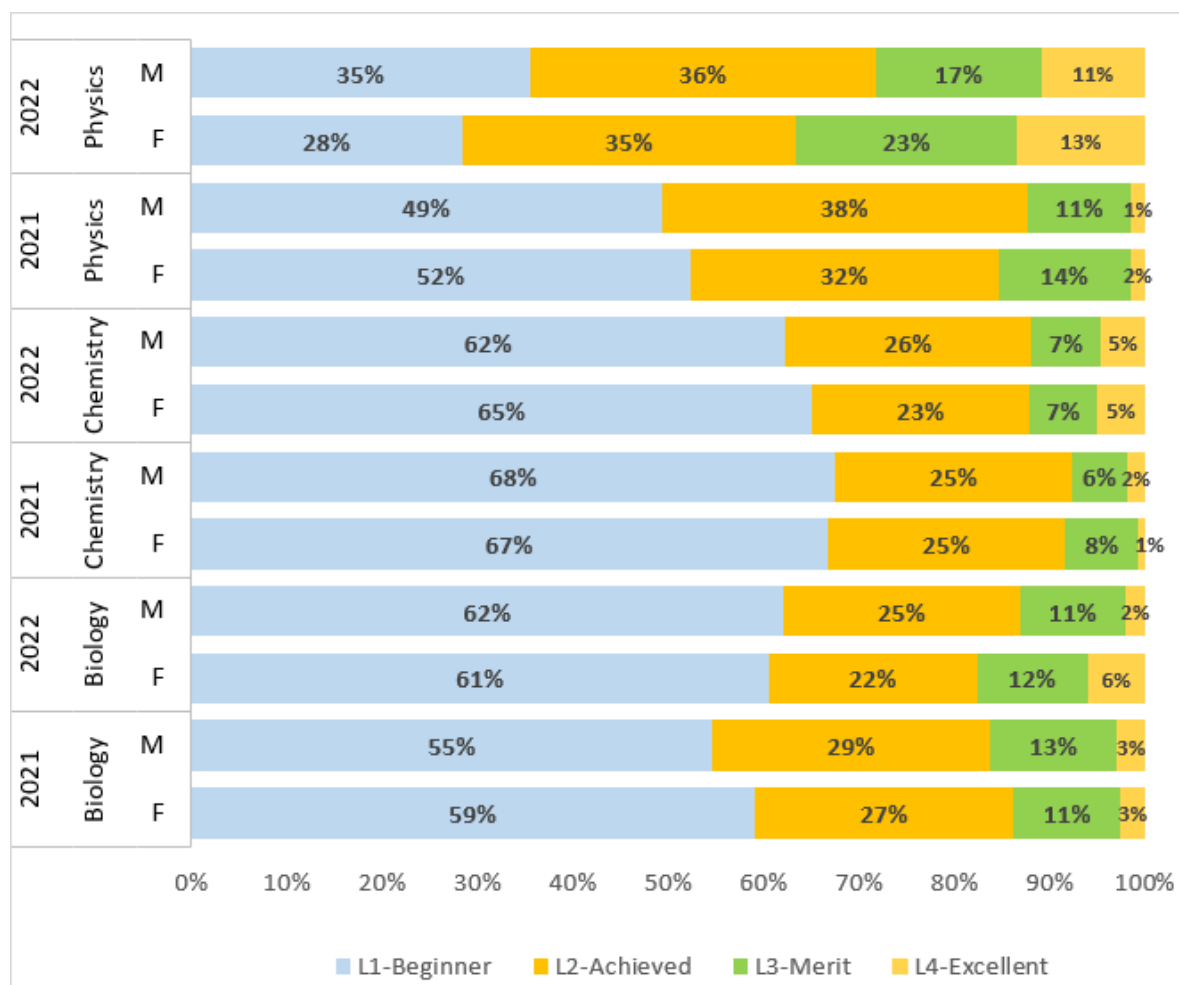


The proportion of female who failed in Maths subject has increased by 10 percent for females and 6 percent for males in 2022 compared to 2021, at the same time the proportion of students who obtained level 2 also decreased by 10 percent. Similar trend reported for female students acquiring highest level 3 with a decline by 3 percent. This is the same trend recorded for males in Maths subject too.

For Gagana Samoa, data reveals that an additional of more than 10 percent of girls and boys failed their exams in 2022 compared to 2021 followed by a decline in the proportion of both genders achieved level 2 with 35 percent for males and 42 percent females in 2022 compared to more than 50 percent in 2021. Males took the majority of achieving Level 1 with more than 40 percent in 2022 compared to 24 percent in 2021.

For English, more than half (50 percent) of males failed compared to below 50 percent of females in 2021-2022. The same trend recorded for both males and females in achieving the passing rate (L2), resulting to a decline of 2 percent from 2021.

Figure 44: Year 12 Samoa School Certificate (SSC) result by subjects and gender 2021-2022



The chart above shows that more than half of males and females (50 percent) did not pass Biology and Chemistry in 2021 and 2022 SSLC. For Physics an interesting 10% improvement was noted for both males and females meeting L3 and L4. Males increased to 17 percent in 2022 from 11 percent in 2021 and females to 23 percent in 2022 from 14 percent in 2021.

Although there is a decline in percentage of males and females reaching achieved level, data revealed that close to half of both genders (23 percent and above) were able to acquire passing achievement levels (L2) in 2021 and 2022.

C2.3: Year 13 SSLC Examinations

Corresponding with the SSC, the quality of detail per exam and task per Internal Assessment is 40% low level skills and 60% high level skills. Table 28 and trend below indicate the SSLC two year -trend from 2021 and 2022.

Table 28: Year 13 Samoa School Leaving Certificate (SSLC) Gender Achievement by levels 2021-2022

| Subjects | Gender | 2021 | | | | 2022 | | | |
|--------------|--------------|------------|------------|------------|-----------|------------|------------|------------|-----------|
| | | Beginner | Achieved | Merit | Excellent | Beginner | Achieved | Merit | Excellent |
| English | Male | 32% | 38% | 24% | 6% | 54% | 31% | 14% | 2% |
| | Female | 53% | 32% | 12% | 3% | 29% | 39% | 27% | 5% |
| | Total | 40% | 36% | 19% | 5% | 39% | 36% | 22% | 4% |
| Gagana Samoa | Male | 6% | 49% | 40% | 5% | 20% | 46% | 33% | 2% |
| | Female | 11% | 52% | 31 | 5% | 12% | 47% | 39% | 2% |
| | Total | 8% | 50% | 37% | 5% | 15% | 46% | 37% | 2% |
| Math | Male | 71% | 23% | 6% | 1% | 89% | 8% | 2% | 0% |
| | Female | 76% | 16% | 5% | 2% | 90% | 8% | 1% | 1% |
| | Total | 73% | 20% | 5% | 2% | 90% | 8% | 2% | 1% |
| Biology | Male | 60% | 27% | 10% | 3% | 50% | 29% | 16% | 6% |
| | Female | 59% | 30% | 9% | 2% | 53% | 28% | 15% | 5% |
| | Total | 60% | 28% | 10% | 3% | 52% | 28% | 15% | 5% |
| Chemistry | Male | 69% | 20% | 10% | 1% | 58% | 33% | 8% | 2% |
| | Female | 61% | 30% | 9% | 0% | 64% | 27% | 6% | 3% |
| | Total | 66% | 24% | 10% | 1% | 62% | 29% | 7% | 3% |
| Physics | Male | 36% | 40% | 19% | 4% | 48% | 32% | 18% | 2% |
| | Female | 33% | 40% | 24% | 4% | 38% | 39% | 16% | 7% |
| | Total | 35% | 40% | 21% | 4% | 43% | 35% | 17% | 4% |

Figure 45: Year 13 SSLC result by subjects 2021-2022

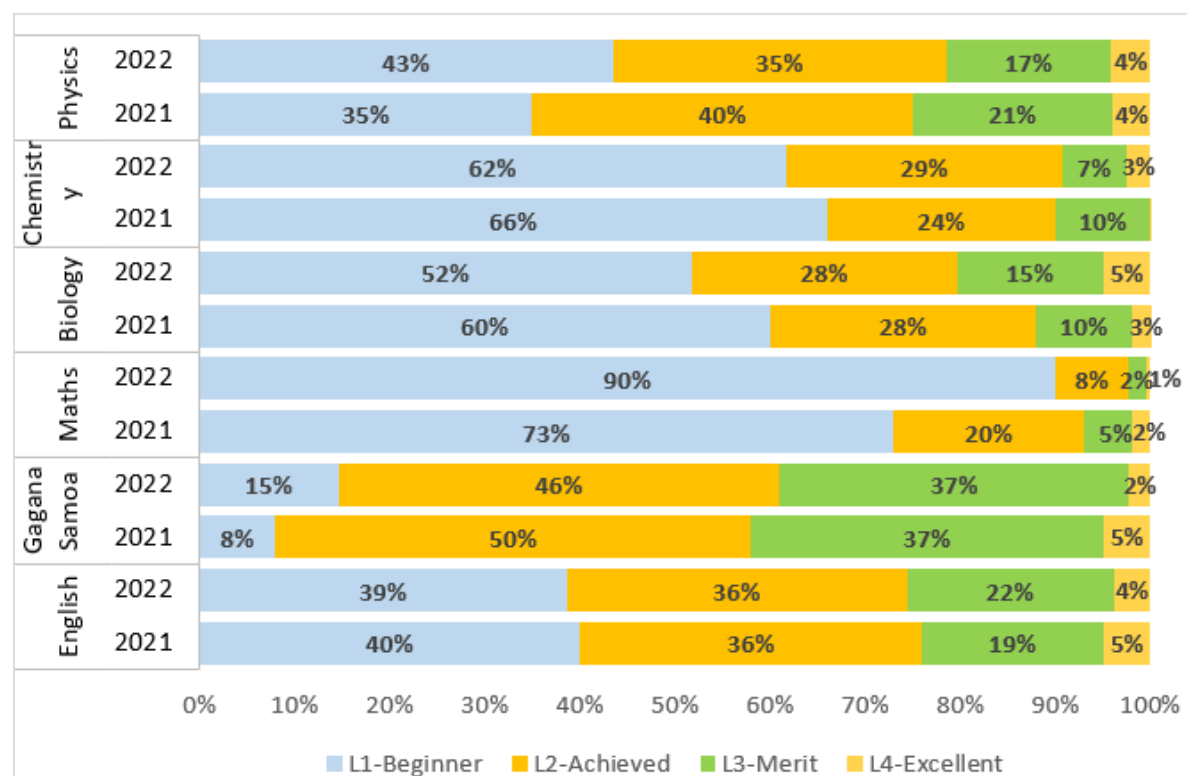


Figure 45 presents the SSLC results by subjects in the last two years 2021-2022. As shown, a fluctuating pattern is demonstrated for the 6 subjects in 2021 and 2022.

A high percentage (90 percent) of students were at Level 1 for Maths in 2022 to 73 percent in 2021 followed by a decline of more than 10 percent in number of students at the competency levels (Level 2-4) compared to 27 percent in 2021.

Percentage of student remained constant in English subject at all levels, reflecting about 60 percent of student achieved levels 2-4 from 2021-2022.

For Science subjects namely Biology, Chemistry and Physics, data shows that more than half of the students did not pass Biology and Chemistry compared to Physics where more than 50 percent of students are achieving higher levels 3 and 4.

Figure 46 presents the SSLC results (English, Gagana Samoa and Maths) by genders in 2021-2022.

Figure 46: Year 13 SSLC result by subjects and gender 2021-2022



Likewise with SSC, the majority of students did not achieve competency levels (Level 2 - Level 4) in the last 2 years and this is very visible with the 90 percent of both male and female students in Level 1 for Maths compared to 70 percent in 2021.

For Gagana Samoa more than three-quarters (73 percent) achieved highest levels 2-4 and only a small proportion did not pass their exams in the last two years.

For English, 73 percent of males achieved levels 2-4 in 2022 while 54 percent of females failed the English assessment in 2022. 22. This variation pattern is similar for females and males in 2021 where females achieved levels 2 with about three quarters while more than half of males (53 percent) failed English subject.

Figure 47: Year 13 SSLC result by subjects and gender 2021-2022

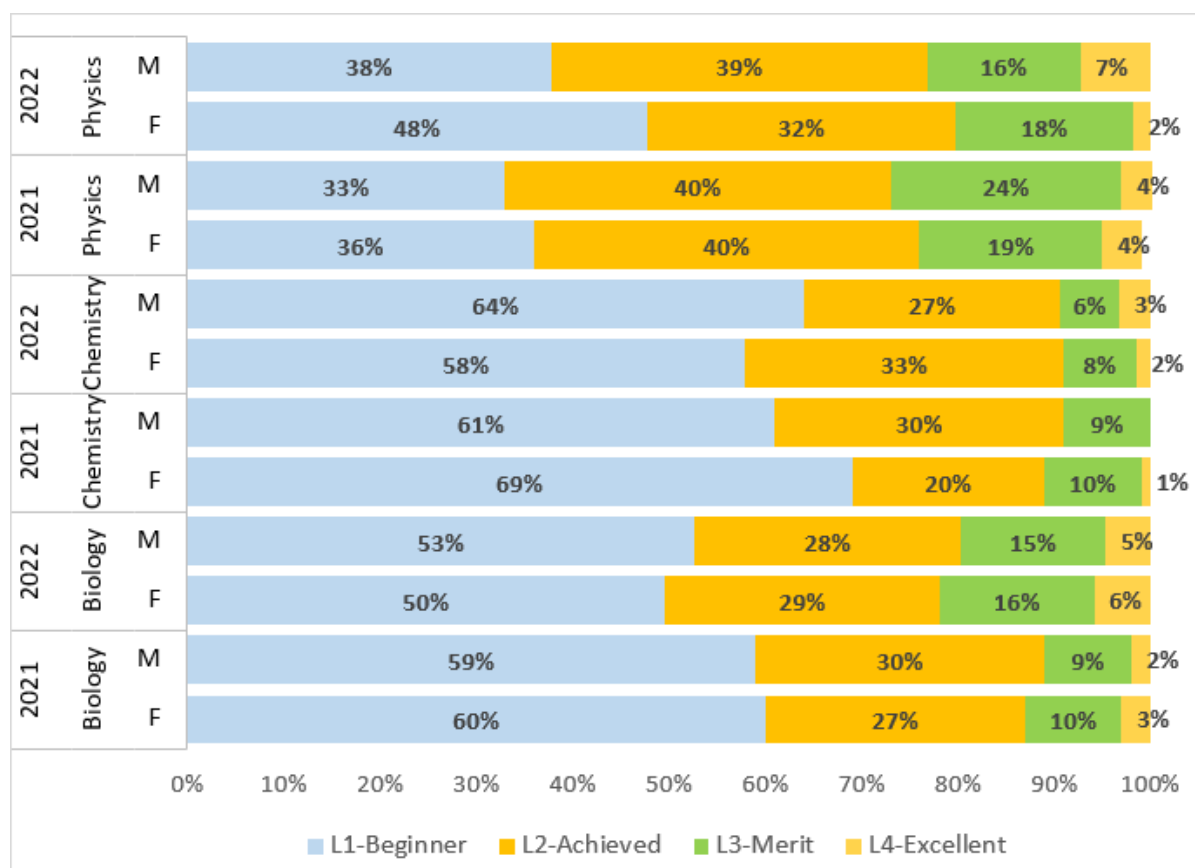


Figure 47 specifies the three examination subject results for SSLC from 2021-2022. It reveals that more than half (50 percent) of males and females were not able to acquire the passing achievement levels for Biology and Chemistry.

A slight increase in the percentages of females than males have achieved level 2 in Biology during the 2022 assessments (29 percent females, 28 percent males) as well as level 3 in the same subject (16 percent compared with 15 percent). The same trend also reported in Chemistry a highest percentage of females than males achieved level 2 during exams in 2022 (33 percent compared with 27 percent) and for level 4 with 8 percent compared to 6 percent).

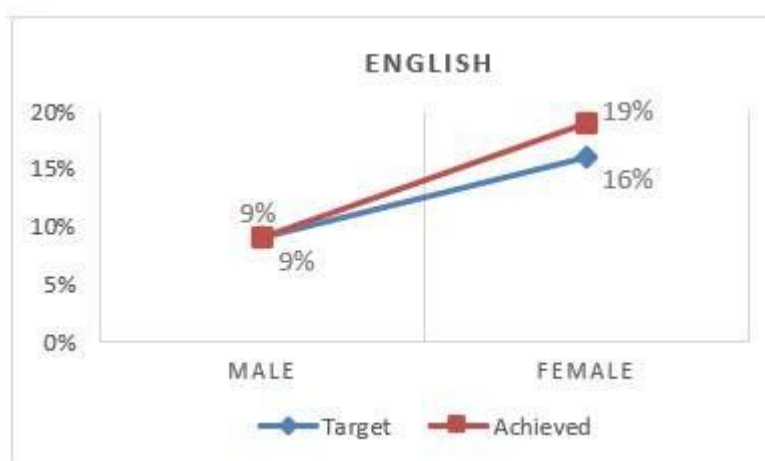
For Physics subject, more than half of both males and females reached the higher levels as expected in 2021 and 2022.

C2.4: Year 10 SNJSC, Year 12 SSC and Year 13 SSLC Pass Rates

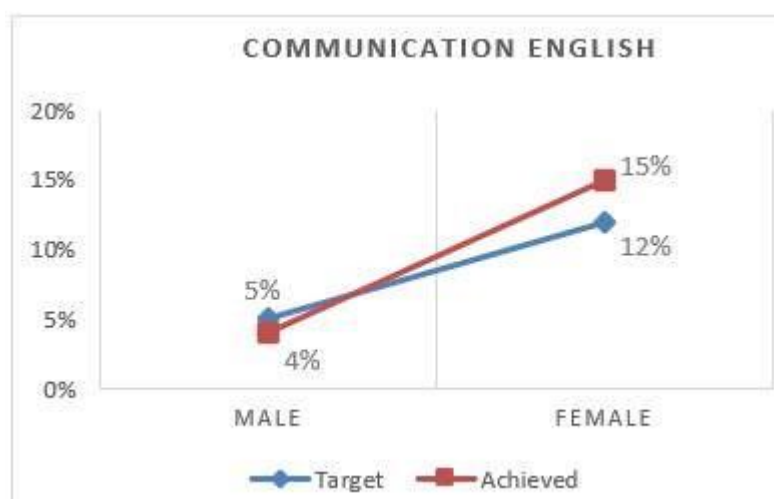
As approved by Cabinet in early 2020, four-year level transformation in the Secondary Education System has commenced, as the Year 9 cohort in 2021 sat a new national examination in Year 10 last year and the same cohort will be trialed with the SSLC examination when it reaches Year 12 in 2024. In spite of the current changes for the future, the old system is still in place for the current Year 9 - year 12 cohorts and will eventually be phased out in 2024.

Figure 48 below are the results from Year 10 students who attended the Samoa National Junior School Certificate as shown by the achievement in comparison with the target already set for this exam in year 2022-23.

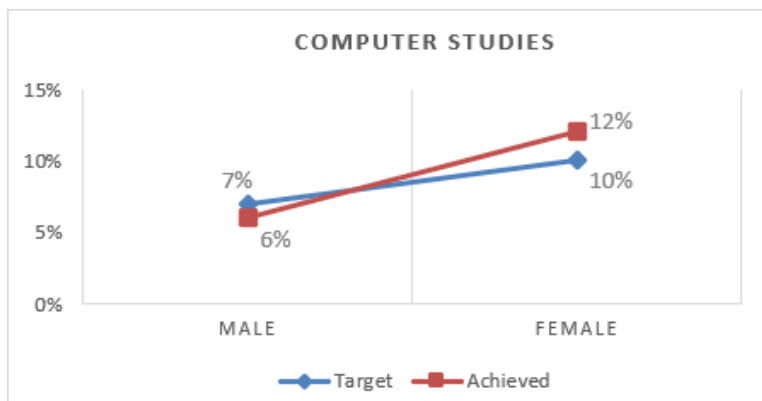
Figure 48: Year 10 SNJSC pass rates by gender 2022



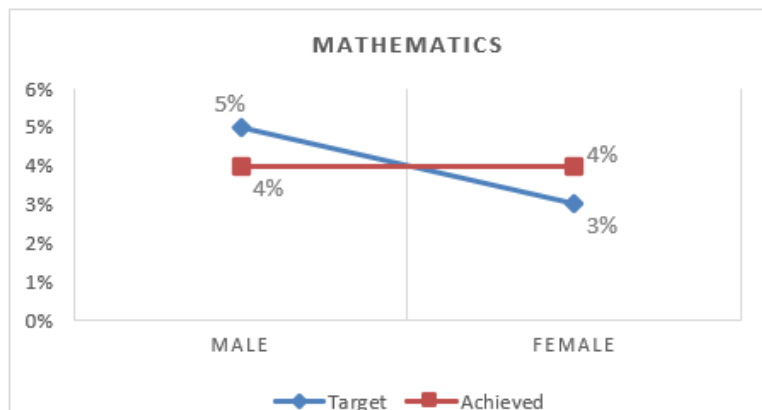
Result indicates that percentages of both males and females achieved a minimum of Level 2 and above in English subject with 9 percent for males and 19 percent for females. The slight increase in 3 percent reported for females compared to males.



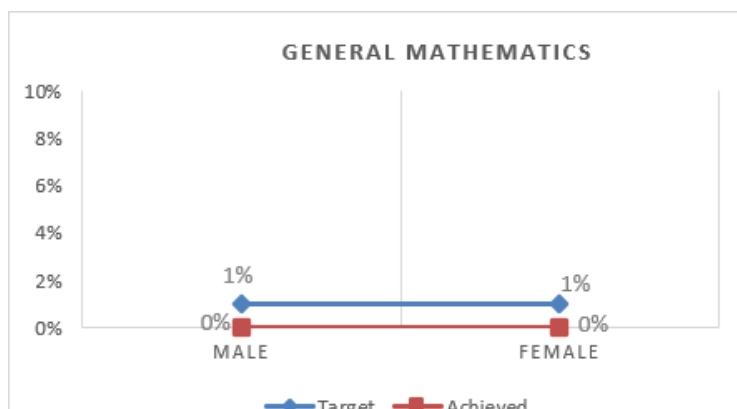
Communication English subject shows that only female students have achieved higher rates as targeted with more than 3 percent compare to 4 percent for males.



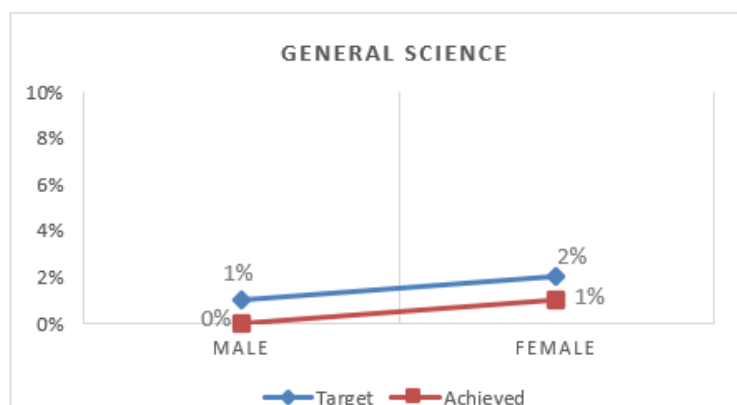
Again, male students were not able to meet the passing rates as targeted (7 percent) compare to females with 12 percent indicates the slight increase by 2 percent.



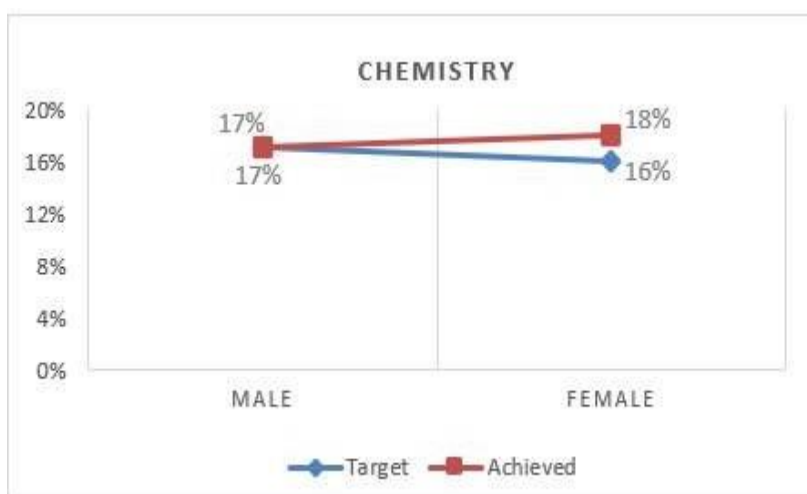
Result shows that both males and females were not able to achieve the passing rate of meeting the minimum level 2 and above as expected for Mathematics.



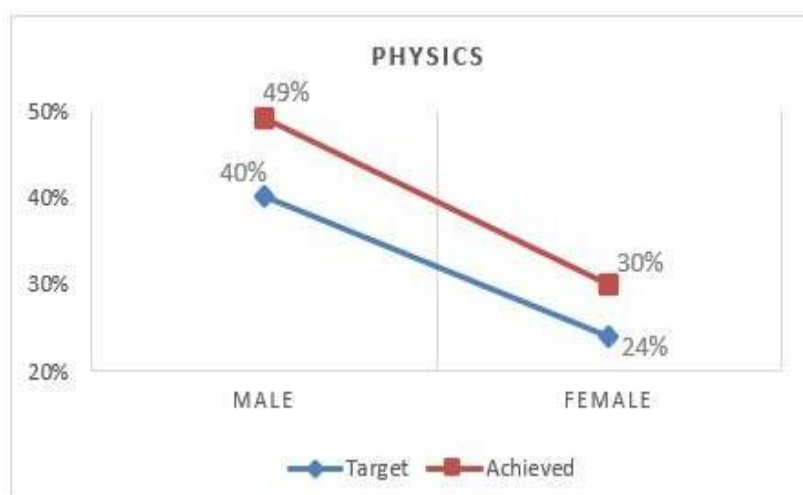
The achievement rates for General Mathematics revealed that both males and females were not able to accomplish passing levels of achievement.



Result for General Science subject presents that both males and females did not obtain a passing rate of achievement.



There is slight increase in the proportion of females achieved the minimum of passing level 2 during the SNJSC with 18 percent than males with 17 percent.



Result reveals that majority of males and females have achieved the minimum target with 30 percent for females and 49 percent for males. The increase in 6 percent for females and 9 percent for males indicates the target achieved as set for this SNJSC exams.

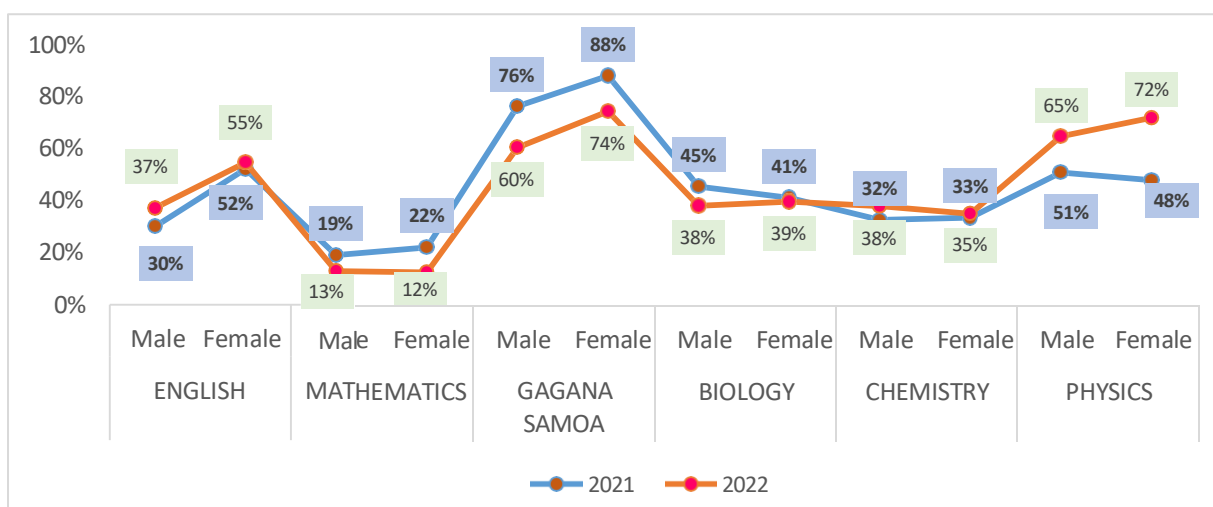
Table 29 as follows presents the percent distribution of Year 12 SSC result among genders with the expected passing rates as categorized in Level 2-Achieved, Level 3-Merit and Level 4-Excellent. Core subjects include English, Mathematics, Gagana Samoa with Science subjects namely Biology, Chemistry and Physics.

Table 29: Year 12 SSC Pass Rates by gender 2021-2022

| Subjects | Gender | 2021 | | 2022 | |
|--------------|--------------|-----------------------------------|-------------|-----------------------------------|-------------|
| | | Total No. of students who sat SSC | % pass rate | Total No. of students who sat SSC | % pass rate |
| ENGLISH | Male | 1036 | 30% | 1035 | 37% |
| | Female | 1499 | 52% | 1595 | 55% |
| | TOTAL | 2535 | 43% | 2630 | 48% |
| MATHEMATICS | Male | 858 | 19% | 891 | 13% |
| | Female | 1251 | 22% | 1401 | 12% |
| | TOTAL | 2109 | 21% | 2292 | 13% |
| GAGANA SAMOA | Male | 839 | 76% | 866 | 60% |
| | Female | 1233 | 88% | 1367 | 74% |
| | TOTAL | 2072 | 83% | 2233 | 69% |

| | | | | | |
|------------------|--------------|------------|------------|------------|------------|
| BIOLOGY | Male | 172 | 45% | 145 | 38% |
| | Female | 349 | 41% | 380 | 39% |
| | TOTAL | 521 | 42% | 525 | 39% |
| CHEMISTRY | Male | 157 | 32% | 151 | 38% |
| | Female | 276 | 33% | 338 | 35% |
| | TOTAL | 433 | 33% | 489 | 11% |
| PHYSICS | Male | 138 | 51% | 110 | 65% |
| | Female | 130 | 48% | 134 | 72% |
| | TOTAL | 268 | 49% | 244 | 68% |

Figure 49: Year 12 SSC Pass Rates trend by gender 2021-2022



Looking at the differentials by subjects, it can be seen from Figure 49 that Mathematics passing rate is lowest for both males and females in the last two SSC exams. It is well evident with the decline in 6 percent for males and 10 percent for females in 2022. Again, this subject is of increasing concern in the Ministry as it reflects that almost all student (87 percent for males and 88 percent for females) has not been able to achieve the pass rates.

Table 30 presents the percent distribution of Year 13 SSLC result among students with the expected passing rates as categorized in Level 2-Achieved, Level 3-Merit and Level 4-Excellent.

Like SSC in Year 12, core subjects were also including in achievement rates analysis namely English, Gagana Samoa and Mathematics with the inclusion of Science's subjects.

Table 30: Year 13 SSLC Pass Rates by gender 2021-2022

| Subject | Gender | 2021 | | 2022 | |
|----------------|--------------|-------------------------|-------------|-------------------------|-------------|
| | | No. of students who sat | % Pass Rate | No. of students who sat | % Pass Rate |
| ENGLISH | Male | 770 | 47% | 777 | 46% |
| | Female | 1170 | 68% | 1243 | 71% |
| | TOTAL | 1940 | 60% | 2020 | 61% |

| | | | | | |
|---------------------|--------------|-------------|------------|-------------|------------|
| GAGANA SAMOA | Male | 607 | 89% | 609 | 80% |
| | Female | 931 | 94% | 1015 | 88% |
| | TOTAL | 1538 | 92% | 1624 | 85% |
| MATHEMATICS | Male | 583 | 24% | 605 | 11% |
| | Female | 895 | 29% | 929 | 10% |
| | TOTAL | 1478 | 27% | 1534 | 10% |
| BIOLOGY | Male | 120 | 41% | 119 | 50% |
| | Female | 310 | 40% | 279 | 47% |
| | TOTAL | 430 | 40% | 398 | 48% |
| CHEMISTRY | Male | 137 | 39% | 133 | 42% |
| | Female | 249 | 31% | 214 | 36% |
| | TOTAL | 386 | 34% | 347 | 38% |
| PHYSICS | Male | 83 | 67% | 109 | 52% |
| | Female | 99 | 64% | 82 | 62% |
| | TOTAL | 182 | 65% | 191 | 57% |

Figure 50: Year 13 SSLC Pass Rates trend by gender 2021-2022

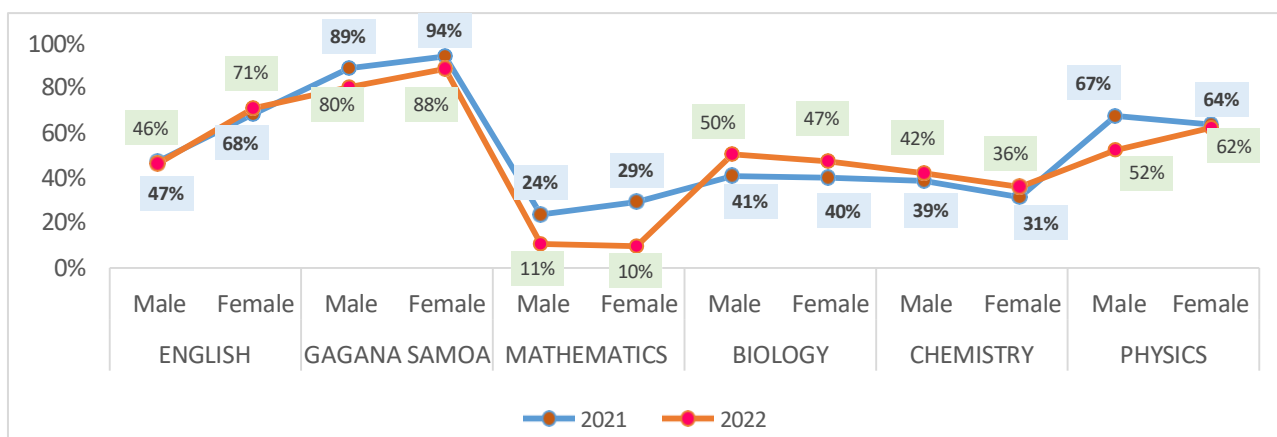


Figure 50 clearly shows the pattern of achievement change in SSLC during the last two decades. Maths as one of the core subjects also has the lowest achievement rates with 11 percent for males and 10 percent for females in 2022. There has been some improvement between 2021 and 2022 with regards to Science's subjects. In 2021 the proportion of males and females obtained passing rates was about 40 percent in Biology subject while in 2022 the proportion is about 47 to 50 percent. The same trend also experienced in Physics subject as shown the highest proportion of males achieve the passing rate with 67 percent for males and 64 percent for females. Such improvement could be the result of private tutorials as well as interventional programs implemented to ensure the efficiency and effectiveness of teaching and learning skills.

Section D: Teacher Supply Indicators

Teacher quality is an important factor in determining gains in student achievement and effective learning outcomes in schools. Effective learning outcomes depend highly on teacher quality and trainings that are offered through professional development programs conducted by the Ministry. Implementing effective teaching pedagogies create actual teaching and learning environments for all students. It focuses on the pedagogical knowledge base of teachers and the knowledge dynamics in the teaching profession in order to examine their implications for the instructional process and to derive evidence-based suggestions for educational policy.

The Quality Assurance Performance Appraisal (QAPA) of teachers and those in positions of responsibilities have been an ongoing process to assess and evaluate their performance in order to identify areas for improvement in professional knowledge, practice and attributes.

For ECE, the National Council of Early Childhood Education provides training for ECE teachers in order to attain the minimum qualification (ECE Certificate) to cater for children attending ECE. Sponsorship programs are also provided for students that want to pursue Bachelor of Education (ECE) to acquire quality teaching skills for teaching in ECE Centers.

D1: Number and percentage of teachers in ECE, Primary and Secondary Education

There is not much difference in the number of teachers teach in ECE in 2023 compare to 2022, except a huge gap of 97 percent between genders.

As shown in Table 31, the decline in the number of teachers for ECE schools from 421 in 2022 to 411 in 2023 is well evidence by the 4 percent of ECE schools being closed during the verification visits in March this year.

Table 31: Number and percentage of ECE Teachers by gender gap and controlling authority 2020-2023

| Number of ECE Teachers 2020 - 2023 | | | | | Number of ECE Teachers 2023 | | | |
|------------------------------------|------------|------------|------------|------------|-----------------------------|------------|------------|------------|
| # Teachers | 2020 | 2021 | 2022 | 2023 | # Teachers | Mission | Private | Total |
| Male | 12 | 11 | 9 | 7 | Male | 2 | 5 | 7 |
| Female | 360 | 409 | 412 | 404 | Female | 197 | 207 | 404 |
| Total | 372 | 420 | 421 | 411 | Total | 199 | 212 | 411 |
| Gender Gap | 360 | 398 | 403 | 397 | | | | |
| Percentage of ECE Teachers | | | | | | | | |
| Male | 3% | 3% | 2% | 2% | | | | |
| Female | 97% | 97% | 98% | 98% | | | | |
| Gender Gap | 94% | 94% | 96% | 97% | | | | |

For primary, there is an increase in the number of teachers teaching in primary schools to 1558 in 2023 from 1459 in 2022, an addition of 99 or 6 percent of teachers when compared to 2022. Majority of teachers are female with more than 80 percent in three consecutive years 2021-2023.

Table 32: Number and percentage of Primary Teachers by controlling authority 2019-2023

| Number of Primary Teachers | | | | | | |
|--------------------------------|----------------------|-------------|-------------|-------------|-------------|-------------|
| School Status | Gender | 2019 | 2020 | 2021 | 2022 | 2023 |
| Government | Male | 237 | 246 | 226 | 226 | 213 |
| | Female | 858 | 828 | 886 | 880 | 887 |
| | Total | 1095 | 1074 | 1112 | 1106 | 1100 |
| Mission | Male | 36 | 34 | 37 | 35 | 53 |
| | Female | 190 | 191 | 207 | 212 | 251 |
| | Total | 226 | 225 | 244 | 247 | 304 |
| Private | Male | 19 | 17 | 14 | 15 | 33 |
| | Female | 87 | 84 | 97 | 91 | 121 |
| | Total | 106 | 101 | 111 | 106 | 154 |
| Totals | Total Male | 292 | 297 | 277 | 276 | 299 |
| | Total Female | 1135 | 1103 | 1190 | 1183 | 1259 |
| | Overall Total | 1427 | 1400 | 1467 | 1459 | 1558 |
| Percentage of Primary Teachers | | | | | | |
| Government | Male | 17% | 18% | 15% | 15% | 14% |
| | Female | 60% | 61% | 60% | 60% | 57% |
| | Total | 77% | 79% | 76% | 75% | 71% |
| Mission | Male | 3% | 2% | 3% | 2% | 3% |
| | Female | 13% | 14% | 14% | 15% | 16% |
| | Total | 16% | 16% | 17% | 17% | 20% |
| Private | Male | 1% | 1% | 1% | 1% | 2% |
| | Female | 6% | 6% | 7% | 6% | 8% |
| | Total | 7% | 7% | 8% | 7% | 10% |
| Totals | Total Male | 20% | 21% | 19% | 18% | 19% |
| | Total Female | 80% | 79% | 81% | 82% | 81% |
| | Gender Gap | 60% | 58% | 62% | 64% | 62% |

Compared to the teachers teach in Secondary schools, Table 33 is showing the decline on the actual numbers of teachers by controlling authorities from 1032 in 2022 to 1012 in 2023. About 62 percent of the overall numbers of teachers are female and 38 percent are male.

Looking at regional variations, Apia Urban Area and Rest of Upolu have the highest proportion of female teachers teach in primary schools with more than 80 percent, while Savaii and Apia Urban area as well has more than 60 percent of female teachers in secondary schools.

For male teachers, the reverse pattern is observed where more males teach in primary schools at Savaii region (22 percent) compared to about 20 percent in Apia Urban Area and Rest of Upolu regions. Again, Rest of Upolu has the highest proportion of male teachers with 43 percent teach in Secondary schools than more than 30 percent teach in Apia Urban area and Savaii regions.

Table 33: Number and percentage of Secondary Teachers by controlling authority and gender 2019-2023

| Number of Secondary Teachers | | | | | | |
|----------------------------------|---------------------|-------------|-------------|-------------|-------------|-------------|
| School Status | Gender | 2019 | 2020 | 2021 | 2022 | 2023 |
| Government | Male | 264 | 243 | 237 | 223 | 230 |
| | Female | 377 | 387 | 387 | 390 | 362 |
| | Total | 641 | 630 | 624 | 613 | 592 |
| Mission | Male | 157 | 177 | 163 | 160 | 131 |
| | Female | 211 | 180 | 203 | 221 | 242 |
| | Total | 368 | 357 | 366 | 381 | 373 |
| Private | Male | 16 | 20 | 18 | 15 | 26 |
| | Female | 10 | 22 | 19 | 23 | 21 |
| | Total | 26 | 42 | 37 | 38 | 47 |
| Total | Total Male | 437 | 440 | 418 | 398 | 387 |
| | Total Female | 598 | 589 | 609 | 634 | 625 |
| | TOTAL | 1035 | 1029 | 1027 | 1032 | 1012 |
| Percentage of Secondary Teachers | | | | | | |
| Government | Male | 26% | 24% | 23% | 22% | 23% |
| | Female | 36% | 38% | 38% | 38% | 36% |
| | Total | 62% | 62% | 61% | 60% | 58% |
| Mission | Male | 15% | 17% | 16% | 16% | 13% |
| | Female | 20% | 17% | 20% | 21% | 24% |
| | Total | 35% | 34% | 36% | 37% | 37% |
| Private | Male | 2% | 2% | 2% | 1% | 3% |
| | Female | 1% | 2% | 2% | 2% | 2% |
| | Total | 3% | 4% | 4% | 3% | 5% |
| Total | Total Male | 42% | 43% | 41% | 39% | 38% |
| | Total Female | 58% | 57% | 59% | 61% | 62% |
| | Gender Gap | 16% | 14% | 18% | 22% | 24% |

Figure 51: Percentage of Primary Teachers by gender and region 2023

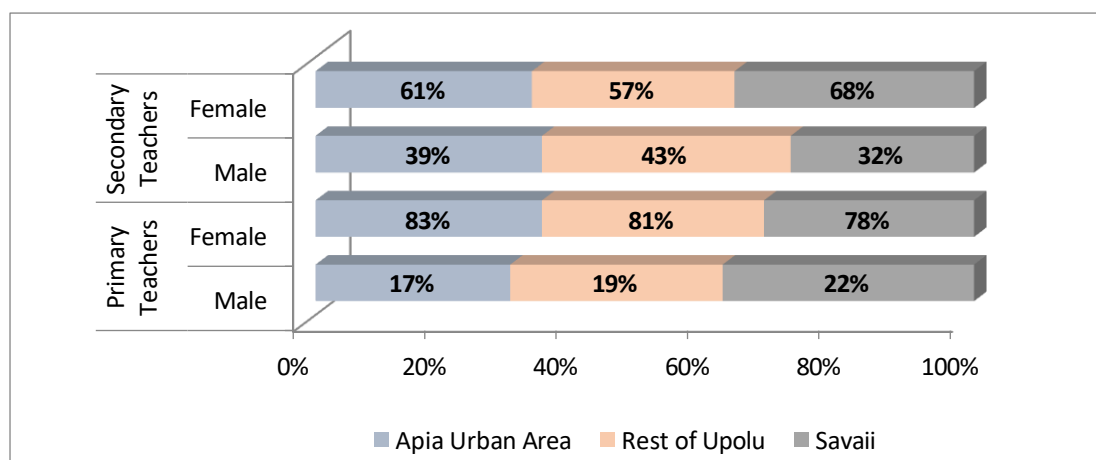
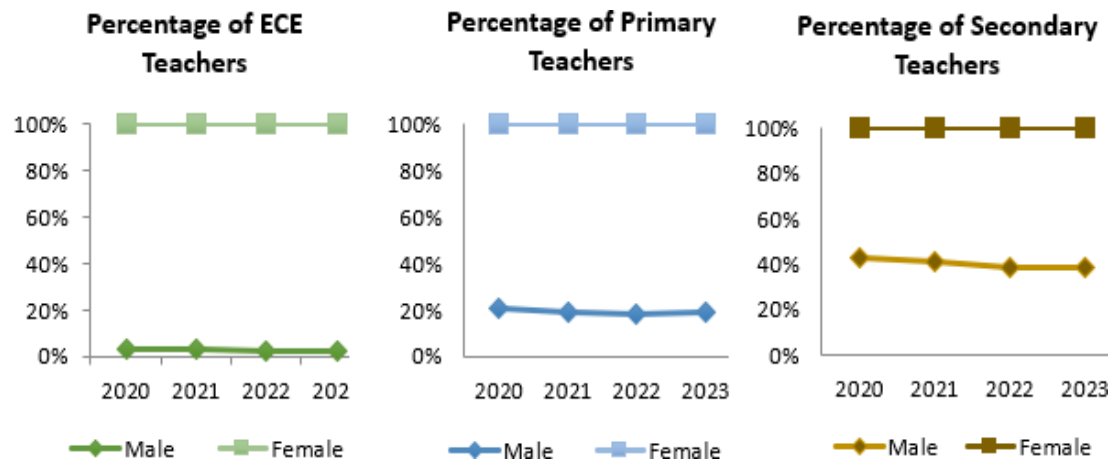


Figure 52: Percentage of Teachers by gender and school levels 2020-2023



According to Figure 52, ECE shows a huge gap of nearly 100 percent over the last four years, where females dominate teaching; primary education of more than three-quarters (73 percent) are females whereas secondary depicts around 20% on average.

Overall, the graphs clearly shows that the higher the education level the narrower the gender gap becomes. Effective marketing strategies and methods as well sponsorship programs are in place to market the teaching profession and allow students to choose teaching as a preference career pathway.

D2: Teachers Qualifications in ECE, Primary and Secondary

Students' achievements depend heavily on the quality of teachers. Upgrade programs are in place to advance and elevate teachers' knowledge and skills to achieve better results for students.

Out of 411 teachers teach in ECE schools, only 10 teachers have graduated with their Diploma of Education, 5 graduated with their Degree in Education and 1 female teacher holds a Master of Education. Not stated means not reported qualification in the verification thus will be using throughout in this report as shown in Table 34 below.

Table 34: ECE Teachers by types of qualifications 2023

| # Teachers | Mission | Private | Total |
|---------------------|------------|------------|------------|
| Total | 236 | 175 | 411 |
| Certificate | 154 | 140 | 294 |
| Male | 2 | 5 | 7 |
| Female | 152 | 135 | 287 |
| Diploma | 5 | 5 | 10 |
| Male | 0 | 0 | 0 |
| Female | 5 | 5 | 10 |
| Degree | 2 | 3 | 5 |
| Male | 0 | 0 | 0 |
| Female | 2 | 3 | 5 |
| Master of Ed | 1 | 0 | 1 |
| Male | 0 | 0 | 0 |

| | | | |
|-------------------------|-----------|-----------|-----------|
| Female | 1 | 0 | 1 |
| Helper/Volunteer | 67 | 26 | 93 |
| Male | 3 | 3 | 6 |
| Female | 72 | 23 | 95 |
| Not Stated | 7 | 1 | 8 |
| Male | 0 | 0 | 0 |
| Female | 8 | 1 | 9 |

Figure 53 indicates that mission schools have a high percentage of teachers holding Certificate in Education at 37.5 percent than Private schools at 34.1 percent. Data also reveals that there is a small percent of teachers who holds highest qualifications except for helpers as majority of them works in Mission schools (16.3 percent). Since all ECE's are privately managed by individuals and churches, they allow helpers/volunteers to assist their teachers to teach and deliver the curriculum. In fact, the Ministry has a sponsorship program to sponsor students who want to take Bachelor of Education (ECE) thus this is a vital initiative by the Ministry to improve qualifications in ECE level of education.

It is an alarming issue for non-government schools of many teachers still teaching with a Certificate level qualification. It is a concern that these administrations should take note of so that their teachers can upgrade or attain higher qualifications to improve their teaching skills and learning outcomes for students.

Figure 53: Percentage of Teachers with qualifications by controlling authority 2023

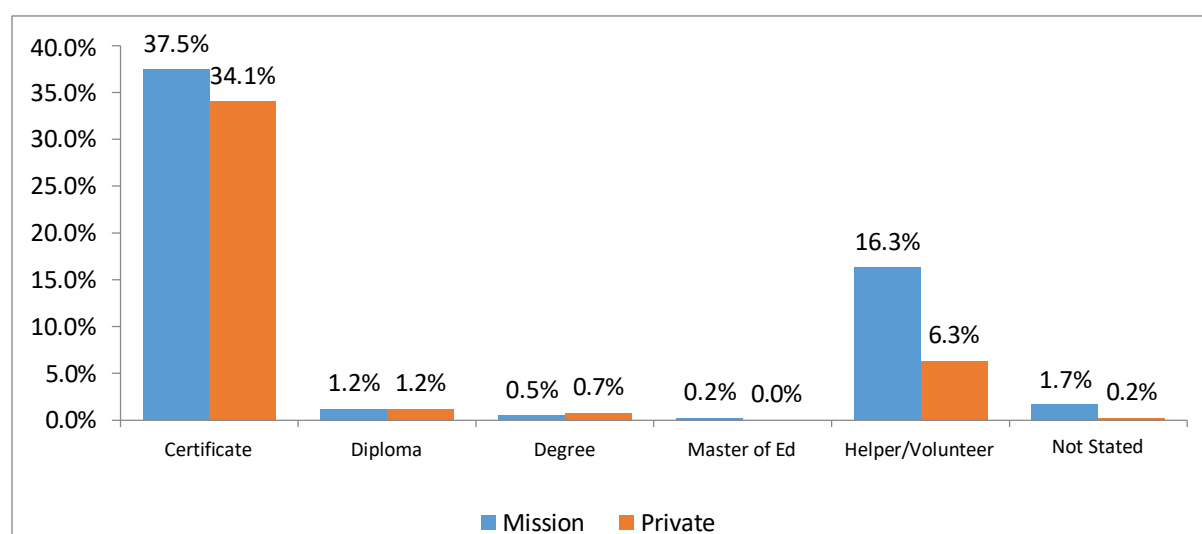


Table 35 indicates that all teachers in primary education have a qualification background with the majority of the workforce holds Bachelor of Education. Upgrading teachers' qualification to a Bachelor degree level is an opportunity for increasing teaching skills and knowledge for them to improve the quality-of-life learning for students.

For the Government schools, 58 percent of these teachers holds degree qualification compared to more than 10 percent in Mission and Private schools (13 and 17 percent, respectively). For the diploma of education, about 20 percent of teachers work in the government holds this qualification while mission and private with 15 percent.

Table 35: Teachers' qualification in Primary 2023

| Primary Teachers Qualifications | | | | | | | |
|---------------------------------|--------------|-------------|------------|------------|------------|------------|------------|
| Qualifications | Gender | Government | | Mission | | Private | |
| | | Total | % | Total | % | Total | % |
| Teaching Certificate | Male | 2 | 0 | 25 | 8 | 7 | 5 |
| | Female | 49 | 4 | 95 | 31 | 30 | 19 |
| | TOTAL | 51 | 5 | 120 | 39 | 37 | 24 |
| Other Certificates | Male | 0 | 0 | 13 | 4 | 2 | 1 |
| | Female | 0 | 0 | 66 | 22 | 25 | 16 |
| | TOTAL | 0 | 0 | 79 | 26 | 27 | 18 |
| Diploma in Education | Male | 22 | 2 | 6 | 2 | 8 | 5 |
| | Female | 195 | 18 | 40 | 13 | 15 | 10 |
| | TOTAL | 217 | 20 | 46 | 15 | 23 | 15 |
| Other Diplomas | Male | 29 | 3 | 0 | 0 | 5 | 3 |
| | Female | 127 | 12 | 0 | 0 | 0 | 0 |
| | TOTAL | 156 | 14 | 0 | 0 | 5 | 3 |
| Bachelor of Education | Male | 150 | 14 | 5 | 2 | 5 | 3 |
| | Female | 493 | 45 | 35 | 12 | 21 | 14 |
| | TOTAL | 643 | 58 | 40 | 13 | 26 | 17 |
| Other Bachelor Degrees | Male | 8 | 1 | 3 | 1 | 5 | 3 |
| | Female | 11 | 1 | 10 | 3 | 11 | 7 |
| | TOTAL | 19 | 2 | 13 | 4 | 16 | 10 |
| Post Graduate Diplomas | Male | 1 | 0 | 0 | 0 | 0 | 0 |
| | Female | 9 | 1 | 3 | 1 | 0 | 0 |
| | TOTAL | 10 | 1 | 3 | 1 | 0 | 0 |
| Master's Degree | Male | 1 | 0 | 1 | 0 | 1 | 1 |
| | Female | 3 | 0 | 2 | 1 | 2 | 1 |
| | TOTAL | 4 | 0 | 3 | 1 | 3 | 2 |
| Not Stated | Male | 0 | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 17 | 11 |
| | TOTAL | 0 | 0 | 0 | 0 | 17 | 11 |
| Males | | 213 | 19 | 53 | 17 | 33 | 21 |
| Females | | 887 | 81 | 251 | 83 | 121 | 79 |
| Totals | | 1100 | 100 | 304 | 100 | 154 | 100 |

Table 36 presents the actual numbers and percentage of teachers in secondary education with their qualification.

The result indicates that 71 percent of teachers are recorded as Degree holders (*inclusive of Post Graduate Masters Qualifications*). However, 29 percent of teachers need to upgrade from diploma to higher levels as teaching is a key aspect on the development of effective learning outcomes in schools.

Table 36: Teachers' qualification in Secondary 2023

| Secondary Teachers Qualifications | | | | | | | |
|-----------------------------------|--------------|------------|------------|------------|------------|-----------|------------|
| Qualifications | Gender | Government | | Mission | | Private | |
| | | Total | % | Total | % | Total | % |
| Teaching Certificate | Male | 0 | 0 | 9 | 2 | 0 | 0 |
| | Female | 1 | 0 | 43 | 12 | 0 | 0 |
| | TOTAL | 4 | 1 | 52 | 14 | 0 | 0 |
| Other Certificates | Male | 0 | 0 | 21 | 6 | 5 | 11 |
| | Female | 0 | 0 | 32 | 9 | 4 | 9 |
| | TOTAL | 1 | 0 | 53 | 14 | 9 | 19 |
| Diploma in Education | Male | 49 | 8 | 21 | 6 | 8 | 17 |
| | Female | 70 | 12 | 47 | 13 | 6 | 13 |
| | TOTAL | 135 | 23 | 68 | 18 | 14 | 30 |
| Other Diplomas | Male | 3 | 1 | 0 | 0 | 0 | 0 |
| | Female | 1 | 0 | 5 | 1 | 0 | 0 |
| | TOTAL | 4 | 1 | 5 | 1 | 0 | 0 |
| Bachelor of Science | Male | 54 | 9 | 13 | 3 | 2 | 4 |
| | Female | 70 | 12 | 18 | 5 | 2 | 4 |
| | TOTAL | 130 | 22 | 31 | 8 | 4 | 9 |
| Bachelor of Education | Male | 79 | 13 | 25 | 7 | 5 | 11 |
| | Female | 130 | 22 | 45 | 12 | 5 | 11 |
| | TOTAL | 209 | 35 | 70 | 19 | 10 | 21 |
| Other Bachelor Degrees | Male | 34 | 6 | 31 | 8 | 5 | 11 |
| | Female | 65 | 11 | 33 | 9 | 2 | 4 |
| | TOTAL | 120 | 20 | 64 | 17 | 7 | 15 |
| Graduate Diploma in Education | Male | 4 | 1 | 3 | 1 | 0 | 0 |
| | Female | 14 | 2 | 5 | 1 | 1 | 2 |
| | TOTAL | 20 | 3 | 8 | 2 | 1 | 2 |
| Post Graduate Diplomas | Male | 5 | 1 | 6 | 2 | 0 | 0 |
| | Female | 9 | 2 | 7 | 2 | 1 | 2 |
| | TOTAL | 15 | 3 | 13 | 3 | 1 | 2 |
| Master's Degree | Male | 2 | 0 | 2 | 1 | 1 | 2 |
| | Female | 2 | 0 | 7 | 2 | 0 | 0 |
| | TOTAL | 4 | 1 | 9 | 2 | 1 | 2 |
| Male | | 230 | 39 | 131 | 35 | 26 | 55 |
| Female | | 362 | 61 | 242 | 65 | 21 | 45 |
| TOTAL | | 592 | 100 | 373 | 100 | 47 | 100 |

D3: Teacher Performance

D3.1 Primary Teacher Performance

Table 37 shows the overall proficiency for Primary teachers from the years 2018 through to 2022. COVID-19 is the main contributing factor to a decrease in the number of teacher appraisals for the year 2022 compared to the previous years as shown below. Notably is the gradual increase in the percentage of Proficient teachers until the year 2021. It continued to increase by 7% for males from 2021 to 2022 but slightly decreased by about 5% for females as also shown in Figure 2. Figure 1 portrays an increasing at a decreasing rate of the percentage of Proficient males throughout the years. Illustrated in Figure 56 is an improvement for reappraised teachers after their 3rd to 5th appraisals compared to the previous years. Validity of the school based Professional developments contents based on the advised provided by the MERD appraisers is one of the reasons that have contributed to the improvement of Primary teacher proficiency for this year.

Table 37: Primary Teachers Proficiency by gender 2018-2022

| Calendar Year | Gender | Not Proficient | Proficient | Exemplary | Total |
|---------------|--------|----------------|------------|-----------|-------|
| 2018 | F | 52% | 48% | | 186 |
| | M | 72% | 28% | | 46 |
| 2018 Total | | 129 | 103 | | 232 |
| 2019 | F | 46% | 53% | 1% | 167 |
| | M | 68% | 32% | | 28 |
| 2019 Total | | 96 | 98 | 1 | 195 |
| 2020 | F | 29% | 71% | | 234 |
| | M | 48% | 52% | | 62 |
| 2020 Total | | 97 | 199 | | 296 |
| 2021 | F | 20.4% | 79.2% | 0.4% | 245 |
| | M | 35% | 65% | | 43 |
| 2021 Total | | 65 | 222 | 1 | 288 |
| 2022 | F | 26% | 74% | | 156 |
| | M | 28% | 72% | | 36 |
| 2022 Total | | 50 | 142 | | 192 |

Figure 54: Proficiency of Male Teachers appraised 2018-2022

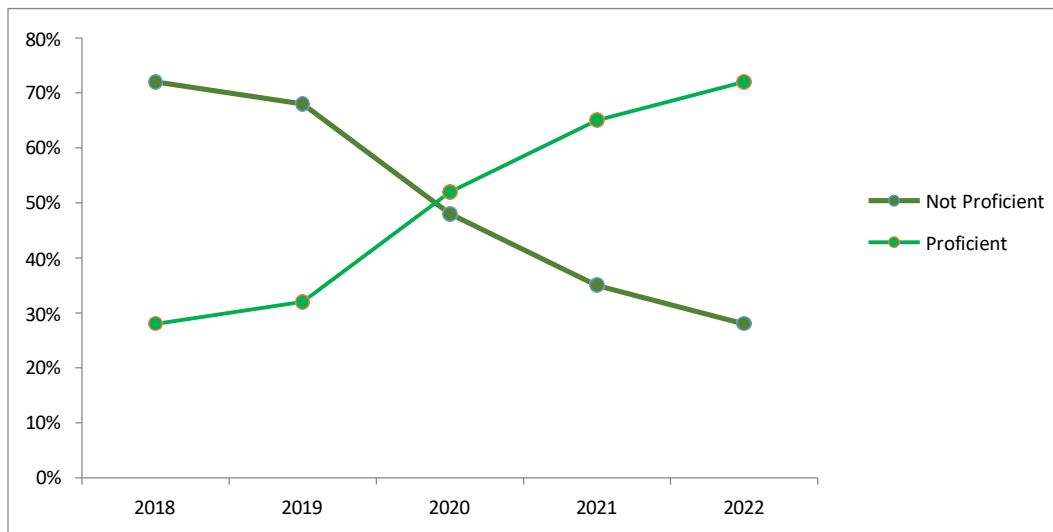


Figure 55: Proficiency of Female Primary Teacher Appraised 2018-2022

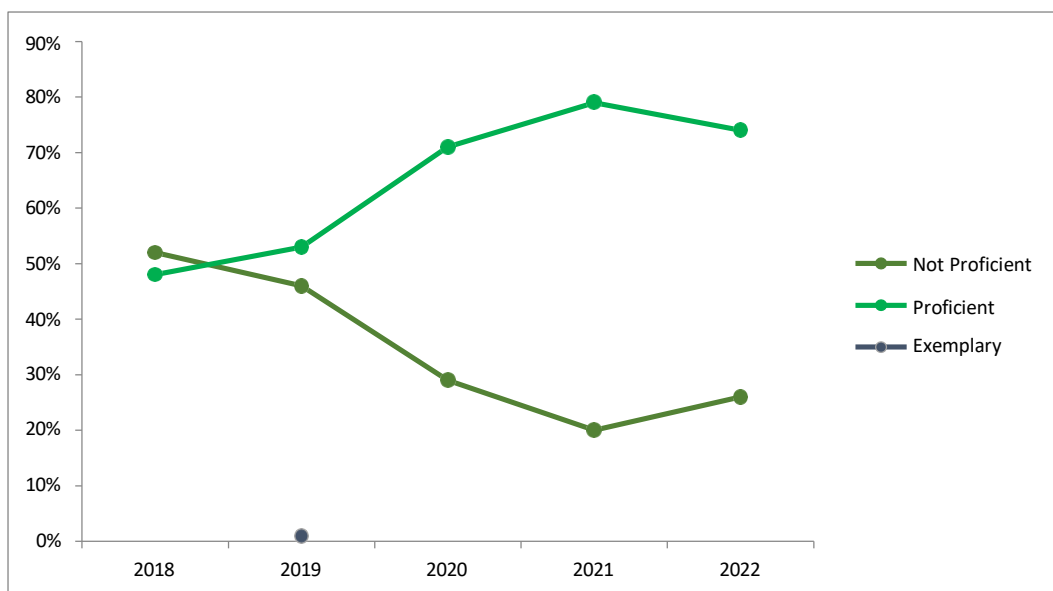
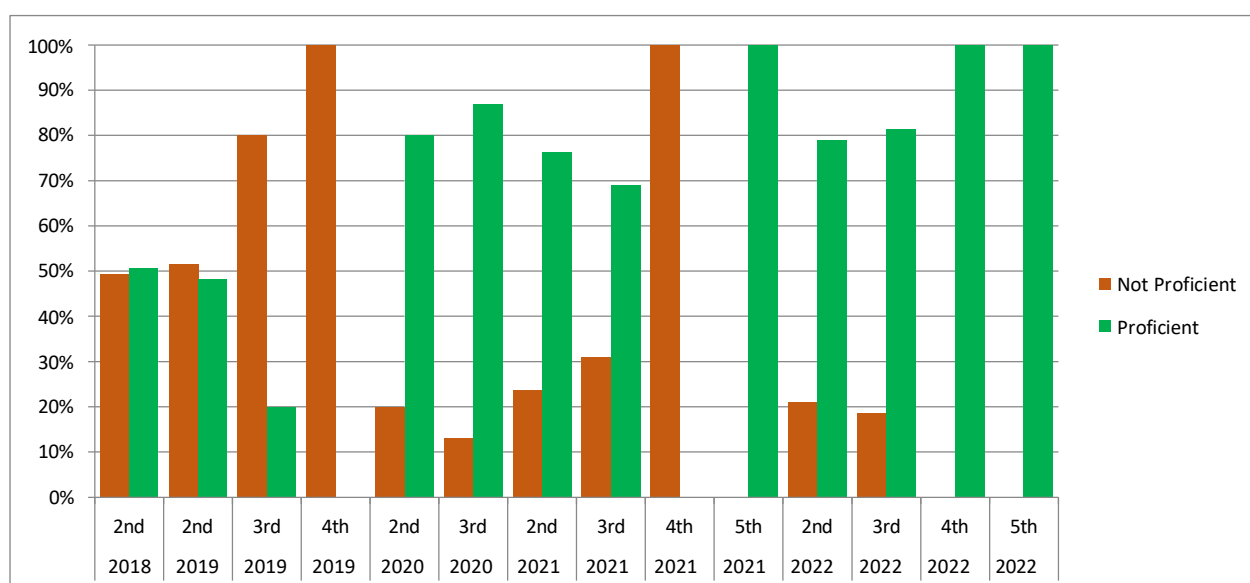


Figure 56: Proficiency of Re-appraised Primary Teachers 2018-2022



D3.1.1 Primary Principals and Vice Principals Appraisals

A total of 63 Principals had their end of contract QAPA in 2022 and 59% are females with the rest males. Only 7 Vice Principals were appraised within this year; 86% of them were females and 14% males.

D3.2: Secondary Teacher Performance

Table 38 shows a remarkable improvement with the performance of Secondary teachers appraised over the last five years and especially during 2022. 6.5% of teachers appraised in 2022 were exemplary and is the highest percentage recorded for Secondary teachers since 2014. Figure 57 shows a reduction in the percentage of Not Proficient female teachers from 2021 to 2022. However, Figure 58 shows a slight decrease in the number of Proficient male teachers due to a high percentage of teachers being appraised in 2022 for the first time. 3rd round of appraisals for Secondary teachers continued to be 100% Proficient from 2018 through to 2022 as shown in Figure 59. This shows how well the school based Professional developments are continuing within the schools.

Table 38: Secondary Teacher Proficiency by gender 2018-2022

| Year | Gender | Not Proficient | Proficient | Exemplary | Total |
|-------------------|--------|----------------|------------|-----------|------------|
| 2018 | F | 15% | 85% | 0% | 109 |
| | M | 21% | 76% | 3% | 67 |
| 2018 Total | | 30 | 144 | 2 | 176 |
| 2019 | F | 13% | 86% | 1% | 91 |
| | M | 19% | 81% | | 48 |
| 2019 Total | | 21 | 117 | 1 | 139 |
| 2020 | F | 10% | 89% | 1% | 91 |
| | M | 10% | 89% | 1% | 63 |
| 2020 Total | | 15 | 137 | 2 | 154 |
| 2021 | F | 12% | 87% | 1% | 101 |
| | M | 6% | 94% | | 53 |
| 2021 Total | | 15 | 138 | 1 | 154 |
| 2022 | F | 6.5% | 87% | 6.5% | 62 |
| | M | 7% | 93% | | 42 |
| 2022 Total | | 7 | 93 | 4 | 104 |

Figure 57: Proficiency of Female Secondary Teachers 2018-2022

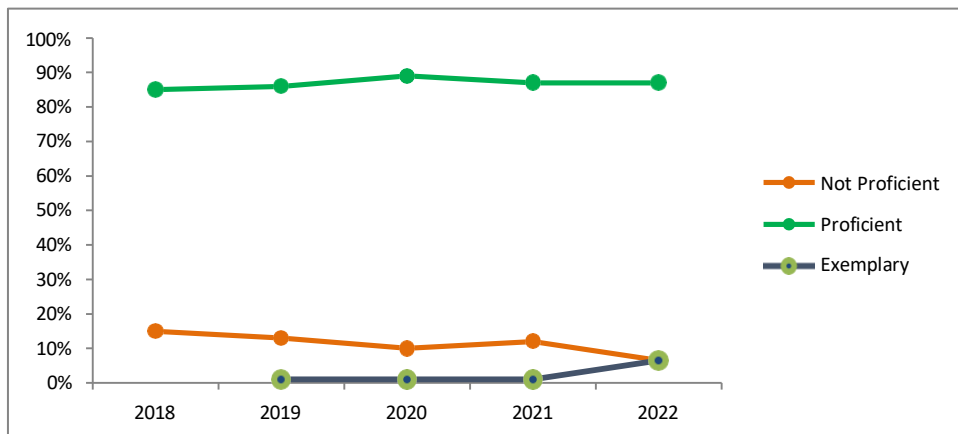


Figure 58: Proficiency of Male Secondary Teachers 2018-2022

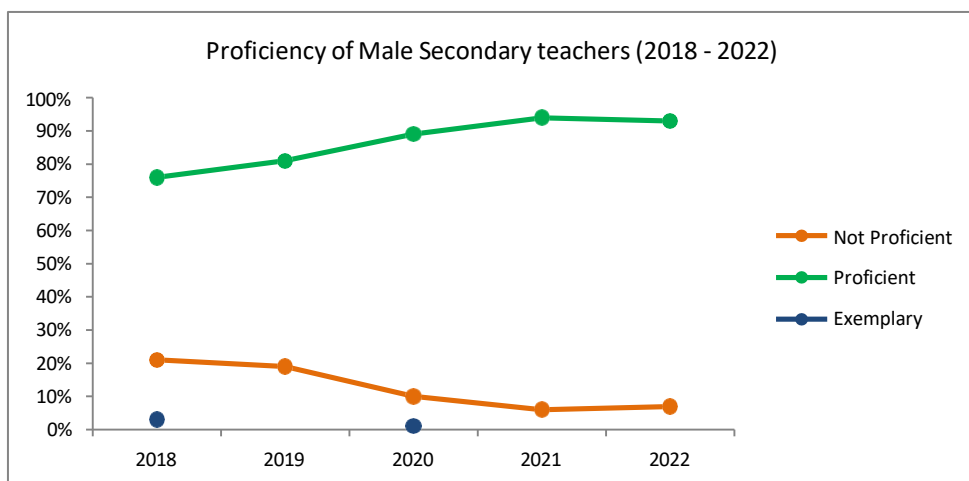
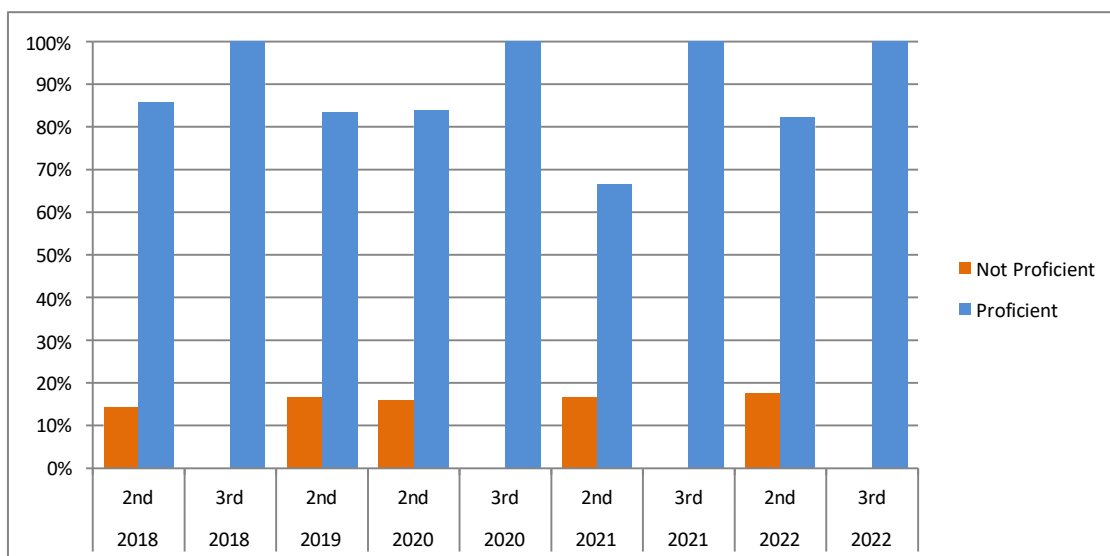


Figure 59: Proficiency of Reappraised Secondary Teachers 2018-2022



D3.2.1 Secondary Principals and Vice Principals Appraisals

Table 39: Secondary Principal Appraisals by gender 2018-2022

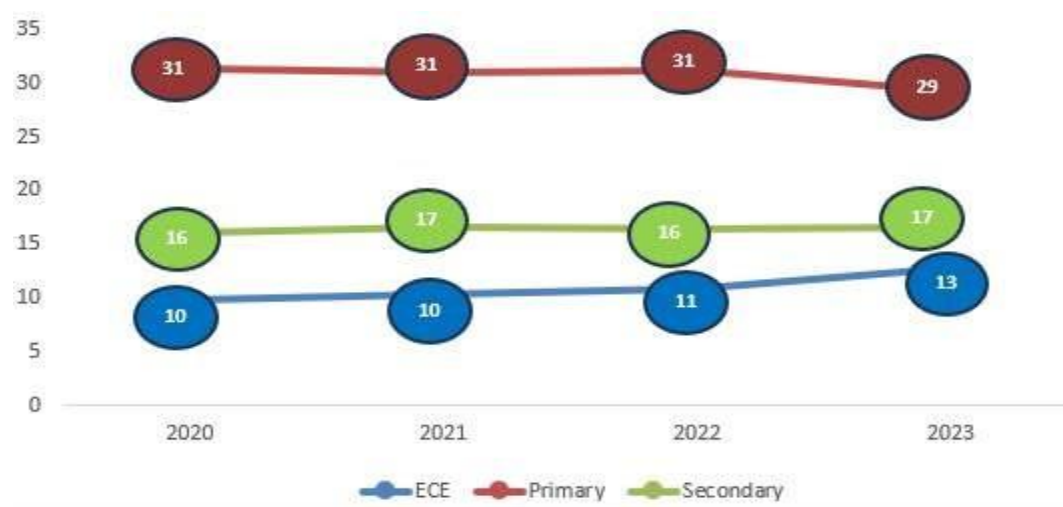
| Year | Gender | Principal | Vice-Principal | Total |
|------------|--------|-----------|----------------|-------|
| 2018 | F | 4 | 4 | 8 |
| | M | 6 | 1 | 7 |
| 2018 Total | | 10 | 5 | 15 |
| 2019 | F | 7 | 7 | 14 |
| | M | 3 | 5 | 8 |
| 2019 Total | | 10 | 12 | 22 |
| 2020 | F | 1 | 5 | 6 |
| | M | 1 | 2 | 3 |
| 2020 Total | | 2 | 7 | 9 |
| 2021 | F | 5 | 9 | 14 |
| | M | 4 | 4 | 8 |
| 2021 Total | | 9 | 13 | 22 |
| 2022 | F | 12 | 8 | 20 |
| | M | 12 | 10 | 22 |
| 2022 Total | | 24 | 18 | 42 |

A total of twenty four (24) Principals and eighteen (18) Vice Principals have had their 1st and 2nd QAPA reviews in 2022. Out of the twenty four (24) Principals, twelve (12) were females and twelve (12) males as shown in Table 3 below. For Vice Principals, eight (8) females and ten (10) males were appraised.

D3: Student Teacher Ratio in ECE, Primary and Secondary Schools

The purpose of the student-teacher ratio⁶ is to measure the number of teachers in relation to the total enrolment by education level. According to the Ministry policy the national Student-teacher ratio by education level is 15 children for 1 teacher in ECE, 30 students for one teacher in Primary and 20 students for one teacher in secondary

Figure 60: ECE, Primary and Secondary levels by STR 2020-2023



⁶ Student Teacher Ratio is calculated as the total number of students divide by the total number of teachers per school.

In overall, total STRs in ECE and Secondary schools are close to the national STR norms; this indicates schools are meeting the required number of teachers per school enrolment and they could pay more attention to individual student performances in class.

The alarming pattern of teacher's shortage is consistent across the Primary levels. The compliance with the student teacher ratio for government primary schools has higher than the recommended national student teacher ratio (above 30) as shown in Table 40. It reveals the shortage of teachers is a continuous pattern for Primary education. It is either teacher migrate through the NZ Quota, change their career pathways or retire from their teaching profession.

The Ministry has in place a sponsorship program with the Faculty of Education to attract students into the teaching profession.

In contrast, student teacher ratio in mission schools decrease to 1:23 in 2023 compared to 1:28-1:29 over the last three years in primary education.

Table 40: Student teacher ratio by controlling authorities and education levels 2020 - 2023

| Primary Schools | | | | |
|-------------------|------|------|------|------|
| Levels | 2020 | 2021 | 2022 | 2023 |
| Government | 33 | 33 | 33 | 33 |
| Mission | 29 | 28 | 29 | 23 |
| Private | 21 | 21 | 21 | 17 |
| Secondary Schools | | | | |
| Levels | 2020 | 2021 | 2022 | 2023 |
| Government | 16 | 16 | 16 | 17 |
| Mission | 18 | 18 | 17 | 16 |
| Private | 10 | 11 | 11 | 11 |

Section E: School Resources

E1: ECE School Resources

The Annual One Government Grant distributed by the Ministry every year assists all ECE Centers with the required resources and teaching materials needed to support teaching and learning. The OGG fund is critical in supporting ECE centers in improving the Minimum Service Standards including a learning environment that is beneficial to learning for improved learning outcomes.

E2: Primary School Resources

Table 41: School Resources in Primary Education 2023

| School Level | School Status | Desk | Chair | Teacher Desks | Teacher Chairs | Computer/Laptop | Photocopier |
|--------------|---------------|------|-------|---------------|----------------|-----------------|-------------|
| Primary | Government | 100% | 100% | 100% | 100% | 90% | 97% |
| | Mission | 100% | 100% | 100% | 100% | 98% | 99% |
| | Private | 100% | 100% | 100% | 100% | 100% | 100% |

Resources for schools are essential in supporting teachers and students' learning. In Table 38 shows that a sufficient number of resources for students and teachers are identified across government, mission and private schools. The One Government Grant contributes to providing schools with financial assistance to access resources and teaching materials; attributing to adequate school environments.

Table 42: School Facilities at Primary Education 2023

| School Level | School Status | Staffroom | Science Lab | Computer Lab | Library |
|--------------|---------------|-----------|-------------|--------------|---------|
| Primary | Government | 100% | 7% | 52% | 96% |
| | Mission | 100% | 65% | 92% | 100% |
| | Private | 100% | 77% | 100% | 100% |

Government schools have the least percentage of only 7% primary schools with a science laboratory, compared to 65% mission and 77% of private schools. All private schools (100%) have computer labs while 92% and 52% for mission and government schools. Furthermore, private and mission schools have the highest percentage (100%) of access to libraries, while 96% for government schools.

Table 43: Sanitation Facilities in Primary Education 2023

| School Level | School Status | Toilets | Urinals | Washbasins |
|--------------|---------------|---------|---------|------------|
| Primary | Government | 100% | 66% | 97% |
| | Mission | 100% | 75% | 100% |
| | Private | 100% | 99% | 100% |

All primary schools have access to the facilities (toilets) mentioned above with 66% of government primary schools that have urinals and 97% with washbasins. In comparison, 75% of mission primary schools have urinals while 99% for private primary schools. All private and mission schools have access to washbasins. All facilities in Table 43 are mandatory under the Minimum Service Standards to ensure healthier school environments.

E3: Secondary School Resources

Table 44: Schools' Resources of Secondary Education 2023

| School Level | School Status | Desks | Chairs | Teachers Desks | Teachers Chairs | Computer/Laptop | Photocopier |
|--------------|---------------|-------|--------|----------------|-----------------|-----------------|-------------|
| Secondary | Government | 100% | 100% | 100% | 100% | 98% | 99% |
| | Mission | 100% | 100% | 100% | 100% | 100% | 100% |
| | Private | 100% | 100% | 100% | 100% | 100% | 100% |

The One Government Grant continually contributes to supporting secondary schools in accessing the above resources. The data shows that government mission and private secondary schools all have a sufficient number of resources, from desks to computers and photocopiers.

Table 45: Schools' Facilities of Secondary Level 2023

| School Level | School Status | Staffroom | Science Lab | Computer Lab | Library |
|--------------|---------------|-----------|-------------|--------------|---------|
| Secondary | Government | 100% | 92% | 92% | 100% |
| | Mission | 100% | 100% | 100% | 100% |
| | Private | 100% | 100% | 100% | 100% |

Mission and private colleges show they have access to all facilities including science and computer laboratories, except for government schools where 92% have science and computer labs. Access to science and computer labs is essential in supporting ICT and Science teaching and learning in secondary schools especially during Covid 19 lockdown.

Table 46: Sanitation Facilities of Secondary Level 2023

| School Level | School Status | Toilets | Urinals | Washbasins |
|--------------|---------------|---------|---------|------------|
| Secondary | Government | 100% | 100% | 100% |
| | Mission | 100% | 100% | 100% |
| | Private | 100% | 100% | 100% |

All colleges in three controlling authorities have access to sanitation facilities, which is an essential part of Domain 1 of the Minimum Service Standards, in which all students can have access to healthy and clean environment.

Section F: Minimum Service Standards

F1: MSS ECE

The Minimum Service Standards for Early Childhood Education Centres have been designed to ensure quality across all aspects of education in the early years. These standards encourage the promotion of health, safety, and welfare of all children as well as the provision of a stimulating and challenging learning environment that is tailored to meet individual needs. The NCECE is responsible for monitoring and enforcing the implementation of the MSS to ensure that all registered ECE Centres are fully compliant.

F2: Students' Achievements (MSS) for Government Schools (Primary and Secondary Levels)

Minimum Service Standards (MSS) are the minimum (basic) requirements for schools to meet and/or comply with and should be used as a basis for planning, implementation, and monitoring in support of quality education. The MSS has become a tool used by the Ministry to identify school progress in achieving all domains of the standards. Information provided from the MSS verification data informs support visits, policy development and strategies for addressing issues and challenges experienced by schools.

In 2020, the Policy, Planning and Research Division conducted the MSS verification visit to ensure the accuracy and the exactness of information/data collected by the School Operations Division through self-evaluations forms from School Review Officers in each district.

For this Section, only Domain 4 is reported focussing on Student Achievement. MSS information captured is from Domain 4: Standard 4.1, Indicator 4.1.1 on ***improved student achievement based on school determined target***.

Table 47 results presented above were gathered from all 84 schools visited and verified their 2021 records by PPRD as well as from self-assessments by School Review Officers. From the data, the verification conducted by PPRD indicates the decline in all the three descriptors of Domain 4 as reported. The inconsistencies between School Support Advisors and Ministry verification are not new; this is due to the different times in which both visits were conducted. The SSA evaluation occurred in January and February of 2022, however the Ministry's verification usually implements in March and June of each year. However, because to COVID 19 pandemic constraints in early 2022, a briefing paper was presented and accepted by the CEO MESC to postpone the MSS visit to late September of the same year.

The Ministry with the assistance of the school inspectors will ensure the schools are setting clear target and goals for Literacy and Numeracy so that students achieve better results and to improve learning abilities of every child

Table 47: MSS Domain 4 Related to Student Achievement

| Evidence No | Descriptors | # Schools Verified | School Support Advisors Evaluation (SSA) | | Verification (PPRD) | |
|-------------|--|--------------------|--|-----------------------|-----------------------|-----------------------|
| | | | 2022 (Evaluating 2021) | | 2022 (Verifying 2021) | |
| | | | # schools meeting MSS | % schools meeting MSS | # schools meeting MSS | % schools meeting MSS |
| 4.1.1 | Clear progress towards targets set for proficiency in English literacy (primary national exams) or pass rate in English (secondary national exams) | 84 | 60 | 71% | 58 | 69% |
| 4.1.2 | Clear progress towards targets set for proficiency in Samoan literacy (primary national exams) or pass rate in English (secondary national exams) | 84 | 75 | 89% | 52 | 62% |
| 4.1.3 | Clear progress towards targets set for proficiency in Numeracy (primary national exams) or pass rate in English (secondary national exams) | 84 | 67 | 80% | 41 | 49% |

APPENDICES

Appendix Table 1: Number of Schools by Controlling Authorities and Districts 2023

| Regions/Districts | Government | | | | Mission | | | | Private | | | | Grand Total |
|------------------------|------------|----------|-----------|------------|-----------|----------|-----------|-----------|----------|----------|----------|-----------|-------------|
| | Pri | Pri-Sec | Sec | Total | Pri | Pri-Sec | Sec | Total | Pri | Pri-Sec | Sec | Total | |
| Schools Totals | 145 | 0 | 23 | 168 | 20 | 3 | 13 | 36 | 8 | 2 | 1 | 11 | 215 |
| Apia Urban Area | 22 | 0 | 5 | 27 | 7 | 2 | 6 | 15 | 8 | 2 | 1 | 11 | 53 |
| Vaimauga | 11 | 0 | 4 | 15 | 5 | 1 | 2 | 8 | 3 | 0 | 0 | 3 | 26 |
| Faleata | 11 | 0 | 1 | 12 | 2 | 1 | 4 | 7 | 5 | 2 | 1 | 8 | 27 |
| Rest of Upolu | 75 | 0 | 10 | 85 | 7 | 0 | 4 | 11 | 0 | 0 | 0 | 0 | 96 |
| Aana No. 1 | 9 | 0 | 1 | 10 | 2 | 0 | 2 | 4 | 0 | 0 | 0 | 0 | 14 |
| Aana No. 2 | 10 | 0 | 1 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 |
| Aleipata | 8 | 0 | 1 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |
| Anoamaa No. 1 | 4 | 0 | 1 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| Anoamaa No. 2 | 6 | 0 | 0 | 6 | 2 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 8 |
| Fagaloa | 4 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| Falealili | 9 | 0 | 2 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 |
| Lefaga | 4 | 0 | 1 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| Lepa/Lotofaga | 5 | 0 | 1 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| Safata | 8 | 0 | 1 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |
| Sagaga | 8 | 0 | 1 | 9 | 3 | 0 | 2 | 5 | 0 | 0 | 0 | 0 | 14 |
| Savaii | 48 | 0 | 8 | 56 | 6 | 1 | 3 | 10 | 0 | 0 | 0 | 0 | 66 |
| Faasaleleaga No. 1 | 6 | 0 | 1 | 7 | 2 | 0 | 2 | 4 | 0 | 0 | 0 | 0 | 11 |
| Faasaleleaga No. 2 | 6 | 0 | 1 | 7 | 2 | 1 | 0 | 3 | 0 | 0 | 0 | 0 | 10 |
| Itu Asau No. 1 | 5 | 0 | 1 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| Itu Asau No. 2 | 4 | 0 | 0 | 4 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 5 |
| Itu-o-Tane No. 1 | 5 | 0 | 1 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| Itu-o-Tane No. 2 | 7 | 0 | 1 | 8 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 9 |
| Palauli | 7 | 0 | 1 | 8 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 9 |
| Savaii Sisifo | 8 | 0 | 2 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 |

Appendix Table 2: ECE enrolment by genders and age 2023

| Gender | age-group | | | | | |
|--------------|------------|-------------|-------------|------------|------------|-------------|
| | Age 2 | Age 3 | Age 4 | Age 5 | Age 6 | Total |
| Male | 259 | 688 | 1072 | 513 | 81 | 2613 |
| Female | 292 | 707 | 1141 | 483 | 20 | 2643 |
| Total | 551 | 1395 | 2213 | 996 | 101 | 5256 |

Appendix Table 3: Primary enrolment by genders, year level and age 2023

| Age | Gender | Year levels | | | | | | | | |
|----------------|--------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|--------------|
| | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Total |
| 5 | Male | 1714 | 146 | 6 | 0 | 0 | 0 | 0 | 0 | 1866 |
| | Female | 1670 | 147 | 1 | 0 | 0 | 0 | 0 | 0 | 1818 |
| | Total | 3384 | 293 | 7 | 0 | 0 | 0 | 0 | 0 | 3684 |
| 6 | Male | 1288 | 1238 | 171 | 5 | 0 | 0 | 0 | 0 | 2702 |
| | Female | 1095 | 1278 | 206 | 2 | 0 | 0 | 0 | 0 | 2581 |
| | Total | 2383 | 2516 | 377 | 7 | 0 | 0 | 0 | 0 | 5283 |
| 7 | Male | 285 | 1131 | 1230 | 180 | 2 | 0 | 0 | 0 | 2828 |
| | Female | 197 | 1006 | 1196 | 194 | 11 | 0 | 0 | 0 | 2604 |
| | Total | 482 | 2137 | 2426 | 374 | 13 | 0 | 0 | 0 | 5432 |
| 8 | Male | 39 | 304 | 1240 | 1356 | 151 | 17 | 0 | 0 | 3107 |
| | Female | 26 | 247 | 1074 | 1415 | 151 | 6 | 0 | 0 | 2919 |
| | Total | 65 | 551 | 2314 | 2771 | 302 | 23 | 0 | 0 | 6026 |
| 9 | Male | 6 | 33 | 358 | 1184 | 1143 | 193 | 15 | 4 | 2936 |
| | Female | 4 | 22 | 281 | 950 | 1257 | 197 | 10 | 1 | 2722 |
| | Total | 10 | 55 | 639 | 2134 | 2400 | 390 | 25 | 5 | 5658 |
| 10 | Male | 1 | 2 | 54 | 279 | 1214 | 1303 | 241 | 29 | 3123 |
| | Female | 0 | 1 | 39 | 202 | 1047 | 1343 | 247 | 18 | 2897 |
| | Total | 1 | 3 | 93 | 481 | 2261 | 2646 | 488 | 47 | 6020 |
| 11 | Male | 0 | 1 | 14 | 40 | 375 | 1068 | 1222 | 205 | 2925 |
| | Female | 1 | 0 | 6 | 27 | 255 | 917 | 1230 | 237 | 2673 |
| | Total | 1 | 1 | 20 | 67 | 630 | 1985 | 2452 | 460 | 5598 |
| 12 | Male | 0 | 0 | 0 | 7 | 53 | 296 | 1095 | 1060 | 2511 |
| | Female | 0 | 0 | 0 | 4 | 30 | 256 | 967 | 1208 | 2465 |
| | Total | 0 | 0 | 0 | 11 | 83 | 552 | 2062 | 2268 | 4976 |
| 13 | Male | 0 | 0 | 0 | 0 | 6 | 52 | 306 | 937 | 1301 |
| | Female | 0 | 0 | 0 | 0 | 1 | 37 | 205 | 799 | 1042 |
| | Total | 0 | 0 | 0 | 0 | 7 | 89 | 511 | 1736 | 2343 |
| 14 | Male | 0 | 0 | 0 | 0 | 4 | 10 | 29 | 295 | 338 |
| | Female | 0 | 0 | 0 | 0 | 2 | 3 | 13 | 221 | 239 |
| | Total | 0 | 0 | 0 | 0 | 6 | 13 | 42 | 516 | 577 |
| Males | | 3333 | 2855 | 3073 | 3051 | 2948 | 2939 | 2908 | 2530 | 23637 |
| Females | | 2993 | 2701 | 2803 | 2794 | 2754 | 2759 | 2672 | 2484 | 21960 |
| Total | | 6326 | 5556 | 5876 | 5845 | 5702 | 5698 | 5580 | 5014 | 45597 |

Appendix Table 4: Secondary enrolment by genders, year level and age 2023

| Age | Gender | Year levels | | | | | |
|----------------|--------------|-------------|-------------|-------------|-------------|-------------|--------------|
| | | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 | Total |
| 11 | Male | 5 | 0 | 0 | 0 | 0 | 5 |
| | Female | 15 | 0 | 0 | 0 | 0 | 15 |
| | Total | 20 | 0 | 0 | 0 | 0 | 20 |
| 12 | Male | 149 | 4 | 0 | 0 | 0 | 153 |
| | Female | 158 | 1 | 0 | 0 | 0 | 159 |
| | Total | 307 | 5 | 0 | 0 | 0 | 312 |
| 13 | Male | 704 | 122 | 6 | 1 | 0 | 833 |
| | Female | 890 | 180 | 8 | 6 | 0 | 1084 |
| | Total | 1594 | 302 | 14 | 7 | 0 | 1917 |
| 14 | Male | 941 | 682 | 62 | 22 | 0 | 1707 |
| | Female | 904 | 987 | 147 | 53 | 0 | 2091 |
| | Total | 1845 | 1669 | 209 | 75 | 0 | 3798 |
| 15 | Male | 331 | 824 | 490 | 156 | 16 | 1817 |
| | Female | 301 | 767 | 593 | 250 | 48 | 1959 |
| | Total | 632 | 1591 | 1083 | 406 | 64 | 3776 |
| 16 | Male | 77 | 225 | 565 | 454 | 121 | 1442 |
| | Female | 55 | 216 | 634 | 692 | 263 | 1860 |
| | Total | 132 | 441 | 1199 | 1146 | 384 | 3302 |
| 17 | Male | 10 | 56 | 188 | 403 | 271 | 928 |
| | Female | 3 | 51 | 191 | 541 | 520 | 1306 |
| | Total | 13 | 107 | 379 | 944 | 791 | 2234 |
| 18 | Male | 2 | 5 | 41 | 138 | 364 | 550 |
| | Female | 2 | 4 | 32 | 127 | 458 | 623 |
| | Total | 4 | 9 | 73 | 265 | 822 | 1173 |
| 19 | Male | 1 | 0 | 2 | 15 | 91 | 110 |
| | Female | 0 | 0 | 2 | 18 | 85 | 105 |
| | Total | 1 | 0 | 4 | 34 | 176 | 215 |
| 20 | Male | 0 | 1 | 0 | 1 | 21 | 23 |
| | Female | 0 | 0 | 0 | 0 | 12 | 12 |
| | Total | 0 | 1 | 0 | 1 | 33 | 35 |
| Males | | 2220 | 1919 | 1354 | 1191 | 884 | 7568 |
| Females | | 2328 | 2206 | 1607 | 1687 | 1386 | 9214 |
| Total | | 4548 | 4125 | 2961 | 2878 | 2270 | 16782 |

Appendix Table 5: Enrolment by year level, controlling authority and gender 2023

| Levels | Government | | | Mission | | | Private | | | Total |
|------------------------|--------------|--------------|--------------|-------------|-------------|--------------|-------------|-------------|-------------|--------------|
| | Males | Females | Total | Males | Females | Total | Males | Females | Total | |
| Year 1 | 2562 | 2275 | 4837 | 541 | 487 | 1028 | 230 | 231 | 461 | 6326 |
| Year 2 | 2269 | 2093 | 4362 | 419 | 436 | 855 | 167 | 172 | 339 | 5556 |
| Year 3 | 2474 | 2186 | 4660 | 422 | 422 | 844 | 177 | 195 | 372 | 5876 |
| Year 4 | 2418 | 2246 | 4664 | 450 | 389 | 839 | 183 | 159 | 342 | 5845 |
| Year 5 | 2348 | 2189 | 4537 | 448 | 382 | 830 | 152 | 183 | 335 | 5702 |
| Year 6 | 2373 | 2217 | 4590 | 414 | 372 | 786 | 152 | 170 | 322 | 5698 |
| Year 7 | 2346 | 2122 | 4468 | 445 | 410 | 855 | 117 | 140 | 257 | 5580 |
| Year 8 | 2050 | 1927 | 3977 | 379 | 426 | 805 | 101 | 131 | 232 | 5014 |
| Primary Total | 18832 | 17263 | 36095 | 3513 | 3329 | 6842 | 1292 | 1368 | 2660 | 45597 |
| Year 9 | 1423 | 1384 | 2807 | 727 | 862 | 1589 | 70 | 82 | 152 | 4548 |
| Year 10 | 1205 | 1274 | 2479 | 646 | 859 | 1505 | 68 | 73 | 141 | 4125 |
| Year 11 | 904 | 1052 | 1956 | 450 | 555 | 1005 | 0 | 0 | 0 | 2961 |
| Year 12 | 656 | 932 | 1588 | 475 | 692 | 1167 | 60 | 63 | 123 | 2878 |
| Year 13 | 538 | 788 | 1326 | 312 | 542 | 854 | 34 | 56 | 90 | 2270 |
| Secondary Total | 4726 | 5430 | 10156 | 2610 | 3510 | 6120 | 232 | 274 | 506 | 16782 |
| Total | 23558 | 22693 | 46251 | 6123 | 6839 | 12962 | 1524 | 1642 | 3166 | 62379 |

Appendix Table 6: Enrolment by school level, controlling authority and regions 2023

| Primary | Apia Urban Area | | | Rest of Upolu | | | Savaii | | | Total |
|------------------|-----------------|-------------|--------------|---------------|-------------|--------------|-------------|-------------|--------------|--------------|
| | Males | Females | Total | Males | Females | Total | Males | Females | Total | |
| Government | 5593 | 5181 | 10774 | 8141 | 7467 | 15608 | 5098 | 4615 | 9713 | 36095 |
| Mission | 1721 | 1698 | 3419 | 1187 | 1116 | 2303 | 605 | 515 | 1120 | 6842 |
| Private | 1292 | 1368 | 2660 | 0 | 0 | 0 | 0 | 0 | 0 | 2660 |
| Total | 8606 | 8247 | 16853 | 9328 | 8583 | 17911 | 5703 | 5130 | 10833 | 45597 |
| Secondary | | | | | | | | | | |
| Government | 1681 | 1974 | 3655 | 1738 | 1957 | 3695 | 1307 | 1499 | 2806 | 10156 |
| Mission | 1320 | 1801 | 3121 | 842 | 1139 | 1981 | 448 | 570 | 1018 | 6120 |
| Private | 232 | 274 | 506 | 0 | 0 | 0 | 0 | 0 | 0 | 506 |
| Total | 3233 | 4049 | 7282 | 2580 | 3096 | 5676 | 1755 | 2069 | 3824 | 16782 |

Appendix Table 7: Number of repeaters in Primary by controlling authority and regions 2023

| Controlling Authority | Regions | | | |
|-----------------------|-----------------|---------------|------------|------------|
| | Apia Urban Area | Rest of Upolu | Savaii | Total |
| Government | 36 | 98 | 189 | 323 |
| Mission | 66 | 28 | 4 | 98 |
| Private | 13 | 0 | 0 | 13 |
| Total | 115 | 126 | 193 | 434 |

Appendix Table 8: Number of repeaters in Primary by year levels and gender 2023

| Gender | Year levels | | | | | | | | |
|--------------|-------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Total |
| Male | 118 | 30 | 31 | 19 | 24 | 19 | 20 | 31 | 292 |
| Female | 47 | 13 | 12 | 6 | 17 | 17 | 8 | 22 | 142 |
| Total | 165 | 43 | 43 | 25 | 41 | 36 | 28 | 53 | 434 |

Appendix Table 9: Number of repeaters in Primary by year levels, controlling authority and gender 2023

| Controlling Authority | Gender | Year levels | | | | | | | | |
|-----------------------|---------------|-------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|
| | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Total |
| Government | Male | 101 | 21 | 27 | 15 | 20 | 12 | 8 | 11 | 215 |
| | Female | 40 | 10 | 10 | 5 | 14 | 11 | 5 | 13 | 108 |
| | Total | 141 | 31 | 37 | 20 | 34 | 23 | 13 | 24 | 323 |
| Mission | Male | 10 | 9 | 4 | 4 | 4 | 7 | 12 | 19 | 69 |
| | Female | 3 | 2 | 2 | 1 | 3 | 6 | 3 | 9 | 29 |
| | Total | 13 | 11 | 6 | 5 | 7 | 13 | 15 | 28 | 98 |
| Private | Male | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 8 |
| | Female | 4 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| | Total | 11 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 13 |
| Totals | Male | 118 | 30 | 31 | 19 | 24 | 19 | 20 | 31 | 292 |
| | Female | 47 | 13 | 12 | 6 | 17 | 17 | 8 | 22 | 142 |
| | Total | 165 | 43 | 43 | 25 | 41 | 36 | 28 | 53 | 434 |

Appendix Table 10: Number of repeaters in Secondary by controlling authority and regions 2023

| Controlling Authority | Regions | | | |
|-----------------------|-----------------|---------------|-----------|------------|
| | Apia Urban Area | Rest of Upolu | Savaii | Total |
| Government | 144 | 114 | 17 | 275 |
| Mission | 20 | 4 | 14 | 38 |
| Private | 3 | 0 | 0 | 3 |
| Male | 167 | 118 | 31 | 316 |

Appendix Table 11: Number of repeaters in Secondary by year levels and gender 2023

| Gender | Year levels | | | | | |
|--------------|-------------|-----------|------------|-----------|-----------|------------|
| | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 | Total |
| Male | 30 | 43 | 57 | 28 | 12 | 170 |
| Female | 12 | 40 | 46 | 36 | 12 | 146 |
| Total | 42 | 83 | 103 | 64 | 24 | 316 |

Appendix Table 12: Number of repeaters in Secondary by year levels, controlling authority and gender 2023

| Controlling Authority | Gender | School level | | | | | |
|-----------------------|---------------|--------------|-----------|------------|-----------|-----------|------------|
| | | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 | Total |
| Government | Male | 21 | 36 | 55 | 25 | 11 | 148 |
| | Female | 12 | 33 | 43 | 27 | 12 | 127 |
| | Total | 33 | 69 | 98 | 52 | 23 | 275 |
| Mission | Male | 7 | 6 | 2 | 3 | 1 | 19 |
| | Female | 0 | 7 | 3 | 9 | 0 | 19 |
| | Total | 7 | 13 | 5 | 12 | 1 | 38 |
| Private | Male | 2 | 1 | 0 | 0 | 0 | 3 |
| | Female | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 2 | 1 | 0 | 0 | 0 | 3 |
| Totals | Male | 30 | 43 | 57 | 28 | 12 | 170 |
| | Female | 12 | 40 | 46 | 36 | 12 | 146 |
| | Total | 42 | 83 | 103 | 64 | 24 | 316 |

Appendix Table 13: Total number of ECE, Primary and Secondary by controlling authority and gender 2023

| Levels | ECE | Primary | College | Total |
|--------|------|---------|---------|-------|
| Male | 2613 | 23637 | 7568 | 33818 |
| Female | 2643 | 21960 | 9214 | 33817 |
| Total | 5256 | 45597 | 16782 | 67635 |

| Primary Level | Government | Mission | Private | Total |
|---------------|------------|---------|---------|-------|
| Male | 18832 | 3513 | 1292 | 23637 |
| Female | 17263 | 3329 | 1368 | 21960 |
| Total | 36095 | 6842 | 2660 | 45597 |

| Secondary Level | Government | Mission | Private | Total |
|-----------------|------------|---------|---------|-------|
| Male | 4726 | 2610 | 232 | 7568 |
| Female | 5430 | 3510 | 274 | 9214 |
| Total | 10156 | 6120 | 506 | 16782 |

Appendix Table 14: Primary school enrolment by school, year level and regions 2023

| CA | School Name | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Total |
|------------------------|------------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|--------------|
| Apia Urban Area | | 2335 | 2004 | 2088 | 2126 | 2136 | 2121 | 2102 | 1941 | 16853 |
| Vaimauga | | 1162 | 944 | 1053 | 1043 | 1102 | 1057 | 1043 | 971 | 8375 |
| Government | Fagali'i Primary | 18 | 24 | 16 | 20 | 22 | 20 | 24 | 19 | 163 |
| | Falefitu Primary | 56 | 39 | 63 | 53 | 64 | 64 | 63 | 65 | 467 |
| | Lauli'i Primary | 52 | 43 | 52 | 45 | 49 | 56 | 42 | 42 | 381 |
| | Letogo Primary | 30 | 38 | 33 | 30 | 38 | 30 | 30 | 31 | 260 |
| | Magiagi Primary | 41 | 41 | 40 | 39 | 48 | 44 | 36 | 34 | 323 |
| | Moata'a Primary | 64 | 50 | 58 | 71 | 74 | 70 | 76 | 60 | 523 |
| | Vailele Primary | 31 | 26 | 23 | 26 | 30 | 30 | 26 | 28 | 220 |
| | Vailima Primary | 38 | 30 | 49 | 37 | 26 | 39 | 39 | 41 | 299 |
| | Tanugamanono Primary | 24 | 23 | 30 | 33 | 44 | 27 | 29 | 24 | 234 |
| | Vaivase Primary | 109 | 89 | 90 | 98 | 95 | 92 | 104 | 108 | 785 |
| | Apia Primary | 107 | 118 | 143 | 157 | 162 | 165 | 180 | 144 | 1176 |
| Mission | Marist Brothers Primary School | 82 | 62 | 73 | 72 | 105 | 90 | 80 | 90 | 654 |
| | St.Mary's - Savalalo | 110 | 92 | 107 | 95 | 87 | 87 | 90 | 90 | 758 |
| | Samoa Adventist School | 134 | 80 | 73 | 70 | 75 | 71 | 65 | 53 | 621 |
| | All Saints Anglican Primary School | 35 | 34 | 22 | 19 | 21 | 14 | 12 | 7 | 164 |
| | Divine Mercy Primary School | 48 | 44 | 41 | 38 | 34 | 42 | 31 | 36 | 314 |
| | Agape Primary School | 22 | 15 | 6 | 16 | 13 | 8 | 9 | 7 | 96 |
| Private | Vaiala Beach School | 31 | 29 | 31 | 32 | 32 | 31 | 28 | 29 | 243 |
| | Manumalo Baptist School | 66 | 26 | 44 | 44 | 33 | 24 | 24 | 20 | 281 |
| | Samoa Primary School | 64 | 41 | 59 | 48 | 50 | 53 | 55 | 43 | 413 |
| Faleata | | 1173 | 1060 | 1035 | 1083 | 1034 | 1064 | 1059 | 970 | 8478 |
| Government | Aleisa Primary | 64 | 51 | 58 | 51 | 60 | 50 | 66 | 25 | 425 |
| | Vaimoso Primary | 61 | 53 | 79 | 81 | 68 | 79 | 73 | 73 | 567 |
| | Lepea Primary | 59 | 59 | 66 | 71 | 77 | 64 | 64 | 41 | 501 |
| | Saina/Toamua Primary School | 65 | 78 | 54 | 61 | 65 | 63 | 69 | 67 | 522 |
| | Vaigaga Primary | 62 | 64 | 61 | 54 | 58 | 65 | 57 | 70 | 491 |
| | Vailoa Primary (Faleata District) | 48 | 44 | 35 | 45 | 46 | 42 | 31 | 41 | 332 |
| | Vaimea Primary | 129 | 86 | 86 | 97 | 99 | 110 | 121 | 101 | 829 |
| | Vaiusu Primary | 29 | 57 | 52 | 43 | 39 | 44 | 47 | 37 | 348 |
| | Vaitele Primary | 115 | 112 | 100 | 134 | 109 | 123 | 111 | 108 | 912 |
| | Aele Primary School | 94 | 66 | 80 | 68 | 75 | 70 | 68 | 77 | 598 |
| | St Pauls Academy | 50 | 62 | 47 | 73 | 43 | 64 | 38 | 41 | 418 |

Primary school enrolment by school, year level and regions 2023 (continue)

| CA | School Name | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Total |
|----------------------|----------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|--------------|
| Mission | St. Theresa's School - Lepea | 55 | 47 | 41 | 53 | 41 | 40 | 43 | 31 | 351 |
| | Nuufou Baptist School | 42 | 38 | 38 | 34 | 34 | 36 | 26 | 0 | 248 |
| | LDS Church Middle School Pesega | 0 | 0 | 0 | 0 | 0 | 0 | 95 | 118 | 213 |
| Private | Robert Louis Stevenson Primary | 62 | 59 | 59 | 59 | 55 | 60 | 56 | 0 | 410 |
| | Peace Chapel Christian School | 78 | 54 | 65 | 51 | 59 | 46 | 37 | 39 | 429 |
| | Pesega Fou Primary | 51 | 31 | 36 | 34 | 33 | 35 | 0 | 0 | 220 |
| | Ah Mu Academy - Pesega | 54 | 30 | 30 | 30 | 30 | 30 | 27 | 21 | 252 |
| | Aoga Faamasani Amosa | 24 | 11 | 17 | 13 | 12 | 8 | 4 | 2 | 91 |
| | St Peter Chanel Primary (Moamoa) | 31 | 58 | 31 | 31 | 31 | 35 | 26 | 21 | 264 |
| | Robert Louis Stevenson College | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 57 | 57 |
| Rest of Upolu | | 2507 | 2188 | 2359 | 2296 | 2230 | 2255 | 2151 | 1925 | 17911 |
| Anoamaa 1 | | 130 | 98 | 96 | 85 | 107 | 100 | 75 | 91 | 782 |
| Government | Luatuanuu Primary | 26 | 24 | 21 | 18 | 28 | 28 | 23 | 22 | 190 |
| | Salelesi Primary | 29 | 13 | 21 | 17 | 22 | 21 | 17 | 17 | 157 |
| | Saoluafata Primary | 26 | 13 | 23 | 22 | 18 | 23 | 13 | 18 | 156 |
| | Solosolo Primary | 49 | 48 | 31 | 28 | 39 | 28 | 22 | 34 | 279 |
| Anoamaa 2 | | 178 | 160 | 185 | 168 | 168 | 183 | 152 | 147 | 1341 |
| Government | Faleapuna Primary | 15 | 7 | 11 | 9 | 10 | 19 | 11 | 7 | 89 |
| | Falefa Primary | 36 | 41 | 36 | 38 | 33 | 35 | 25 | 32 | 276 |
| | Falevao Primary | 23 | 17 | 18 | 23 | 20 | 20 | 21 | 9 | 151 |
| | Lalomauga Primary | 15 | 12 | 17 | 13 | 17 | 21 | 7 | 13 | 115 |
| | Lufilufi Primary | 18 | 13 | 13 | 9 | 18 | 18 | 16 | 13 | 118 |
| | Manunu Primary | 10 | 9 | 11 | 7 | 10 | 8 | 6 | 12 | 73 |
| Mission | St Peter's Falefa | 34 | 32 | 48 | 40 | 30 | 37 | 38 | 41 | 300 |
| | Sauniatu Primary - LDS | 27 | 29 | 31 | 29 | 30 | 25 | 28 | 20 | 219 |
| Sagaga | | 600 | 521 | 524 | 501 | 519 | 504 | 465 | 422 | 4056 |
| Government | Afega Primary | 73 | 54 | 47 | 54 | 56 | 65 | 58 | 39 | 446 |
| | Fale'ula Primary | 79 | 72 | 71 | 51 | 64 | 62 | 49 | 47 | 495 |
| | Le'auva'a Primary | 50 | 51 | 54 | 55 | 47 | 49 | 52 | 45 | 403 |
| | Levi Primary | 30 | 31 | 45 | 37 | 35 | 40 | 20 | 26 | 264 |
| | Malie Primary | 61 | 52 | 56 | 47 | 56 | 46 | 54 | 43 | 415 |
| | Sale'imoa Primary | 41 | 43 | 36 | 52 | 37 | 44 | 30 | 35 | 318 |
| | Tuana'i Primary | 30 | 29 | 28 | 30 | 32 | 30 | 33 | 29 | 241 |
| | Utuali'i Primary | 60 | 52 | 48 | 50 | 52 | 47 | 48 | 43 | 400 |

Primary school enrolment by school, year level and regions 2023 (continue)

| CA | School Name | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Total |
|-------------------|------------------------------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| Mission | St. Joseph's Primary - Leauvaa | 51 | 28 | 29 | 28 | 38 | 26 | 27 | 22 | 249 |
| | Baptist Church Primary School | 26 | 24 | 28 | 23 | 21 | 19 | 24 | 22 | 187 |
| | George Brown Primary School | 99 | 85 | 82 | 74 | 81 | 76 | 70 | 71 | 638 |
| Aana No. 1 | | 454 | 406 | 428 | 488 | 441 | 398 | 461 | 343 | 3419 |
| Government | Faleasiu Primary | 51 | 37 | 53 | 67 | 64 | 42 | 63 | 48 | 425 |
| | Fasito'outa Primary | 42 | 30 | 39 | 51 | 33 | 39 | 56 | 25 | 315 |
| | Fasito'otai Primary | 30 | 27 | 43 | 49 | 49 | 40 | 41 | 22 | 301 |
| | Leulumoega Primary | 37 | 34 | 25 | 30 | 17 | 16 | 11 | 22 | 192 |
| | Nofoalii Primary | 62 | 48 | 70 | 50 | 62 | 51 | 64 | 51 | 458 |
| | Satapuala Primary | 49 | 43 | 38 | 40 | 38 | 40 | 45 | 40 | 333 |
| | Vailu'utai Primary | 26 | 30 | 30 | 30 | 25 | 28 | 39 | 23 | 231 |
| | Faleatiu Primary | 13 | 15 | 14 | 19 | 14 | 14 | 14 | 10 | 113 |
| Mission | Moamoa&Tauao'o Primary | 41 | 45 | 33 | 57 | 42 | 43 | 46 | 34 | 341 |
| | St. Joan of Arc School | 55 | 58 | 52 | 53 | 56 | 50 | 49 | 43 | 416 |
| | Mt Zion Primary School | 48 | 39 | 31 | 42 | 41 | 35 | 33 | 25 | 294 |
| Aana No. 2 | | 264 | 237 | 285 | 276 | 242 | 263 | 239 | 246 | 2052 |
| Government | Apolima-uta Primary | 27 | 24 | 26 | 26 | 27 | 28 | 25 | 27 | 210 |
| | Falelatai Primary | 22 | 30 | 29 | 28 | 30 | 34 | 26 | 25 | 224 |
| | Faleu Primary | 15 | 12 | 18 | 12 | 18 | 19 | 14 | 15 | 123 |
| | Manono Primary | 58 | 40 | 55 | 39 | 34 | 30 | 41 | 43 | 340 |
| | Mulifanua Primary | 34 | 32 | 41 | 58 | 36 | 57 | 32 | 59 | 349 |
| | Pata Primary | 14 | 9 | 14 | 14 | 11 | 10 | 11 | 12 | 95 |
| | Salua Primary | 16 | 14 | 12 | 12 | 12 | 13 | 9 | 11 | 99 |
| | Samatau Primary | 30 | 28 | 32 | 32 | 31 | 28 | 27 | 24 | 232 |
| | Satuimalufilufi Primary | 29 | 35 | 33 | 38 | 29 | 30 | 33 | 13 | 240 |
| | Siufaga Primary | 19 | 13 | 25 | 17 | 14 | 14 | 21 | 17 | 140 |
| Fagaloa | | 49 | 37 | 41 | 46 | 43 | 50 | 35 | 36 | 337 |
| Government | Lona Primary | 9 | 12 | 13 | 12 | 17 | 14 | 10 | 8 | 95 |
| | Sauano Primary | 14 | 10 | 12 | 10 | 11 | 12 | 7 | 10 | 86 |
| | Taelefaga Primary | 17 | 12 | 13 | 15 | 13 | 16 | 10 | 12 | 108 |
| | Uafato Primary | 9 | 3 | 3 | 9 | 2 | 8 | 8 | 6 | 48 |
| Aleipata | | 188 | 159 | 154 | 150 | 146 | 157 | 143 | 114 | 1211 |
| Government | Lalomanu Primary | 17 | 15 | 15 | 18 | 17 | 16 | 16 | 16 | 130 |
| | Lotopue Primary | 30 | 24 | 24 | 21 | 24 | 16 | 21 | 15 | 175 |
| | Saleaamua Primary | 26 | 21 | 24 | 15 | 19 | 18 | 28 | 12 | 163 |
| | Satitoa Primary | 29 | 31 | 21 | 23 | 23 | 24 | 16 | 19 | 186 |
| | Tiavea Primary | 34 | 28 | 32 | 29 | 24 | 30 | 30 | 25 | 232 |
| | Ulutogia Primary | 11 | 6 | 2 | 4 | 7 | 3 | 5 | 4 | 42 |
| | Vailoa Primary (Aleipata District) | 18 | 11 | 8 | 13 | 16 | 18 | 4 | 8 | 96 |
| | Samusu Primary | 23 | 23 | 28 | 27 | 16 | 32 | 23 | 15 | 187 |

Primary school enrolment by school, year level and regions 2023 (continue)

| CA | School Name | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Total |
|----------------------|---|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| Lepa/Lotofaga | | 110 | 83 | 104 | 86 | 96 | 95 | 97 | 99 | 770 |
| Government | Aufaga Primary | 29 | 17 | 18 | 19 | 24 | 26 | 26 | 17 | 176 |
| | Lepa Primary | 21 | 17 | 16 | 14 | 19 | 14 | 14 | 15 | 130 |
| | Lotofaga Primary (Lepa/Lotofaga District) | 24 | 22 | 22 | 19 | 22 | 16 | 21 | 30 | 176 |
| | Matatufu Primary | 19 | 12 | 27 | 19 | 12 | 23 | 19 | 21 | 152 |
| | Saleapaga Primary | 17 | 15 | 21 | 15 | 19 | 16 | 17 | 16 | 136 |
| Falealili | | 212 | 188 | 206 | 203 | 183 | 208 | 180 | 181 | 1561 |
| Government | Nene Primary | 25 | 16 | 13 | 11 | 7 | 13 | 17 | 9 | 111 |
| | Saleilua Primary | 52 | 27 | 35 | 43 | 32 | 38 | 31 | 30 | 288 |
| | Salani Primary | 19 | 19 | 20 | 14 | 17 | 16 | 11 | 18 | 134 |
| | Salesatele Primary | 12 | 10 | 9 | 11 | 10 | 16 | 8 | 15 | 91 |
| | Sapoe Primary | 9 | 6 | 11 | 9 | 7 | 12 | 4 | 7 | 65 |
| | Sapunaoa Primary | 15 | 18 | 13 | 15 | 17 | 13 | 14 | 14 | 119 |
| | Satalo Primary | 8 | 11 | 12 | 10 | 11 | 17 | 7 | 12 | 88 |
| | Siumu Primary | 49 | 59 | 66 | 69 | 56 | 56 | 61 | 55 | 471 |
| | Vaovai Primary | 23 | 22 | 27 | 21 | 26 | 27 | 27 | 21 | 194 |
| Safata | | 232 | 220 | 216 | 200 | 190 | 201 | 208 | 165 | 1632 |
| Government | Lotofaga Primary (Safata District) | 29 | 24 | 22 | 17 | 16 | 21 | 19 | 16 | 164 |
| | Mulivai Primary | 9 | 11 | 12 | 10 | 11 | 7 | 8 | 8 | 76 |
| | Saanapu Primary | 40 | 50 | 47 | 37 | 42 | 41 | 39 | 34 | 330 |
| | Salamumu Primary | 22 | 8 | 13 | 13 | 9 | 12 | 14 | 10 | 101 |
| | Sataoa Primary | 54 | 47 | 54 | 45 | 39 | 50 | 48 | 30 | 367 |
| | Tafitoala Primary | 25 | 19 | 22 | 23 | 20 | 18 | 21 | 19 | 167 |
| | Vaie'e Primary | 24 | 29 | 18 | 24 | 28 | 23 | 29 | 18 | 193 |
| | Fusi Primary School | 29 | 32 | 28 | 31 | 25 | 29 | 30 | 30 | 234 |
| Lefaga | | 90 | 79 | 120 | 93 | 95 | 96 | 96 | 81 | 750 |
| Government | Falease'ela Primary | 14 | 13 | 29 | 27 | 25 | 26 | 16 | 16 | 166 |
| | Matautu Primary | 35 | 35 | 50 | 35 | 42 | 39 | 43 | 40 | 319 |
| | Safa'ato'a Primary | 15 | 11 | 12 | 15 | 13 | 12 | 15 | 12 | 105 |
| | Savaia Primary | 26 | 20 | 29 | 16 | 15 | 19 | 22 | 13 | 160 |

Primary school enrolment by school, year level and regions 2023 (continue)

| CA | School Name | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Total |
|---------------------------|-----------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|--------------|
| Savaii | | 1484 | 1364 | 1429 | 1423 | 1336 | 1322 | 1327 | 1148 | 10833 |
| Faasaleleaga No. 1 | | 392 | 274 | 316 | 301 | 271 | 296 | 275 | 241 | 2366 |
| Government | Iva Primary | 53 | 46 | 39 | 43 | 25 | 56 | 42 | 26 | 330 |
| | Lalomalava Primary | 24 | 23 | 22 | 25 | 28 | 23 | 26 | 23 | 194 |
| | Safotulafai Primary | 24 | 22 | 28 | 32 | 19 | 21 | 23 | 22 | 191 |
| | Salelavalu Primary | 46 | 34 | 25 | 31 | 26 | 31 | 17 | 28 | 238 |
| | Salelologa Primary | 119 | 56 | 93 | 78 | 84 | 86 | 77 | 69 | 662 |
| | Sapapalii Primary | 35 | 25 | 31 | 23 | 27 | 22 | 18 | 21 | 202 |
| Mission | Manumalo Baptist (Savaii) | 53 | 39 | 47 | 33 | 40 | 32 | 34 | 23 | 301 |
| | St. Theresa's School - Fusi | 38 | 29 | 31 | 36 | 22 | 25 | 38 | 29 | 248 |
| Faasaleleaga No. 2 | | 173 | 157 | 156 | 169 | 161 | 155 | 166 | 133 | 1270 |
| Government | Asaga Primary | 11 | 15 | 7 | 5 | 13 | 11 | 12 | 8 | 82 |
| | Faga Primary | 23 | 20 | 43 | 25 | 34 | 32 | 36 | 22 | 235 |
| | Lano Primary | 19 | 17 | 14 | 20 | 18 | 11 | 18 | 11 | 128 |
| | Pu'apu'a Primary | 24 | 18 | 12 | 11 | 17 | 15 | 19 | 15 | 131 |
| | Sa'asa'ai Primary | 22 | 19 | 14 | 31 | 16 | 21 | 20 | 13 | 156 |
| | Saipipi Primary School | 25 | 20 | 21 | 25 | 19 | 15 | 20 | 15 | 160 |
| Mission | Siufaga Primary - SDA | 20 | 18 | 13 | 23 | 16 | 19 | 8 | 17 | 134 |
| | Vaiola Primary | 29 | 30 | 32 | 29 | 28 | 31 | 0 | 0 | 179 |
| | LDS Church College Vaiola | 0 | 0 | 0 | 0 | 0 | 0 | 33 | 32 | 65 |
| Itu-o-Tane No. 1 | | 135 | 124 | 114 | 118 | 121 | 97 | 118 | 93 | 920 |
| Government | Laumoli Primary | 16 | 21 | 20 | 23 | 27 | 15 | 24 | 15 | 161 |
| | Patamea Primary | 29 | 28 | 27 | 21 | 22 | 19 | 25 | 17 | 188 |
| | Samalaeulu Primary | 27 | 34 | 25 | 25 | 30 | 25 | 29 | 19 | 214 |
| | Saleaula Primary | 30 | 19 | 16 | 20 | 18 | 18 | 15 | 20 | 156 |
| | Tutaga Primary | 33 | 22 | 26 | 29 | 24 | 20 | 25 | 22 | 201 |
| Itu-o-Tane] No. 2 | | 146 | 171 | 143 | 138 | 140 | 134 | 147 | 118 | 1137 |
| Government | Aopo Primary | 13 | 12 | 7 | 11 | 7 | 13 | 11 | 8 | 82 |
| | Letui Primary | 12 | 15 | 10 | 7 | 8 | 8 | 11 | 6 | 77 |
| | Safotu Primary | 33 | 35 | 28 | 28 | 29 | 21 | 28 | 22 | 224 |
| | Safune Primary | 31 | 23 | 25 | 20 | 16 | 21 | 20 | 13 | 169 |
| | Samauga Primary | 21 | 29 | 29 | 24 | 40 | 24 | 28 | 28 | 223 |
| | Sasina Primary | 19 | 22 | 26 | 20 | 24 | 23 | 19 | 11 | 164 |
| | Paia Primary School | 6 | 12 | 7 | 11 | 7 | 7 | 14 | 9 | 73 |
| Mission | Sacred Heart - Safotu | 11 | 23 | 11 | 17 | 9 | 17 | 16 | 21 | 125 |
| Itu Asau No. 1 | | 99 | 83 | 108 | 111 | 94 | 117 | 110 | 93 | 815 |
| Government | Asau Primary | 24 | 26 | 23 | 34 | 22 | 38 | 32 | 39 | 238 |
| | Auala Primary | 16 | 6 | 10 | 11 | 10 | 13 | 10 | 14 | 90 |
| | Papa/Sataua Primary | 14 | 14 | 14 | 15 | 11 | 18 | 16 | 8 | 110 |
| | Sataua/Fagasa Primary | 30 | 25 | 36 | 36 | 37 | 32 | 39 | 23 | 258 |
| | Vaisala Primary | 15 | 12 | 25 | 15 | 14 | 16 | 13 | 9 | 119 |
| Itu Asau No. 2 | | 97 | 93 | 99 | 102 | 109 | 96 | 86 | 80 | 762 |
| Government | Falealupo Primary | 32 | 32 | 37 | 31 | 41 | 28 | 31 | 25 | 257 |

| | | | | | | | | | | |
|----------------------|----------------------------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| | Falelima Primary | 11 | 15 | 16 | 11 | 12 | 14 | 12 | 10 | 101 |
| | Neiafu Primary | 19 | 22 | 24 | 22 | 22 | 27 | 26 | 18 | 180 |
| | Tufutafoe Primary | 26 | 15 | 14 | 23 | 26 | 21 | 11 | 20 | 156 |
| Mission | Asau Baptist & Christian Academy | 9 | 9 | 8 | 15 | 8 | 6 | 6 | 7 | 68 |
| Savaii Sisifo | | 189 | 212 | 207 | 215 | 218 | 187 | 213 | 190 | 1631 |
| Government | Fai'a'ai/Fogatuli Primary | 15 | 14 | 13 | 16 | 15 | 18 | 13 | 16 | 120 |
| | Gagaemalae Primary | 26 | 26 | 48 | 38 | 30 | 23 | 32 | 35 | 258 |
| | Sagone Primary | 11 | 12 | 14 | 14 | 11 | 17 | 17 | 18 | 114 |
| | Salailua Primary | 32 | 60 | 30 | 41 | 41 | 34 | 50 | 35 | 323 |
| | Samata-i-tai Primary | 27 | 20 | 31 | 27 | 26 | 22 | 17 | 20 | 190 |
| | Samata-i-uta Primary | 20 | 24 | 19 | 20 | 31 | 22 | 30 | 22 | 188 |
| | Taga Primary | 36 | 31 | 25 | 43 | 31 | 24 | 38 | 27 | 255 |
| | V/Fogasavai'i Primary | 22 | 25 | 27 | 16 | 33 | 27 | 16 | 17 | 183 |
| Palauli | | 253 | 250 | 286 | 269 | 222 | 240 | 212 | 200 | 1932 |
| Government | Gataivai Primary | 31 | 34 | 41 | 42 | 29 | 30 | 31 | 36 | 274 |
| | Gautavai Primary | 12 | 22 | 16 | 18 | 14 | 16 | 12 | 10 | 120 |
| | Palauli Primary | 64 | 70 | 73 | 76 | 62 | 54 | 62 | 56 | 517 |
| | Puleia Primary ma Papa | 18 | 18 | 24 | 19 | 19 | 18 | 17 | 12 | 145 |
| | Satupaitea Primary | 64 | 40 | 61 | 62 | 50 | 62 | 45 | 45 | 429 |
| | Sili Primary | 41 | 48 | 56 | 37 | 34 | 43 | 28 | 27 | 314 |
| | Tafua Primary | 23 | 18 | 15 | 15 | 14 | 17 | 17 | 14 | 133 |

Appendix Table 15: Secondary school enrolment by school, year level and regions 2023

| CA | School Name | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 | Total |
|------------------------|---------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Apia Urban Area | | 1897 | 1772 | 1355 | 1110 | 1148 | 7282 |
| Vaimauga | | 1035 | 931 | 712 | 737 | 677 | 4092 |
| Government | Leifiifi College | 244 | 214 | 222 | 156 | 124 | 960 |
| | Vaimauga College | 189 | 154 | 141 | 75 | 54 | 613 |
| | Avele College | 111 | 113 | 96 | 89 | 121 | 530 |
| | Samoa College | 176 | 180 | 0 | 178 | 171 | 705 |
| Mission | Papauta Girls College | 14 | 11 | 12 | 17 | 18 | 72 |
| | Maluafofua College | 228 | 205 | 191 | 222 | 155 | 1001 |
| | Samoa Adventist School | 73 | 54 | 0 | 50 | 34 | 211 |
| Faleata | | 862 | 841 | 643 | 373 | 471 | 3190 |
| Government | Faleata College | 278 | 232 | 170 | 93 | 74 | 847 |
| Mission | St. Joseph's College | 120 | 101 | 104 | 68 | 80 | 473 |
| | St. Mary's College | 104 | 158 | 0 | 139 | 73 | 474 |
| | Chanel College | 38 | 26 | 28 | 10 | 22 | 124 |
| | LDS Church Middle School Pesega | 170 | 183 | 148 | 133 | 132 | 766 |
| Private | Robert Louis Stevenson College | 67 | 57 | 0 | 65 | 57 | 246 |
| | Faatuatua Christian College | 78 | 77 | 0 | 54 | 31 | 240 |
| | Aoga Faamasani Amosa | 7 | 7 | 0 | 4 | 2 | 20 |
| Rest of Upolu | | 1611 | 1468 | 1062 | 927 | 608 | 5676 |
| Anoamaa No. 1 | | 128 | 147 | 98 | 84 | 67 | 524 |
| Government | Anoamaa College | 128 | 147 | 98 | 84 | 67 | 524 |
| Sagaga | | 571 | 499 | 351 | 303 | 173 | 1897 |
| Government | Sagaga College | 126 | 115 | 75 | 61 | 23 | 400 |
| Mission | Wesley College | 265 | 264 | 172 | 164 | 64 | 929 |
| | Leulumoega Fou College | 180 | 120 | 104 | 78 | 86 | 568 |
| Aana No. 1 | | 221 | 199 | 84 | 130 | 83 | 717 |
| Government | Aana No. 1 College | 78 | 57 | 41 | 40 | 17 | 233 |
| Mission | Nu'uausala College | 74 | 82 | 43 | 41 | 21 | 261 |
| | Paul V1 College | 69 | 60 | 0 | 49 | 45 | 223 |
| Aana No. 2 | | 123 | 123 | 77 | 71 | 50 | 444 |
| Government | Aana No.2 College | 123 | 123 | 77 | 71 | 50 | 444 |

Secondary school enrolment by school, year level and regions 2023 (continue)

| CA | School Name | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 | Total |
|---------------------------|---------------------------|-------------|------------|------------|------------|------------|-------------|
| Aleipata | | 126 | 125 | 120 | 65 | 27 | 463 |
| Government | Aleipata College | 126 | 125 | 120 | 65 | 27 | 463 |
| Lepa/Lotofaga | | 76 | 64 | 67 | 65 | 41 | 313 |
| Government | Lepa/Lotofaga College | 76 | 64 | 67 | 65 | 41 | 313 |
| Falealili | | 180 | 146 | 130 | 106 | 103 | 665 |
| Government | Falealili College | 101 | 79 | 67 | 59 | 47 | 353 |
| | Palalaua College | 79 | 67 | 63 | 47 | 56 | 312 |
| Safata | | 108 | 107 | 103 | 74 | 49 | 441 |
| Government | Safata College | 108 | 107 | 103 | 74 | 49 | 441 |
| Lefaga | | 78 | 58 | 32 | 29 | 15 | 212 |
| Government | Lefaga College | 78 | 58 | 32 | 29 | 15 | 212 |
| Savaii | | 1040 | 885 | 787 | 598 | 514 | 3824 |
| Faasaleleaga No. 1 | | 212 | 185 | 158 | 136 | 81 | 772 |
| Government | Mataaevave College | 95 | 66 | 55 | 45 | 39 | 300 |
| Mission | Tuasivi College | 93 | 84 | 81 | 78 | 33 | 369 |
| | Don Bosco College | 24 | 35 | 22 | 13 | 9 | 103 |
| Faasaleleaga No. 2 | | 149 | 129 | 114 | 104 | 88 | 584 |
| Government | Amoa College | 69 | 55 | 45 | 36 | 33 | 238 |
| Mission | LDS Church College-Vaiola | 80 | 74 | 69 | 68 | 55 | 346 |
| Itu-o-Tane No. 1 | | 94 | 74 | 56 | 37 | 77 | 338 |
| Government | Itu-O-Tane No.1 College | 94 | 74 | 56 | 37 | 77 | 338 |
| Itu-o-Tane No. 2 | | 102 | 107 | 92 | 61 | 65 | 427 |
| Government | Alofi o Taoa College | 102 | 107 | 92 | 61 | 65 | 427 |
| Itu Asau No. 1 | | 142 | 116 | 99 | 71 | 49 | 477 |
| Government | Itu Asau College | 142 | 116 | 99 | 71 | 49 | 477 |
| Savaii Sisifo | | 149 | 107 | 132 | 74 | 68 | 530 |
| Government | Palauli Sisifo College | 84 | 67 | 71 | 53 | 45 | 320 |
| | Savai'i Sisifo College | 65 | 40 | 61 | 21 | 23 | 210 |
| Palauli | | 192 | 167 | 136 | 115 | 86 | 696 |
| Government | Palauli College | 135 | 119 | 105 | 78 | 59 | 496 |
| Mission | Uesiliana College | 57 | 48 | 31 | 37 | 27 | 200 |

Appendix Table 16: Students-Teacher Ratio in Primary level by schools and regions 2023

| CA | School Name | Total # of Students | Total # of Teachers | STR |
|------------------------|------------------------------------|---------------------|---------------------|-----------|
| Apia Urban Area | | 16853 | 608 | 28 |
| Vaimauga | | 8375 | 311 | 27 |
| Government | Fagali'i Primary | 163 | 8 | 20 |
| | Falefitu Primary | 467 | 14 | 33 |
| | Lauli'i Primary | 381 | 13 | 29 |
| | Letogo Primary | 260 | 10 | 26 |
| | Magiagi Primary | 323 | 12 | 27 |
| | Moata'a Primary | 523 | 16 | 33 |
| | Vailele Primary | 220 | 8 | 28 |
| | Vailima Primary | 299 | 8 | 37 |
| | Tanugamanono Primary | 234 | 9 | 26 |
| | Vaivase Primary | 785 | 25 | 31 |
| | Apia Primary | 1176 | 23 | 51 |
| Mission | Marist Brothers Primary School | 654 | 22 | 30 |
| | St. Mary's - Savalalo | 758 | 21 | 36 |
| | Samoa Adventist School | 621 | 31 | 20 |
| | All Saints Anglican Primary School | 164 | 12 | 14 |
| | Divine Mercy Primary School | 314 | 11 | 29 |
| | Agape Primary School | 96 | 5 | 19 |
| Private | Vaiala Beach School | 243 | 12 | 20 |
| | Manumalo Baptist School | 281 | 14 | 20 |
| | Samoa Primary School | 413 | 37 | 11 |
| Faleata | | 8478 | 297 | 29 |
| Government | Aleisa Primary | 425 | 12 | 35 |
| | Vaimoso Primary | 567 | 21 | 27 |
| | Lepea Primary | 501 | 14 | 36 |
| | Saina/Toamua Primary School | 522 | 16 | 33 |
| | Vaigaga Primary | 491 | 13 | 38 |
| | Vailoa Primary (Faleata District) | 332 | 8 | 42 |
| | Vaimea Primary | 829 | 23 | 36 |
| | Vaiusu Primary | 348 | 9 | 39 |
| | Vaitele Primary | 912 | 22 | 41 |
| | Aele Primary School | 598 | 17 | 35 |
| | St Pauls Academy | 418 | 12 | 35 |
| Mission | St. Theresa's School - Lepea | 351 | 12 | 29 |
| | Nuufou Baptist School | 248 | 19 | 13 |
| | LDS Church Middle School Pesega | 213 | 8 | 27 |
| Private | Robert Louis Stevenson Primary | 410 | 18 | 23 |
| | Peace Chapel Christian School | 429 | 16 | 27 |
| | Pesega Fou Primary | 220 | 19 | 12 |
| | Ah Mu Academy - Pesega | 252 | 6 | 42 |
| | Aoga Faamasani Amosa | 91 | 11 | 8 |

| | | | | |
|----------------------|----------------------------------|--------------|------------|-----------|
| | St Peter Chanel Primary (Moamoa) | 264 | 10 | 26 |
| | Robert Louis Stevenson College | 57 | 11 | 5 |
| Rest of Upolu | | 17911 | 541 | 33 |
| Anoamaa 1 | | 782 | 32 | 24 |
| Government | Luatuanuu Primary | 190 | 8 | 24 |
| | Salelesi Primary | 157 | 8 | 20 |
| | Saoluafata Primary | 156 | 6 | 26 |
| | Solosolo Primary | 279 | 10 | 28 |
| Anoamaa 2 | | 1341 | 48 | 28 |
| Government | Faleapuna Primary | 89 | 5 | 18 |
| | Falefa Primary | 276 | 8 | 35 |
| | Falevao Primary | 151 | 5 | 30 |
| | Lalomauga Primary | 115 | 4 | 29 |
| | Lufilufi Primary | 118 | 5 | 24 |
| | Manunu Primary | 73 | 3 | 24 |
| Mission | St Peter's Falefa | 300 | 10 | 30 |
| | Sauniatu Primary - LDS | 219 | 8 | 27 |
| Sagaga | | 4056 | 126 | 32 |
| Government | Afega Primary | 446 | 14 | 32 |
| | Fale'ula Primary | 495 | 11 | 45 |
| | Le'auva'a Primary | 403 | 10 | 40 |
| | Levi Primary | 264 | 8 | 33 |
| | Malie Primary | 415 | 12 | 35 |
| | Sale'imoa Primary | 318 | 17 | 19 |
| | Tuana'i Primary | 241 | 9 | 27 |
| | Utuali'i Primary | 400 | 8 | 50 |
| Mission | St. Joseph's Primary - Leauvaa | 249 | 9 | 28 |
| | Baptist Church Primary School | 187 | 6 | 31 |
| | George Brown Primary School | 638 | 22 | 29 |
| Aana No. 1 | | 3419 | 96 | 36 |
| Government | Faleasiu Primary | 425 | 12 | 35 |
| | Fasito'outa Primary | 315 | 10 | 32 |
| | Fasito'otai Primary | 301 | 7 | 43 |
| | Leulumoega Primary | 192 | 4 | 48 |
| | Nofoalii Primary | 458 | 9 | 51 |
| | Satapuala Primary | 333 | 8 | 42 |
| | Vailu'utai Primary | 231 | 5 | 46 |
| | Faleatiu Primary | 113 | 4 | 28 |
| | Moamoa&Tauao'o Primary | 341 | 7 | 49 |
| Mission | St. Joan of Arc School | 416 | 17 | 24 |
| | Mt Zion Primary School | 294 | 13 | 23 |
| Aana No. 2 | | 2052 | 51 | 40 |
| Government | Apolima-uta Primary | 210 | 6 | 35 |
| | Falelatai Primary | 224 | 7 | 32 |
| | Faleu Primary | 123 | 3 | 41 |
| | Manono Primary | 340 | 6 | 57 |

| | | | | |
|----------------------|---|-------------|-----------|-----------|
| | Mulifanua Primary | 349 | 9 | 39 |
| | Pata Primary | 95 | 2 | 48 |
| | Salua Primary | 99 | 3 | 33 |
| | Samatau Primary | 232 | 5 | 46 |
| | Satuimalufilufi Primary | 240 | 6 | 40 |
| | Siufaga Primary | 140 | 4 | 35 |
| Fagaloa | | 337 | 12 | 28 |
| Government | Lona Primary | 95 | 3 | 32 |
| | Sauano Primary | 86 | 3 | 29 |
| | Taelefaga Primary | 108 | 3 | 36 |
| | Uafato Primary | 48 | 3 | 16 |
| Aleipata | | 1211 | 30 | 40 |
| Government | Lalomanu Primary | 130 | 4 | 33 |
| | Lotopue Primary | 175 | 4 | 44 |
| | Saleaamua Primary | 163 | 4 | 41 |
| | Satitua Primary | 186 | 4 | 47 |
| | Tiavea Primary | 232 | 5 | 46 |
| | Ulutogia Primary | 42 | 2 | 21 |
| | Vailoa Primary (Aleipata District) | 96 | 2 | 48 |
| | Samusu Primary | 187 | 5 | 37 |
| Lepa/Lotofaga | | 770 | 25 | 31 |
| Government | Aufaga Primary | 176 | 8 | 22 |
| | Lepa Primary | 130 | 4 | 33 |
| | Lotofaga Primary (Lepa/Lotofaga District) | 176 | 6 | 29 |
| | Matatufu Primary | 152 | 3 | 51 |
| | Saleapaga Primary | 136 | 4 | 34 |
| Falealili | | 1561 | 48 | 33 |
| Government | Nene Primary | 111 | 4 | 28 |
| | Saleilua Primary | 288 | 8 | 36 |
| | Salani Primary | 134 | 3 | 45 |
| | Salesatele Primary | 91 | 4 | 23 |
| | Sapoe Primary | 65 | 3 | 22 |
| | Sapunaoa Primary | 119 | 4 | 30 |
| | Satalo Primary | 88 | 4 | 22 |
| | Siumu Primary | 471 | 10 | 47 |
| | Vaovai Primary | 194 | 8 | 24 |
| Safata | | 1632 | 48 | 34 |
| Government | Lotofaga Primary (Safata District) | 164 | 5 | 33 |
| | Mulivai Primary | 76 | 3 | 25 |
| | Saanapu Primary | 330 | 8 | 41 |
| | Salamumu Primary | 101 | 3 | 34 |
| | Sataoa Primary | 367 | 9 | 41 |
| | Tafitoala Primary | 167 | 7 | 24 |
| | Vaie'e Primary | 193 | 7 | 28 |
| | Fusi Primary School | 234 | 6 | 39 |

| | | | | |
|---------------------------|-----------------------------|--------------|------------|-----------|
| Lefaga | | 750 | 25 | 30 |
| Government | Falease'ela Primary | 166 | 6 | 28 |
| | Matautu Primary | 319 | 8 | 40 |
| | Safa'ato'a Primary | 105 | 5 | 21 |
| | Savaia Primary | 160 | 6 | 27 |
| Savaii | | 10833 | 409 | 26 |
| Faasaleleaga No. 1 | | 2366 | 80 | 30 |
| Government | Iva Primary | 330 | 11 | 30 |
| | Lalomalava Primary | 194 | 8 | 24 |
| | Safotulafai Primary | 191 | 6 | 32 |
| | Salelavalu Primary | 238 | 8 | 30 |
| | Salelologa Primary | 662 | 19 | 35 |
| | Sapapalii Primary | 202 | 8 | 25 |
| Mission | Manumalo Baptist (Savaii) | 301 | 10 | 30 |
| | St. Theresa's School - Fusi | 248 | 10 | 25 |
| Faasaleleaga No. 2 | | 1270 | 75 | 17 |
| Government | Asaga Primary | 82 | 4 | 21 |
| | Faga Primary | 235 | 8 | 29 |
| | Lano Primary | 128 | 7 | 18 |
| | Pu'apu'a Primary | 131 | 6 | 22 |
| | Sa'asa'ai Primary | 156 | 7 | 22 |
| | Saipipi Primary School | 160 | 8 | 20 |
| Mission | Siufaga Primary - SDA | 134 | 6 | 22 |
| | Vaiola Primary | 179 | 6 | 30 |
| | LDS Church College-Vaiola | 65 | 23 | 3 |
| Itu-o-Tane No. 1 | | 920 | 35 | 26 |
| Government | Laumoli Primary | 161 | 8 | 20 |
| | Patamea Primary | 188 | 5 | 38 |
| | Samalaeulu Primary | 214 | 8 | 27 |
| | Saleaula Primary | 156 | 6 | 26 |
| | Tutaga Primary | 201 | 8 | 25 |
| Itu-o-Tane No. 2 | | 1137 | 53 | 21 |
| Government | Aopo Primary | 82 | 4 | 21 |
| | Letui Primary | 77 | 4 | 19 |
| | Safotu Primary | 224 | 8 | 28 |
| | Safune Primary | 169 | 7 | 24 |
| | Samauga Primary | 223 | 9 | 25 |
| | Sasina Primary | 164 | 7 | 23 |
| | Paia Primary School | 73 | 4 | 18 |
| Mission | Sacred Heart - Safotu | 125 | 10 | 13 |
| Itu Asau No. 1 | | 815 | 30 | 27 |
| Government | Asau Primary | 238 | 8 | 30 |
| | Auala Primary | 90 | 4 | 23 |
| | Papa/Sataua Primary | 110 | 6 | 18 |
| | Sataua/Fagasa Primary | 258 | 7 | 37 |
| | Vaisala Primary | 119 | 5 | 24 |

| | | | | |
|-----------------------|----------------------------------|-------------|-----------|-----------|
| Itu Asau No. 2 | | 762 | 28 | 27 |
| Government | Falealupo Primary | 257 | 7 | 37 |
| | Falelima Primary | 101 | 4 | 25 |
| | Neiafu Primary | 180 | 7 | 26 |
| | Tufutafoe Primary | 156 | 5 | 31 |
| Mission | Asau Baptist & Christian Academy | 68 | 5 | 14 |
| Savaii Sisifo | | 1631 | 43 | 38 |
| Government | Fai'a'ai/Fogatuli Primary | 120 | 4 | 30 |
| | Gagaemalae Primary | 258 | 7 | 37 |
| | Sagone Primary | 114 | 4 | 29 |
| | Salailua Primary | 323 | 8 | 40 |
| | Samata-i-tai Primary | 190 | 6 | 32 |
| | Samata-i-uta Primary | 188 | 5 | 38 |
| | Taga Primary | 255 | 4 | 64 |
| | V/Fogasavai'i Primary | 183 | 5 | 37 |
| Palauli | | 1932 | 65 | 30 |
| Government | Gataivai Primary | 274 | 8 | 34 |
| | Gautavai Primary | 120 | 6 | 20 |
| | Palauli Primary | 517 | 16 | 32 |
| | Puleia Primary ma Papa | 145 | 6 | 24 |
| | Satupaitea Primary | 429 | 14 | 31 |
| | Sili Primary | 314 | 10 | 31 |
| | Tafua Primary | 133 | 5 | 27 |

Appendix Table 17: Students-Teacher Ratio in Secondary level by schools and regions 2023

| CA | School Name | Total # of Students | Total # of Teachers | STR |
|------------------------|---------------------------------|---------------------|---------------------|-----------|
| Apia Urban Area | | 7282 | 444 | 16 |
| Vaimauga | | 4092 | 248 | 17 |
| Government | Leifiifi College | 960 | 49 | 20 |
| | Vaimauga College | 613 | 35 | 18 |
| | Avele College | 530 | 46 | 12 |
| | Samoa College | 705 | 36 | 20 |
| Mission | Papauta Girls College | 72 | 12 | 6 |
| | Maluafou College | 1001 | 39 | 26 |
| | Samoa Adventist School | 211 | 31 | 7 |
| Faleata | | 3190 | 196 | 16 |
| Government | Faleata College | 847 | 43 | 20 |
| Mission | St. Joseph's College | 473 | 27 | 18 |
| | St. Mary's College | 474 | 15 | 32 |
| | Chanel College | 124 | 11 | 11 |
| | LDS Church Middle School Pesega | 766 | 60 | 13 |
| Private | Robert Louis Stevenson College | 246 | 19 | 13 |
| | Faatuatua Christian College | 240 | 11 | 22 |
| | Aoga Faamasani Amosa | 20 | 10 | 2 |

| | | | | |
|---------------------------|---------------------------|-------------|------------|-----------|
| Rest of Upolu | | 5676 | 322 | 18 |
| Anoamaa No. 1 | | 524 | 31 | 17 |
| Government | Anoamaa College | 524 | 31 | 17 |
| Sagaga | | 1897 | 90 | 21 |
| Government | Sagaga College | 400 | 26 | 15 |
| Mission | Wesley College | 929 | 40 | 23 |
| | Leulumoega Fou College | 568 | 24 | 24 |
| Aana No. 1 | | 717 | 56 | 13 |
| Government | Aana No. 1 College | 233 | 29 | 8 |
| Mission | Nu'uausala College | 261 | 17 | 15 |
| | Paul V1 College | 223 | 10 | 22 |
| Aana No. 2 | | 444 | 29 | 15 |
| Government | Aana No.2 College | 444 | 29 | 15 |
| Aleipata | | 463 | 17 | 27 |
| Government | Aleipata College | 463 | 17 | 27 |
| Lepa/Lotofaga | | 313 | 20 | 16 |
| Government | Lepa/Lotofaga College | 313 | 20 | 16 |
| Falealili | | 665 | 41 | 16 |
| Government | Falealili College | 353 | 23 | 15 |
| | Palalaua College | 312 | 18 | 17 |
| Safata | | 441 | 17 | 26 |
| Government | Safata College | 441 | 17 | 26 |
| Lefaga | | 212 | 21 | 10 |
| Government | Lefaga College | 212 | 21 | 10 |
| Savaii | | 3824 | 246 | 16 |
| Faasaleleaga No. 1 | | 772 | 66 | 12 |
| Government | Mataaeavave College | 300 | 27 | 11 |
| Mission | Tuasivi College | 369 | 26 | 14 |
| | Don Bosco College | 103 | 13 | 8 |
| Faasaleleaga No. 2 | | 584 | 45 | 13 |
| Government | Amoa College | 238 | 22 | 11 |
| Mission | LDS Church College-Vaiola | 346 | 23 | 15 |
| Itu-o-Tane No. 1 | | 338 | 19 | 18 |
| Government | Itu-O-Tane No.1 College | 338 | 19 | 18 |
| Itu-o-Tane No. 2 | | 427 | 24 | 18 |
| Government | Alofi o Taoa College | 427 | 24 | 18 |
| Itu Asau No.1 | | 477 | 21 | 23 |
| Government | Itu Asau College | 477 | 21 | 23 |
| Savaii Sisifo | | 530 | 30 | 18 |
| Government | Palauli Sisifo College | 320 | 15 | 21 |
| | Savai'i Sisifo College | 210 | 15 | 14 |
| Palauli | | 696 | 41 | 17 |
| Government | Palauli College | 496 | 24 | 21 |
| Mission | Uesiliana College | 200 | 17 | 12 |