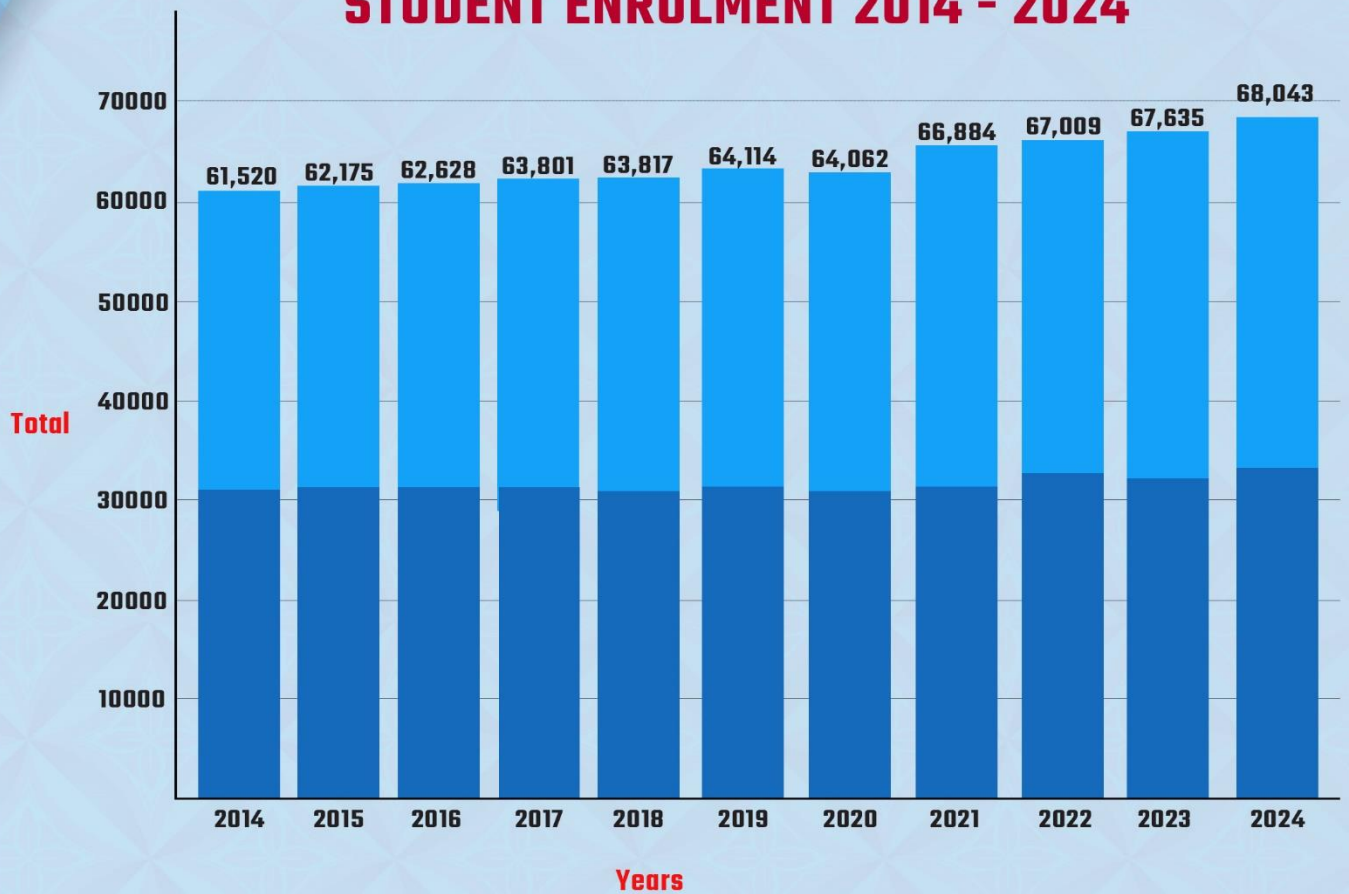


EDUCATION STATISTICAL DIGEST

STUDENT ENROLMENT 2014 - 2024



SAMOA, 2024

EDUCATION AT A GLANCE



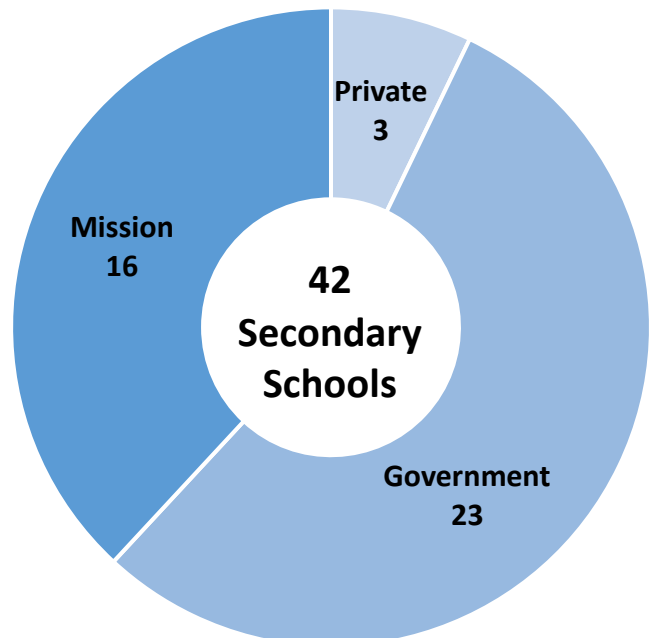
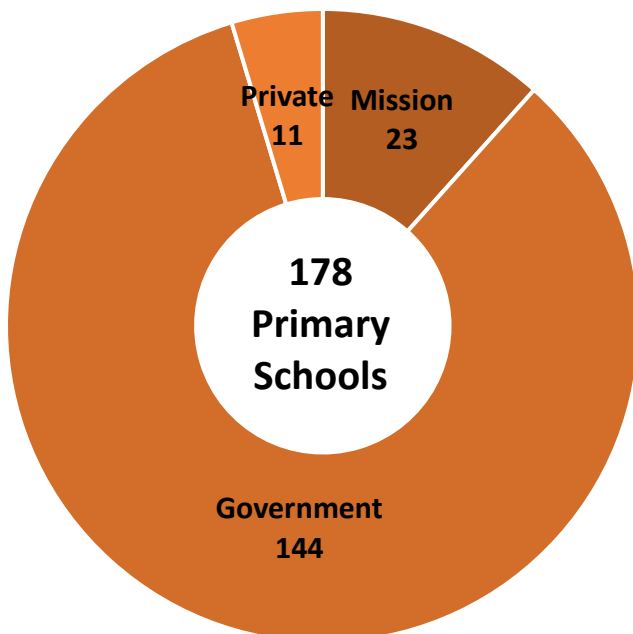
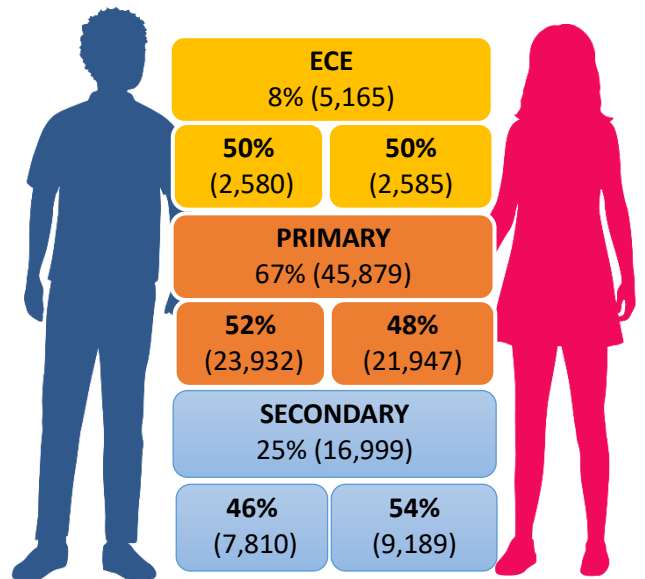
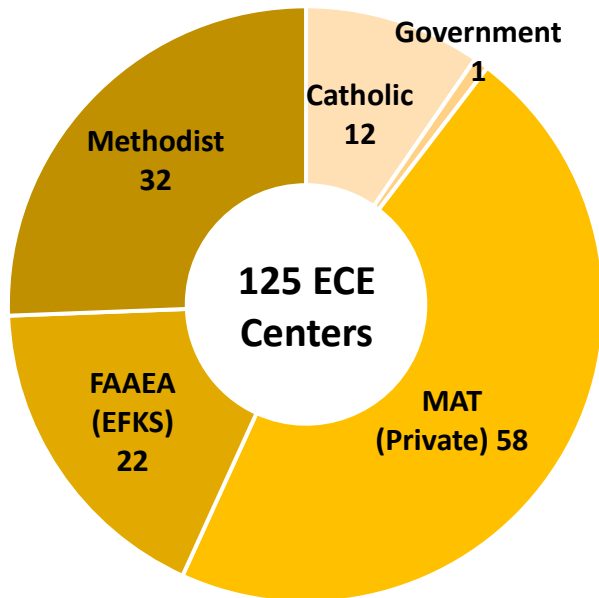
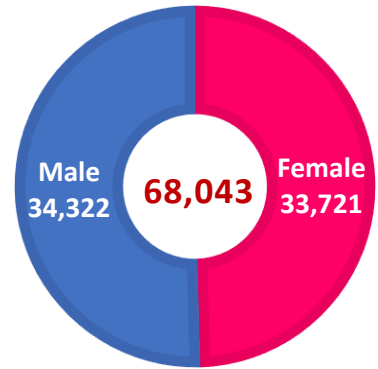
125 ECE centers



178 Primary schools



42 Secondary Schools



EDUCATION AT A GLANCE

ECE	Male	Percent	Female	Percent	Total
Totals	2580	100.0%	2585	100.0%	5165
MAT (Private)	1293	50.1%	1306	50.5%	2599
Methodist	676	26.2%	685	26.5%	1361
Faaea (EFKS)	331	12.8%	334	12.9%	665
Catholic	263	10.2%	246	9.5%	509
Government	17	0.7%	14	0.5%	31



PRIMARY	Male	Percent	Female	Percent	Total
Totals	23932	100.0%	21947	100.0%	45879
Government	18821	78.6%	17238	78.5%	36059
Mission	3748	15.7%	3375	15.4%	7123
Private	1363	5.7%	1334	6.1%	2697

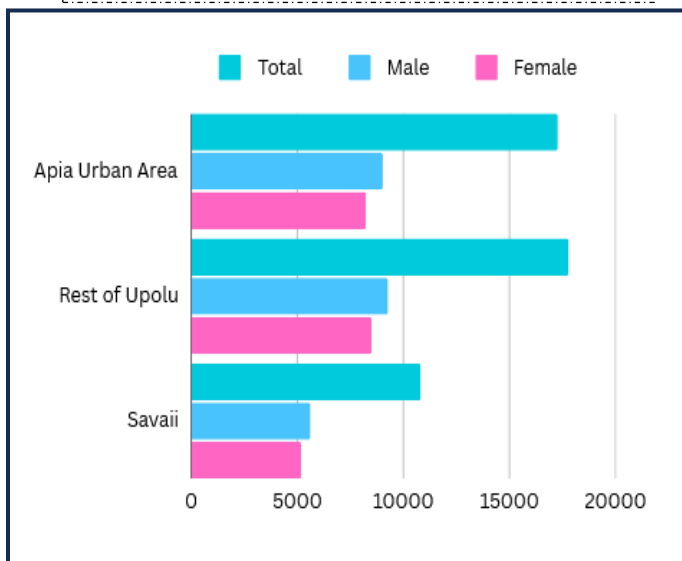


SECONDARY	Male	Percent	Female	Percent	Total
Totals	7810	100.0%	9189	100.0%	16999
Government	4864	62.3%	5501	59.9%	10365
Mission	2720	34.8%	3430	37.3%	6150
Private	226	2.9%	258	2.8%	484

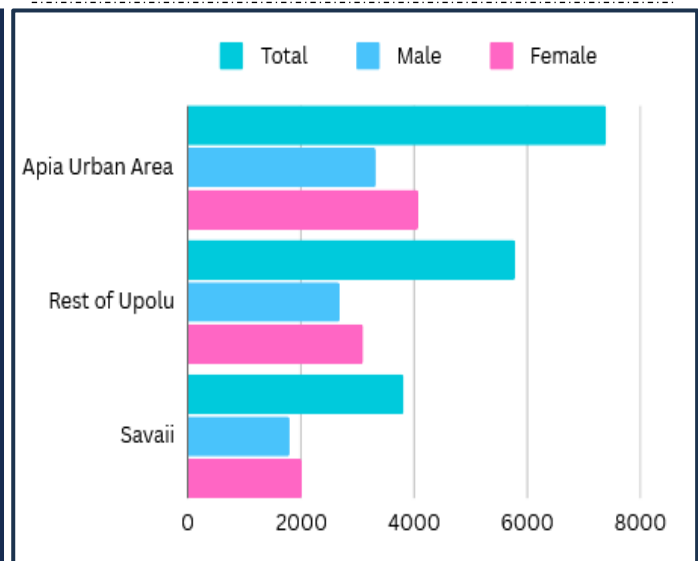


Regions	Primary			Secondary		
	Male	Female	Total	Male	Female	Total
Totals	23932	21947	45879	7810	9189	16999
Apia Urban Area	9031	8247	17278	3323	4073	7396
Rest of Upolu	9278	8509	17787	2686	3100	5786
Savaii	5623	5191	10814	1801	2016	3817

Primary Schools enrolled by regions 2024



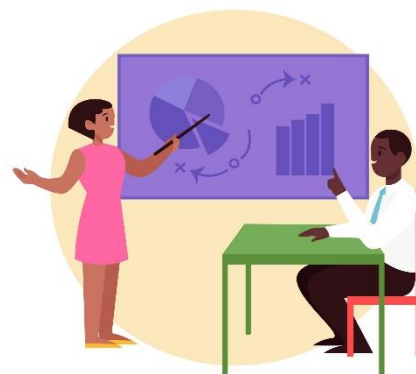
Secondary Schools enrolled by regions 2024



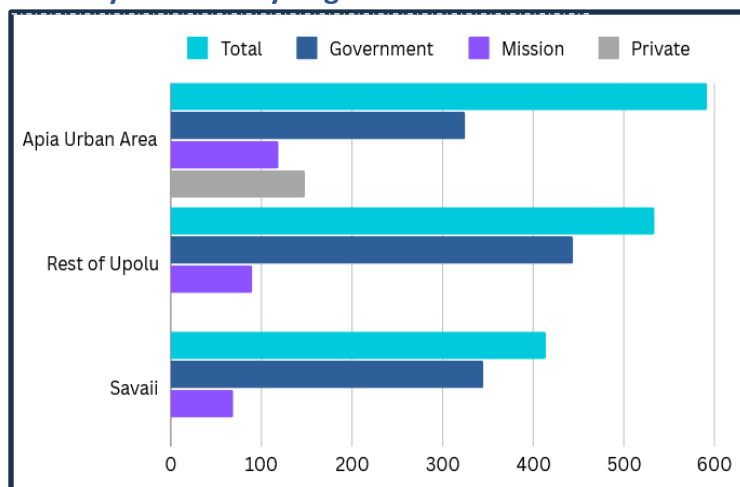
EDUCATION AT A GLANCE

Teacher's Registration

EARLY CHILDHOOD EDUCATION (ECE) TEACHERS			
Controlling Authorities	Male	Female	Total
Total	7	336	343
MAT (Private)	4	154	158
Methodist	2	102	104
FAAEA (EFKS)	0	49	49
Catholic	1	29	30
Government	0	2	2
PRIMARY SCHOOLS (PS) TEACHERS			
Controlling Authorities	Male	Female	Total
Total	322	1218	1540
Government	225	889	1114
Mission	61	217	278
Private	36	112	148
SECONDARY TEACHERS			
Controlling Authorities	Male	Female	Total
Total	420	609	1029
Government	226	401	627
Mission	178	187	365
Private	16	21	37
TOTALS (PRIMARY & SECONDARY)			
Controlling Authorities	Male	Female	Total
Total	742	1827	2569
Government	451	1290	1741
Mission	239	404	643
Private	52	133	185



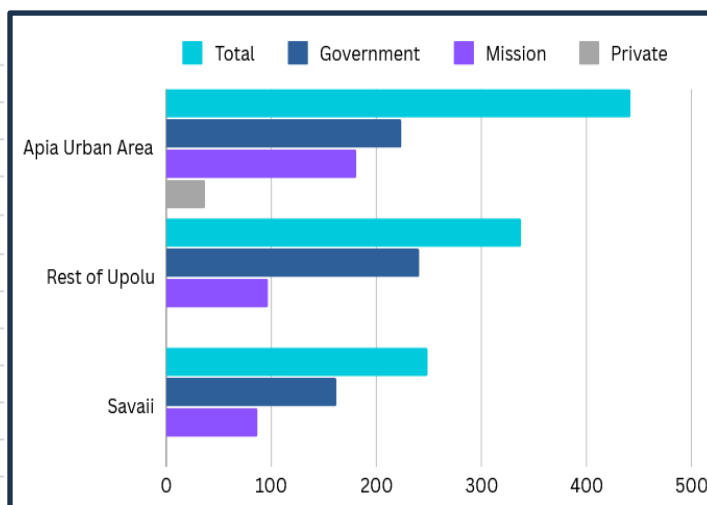
Primary Teachers by Regions 2024



Teachers by Regions 2024

Levels	Apia Urban Area	Rest of Upolu	Savaii	Total
Primary	592	534	414	1540
Government	325	444	345	1114
Mission	119	90	69	278
Private	148	0	0	148
Secondary	442	338	249	1029
Government	224	241	162	627
Mission	181	97	87	365
Private	37	0	0	37
Total	1034	872	663	2569
Government	549	685	507	1741
Mission	300	187	156	643
Private	185	0	0	185

Secondary Teachers by Regions 2024



Map of Samoa – School Locations

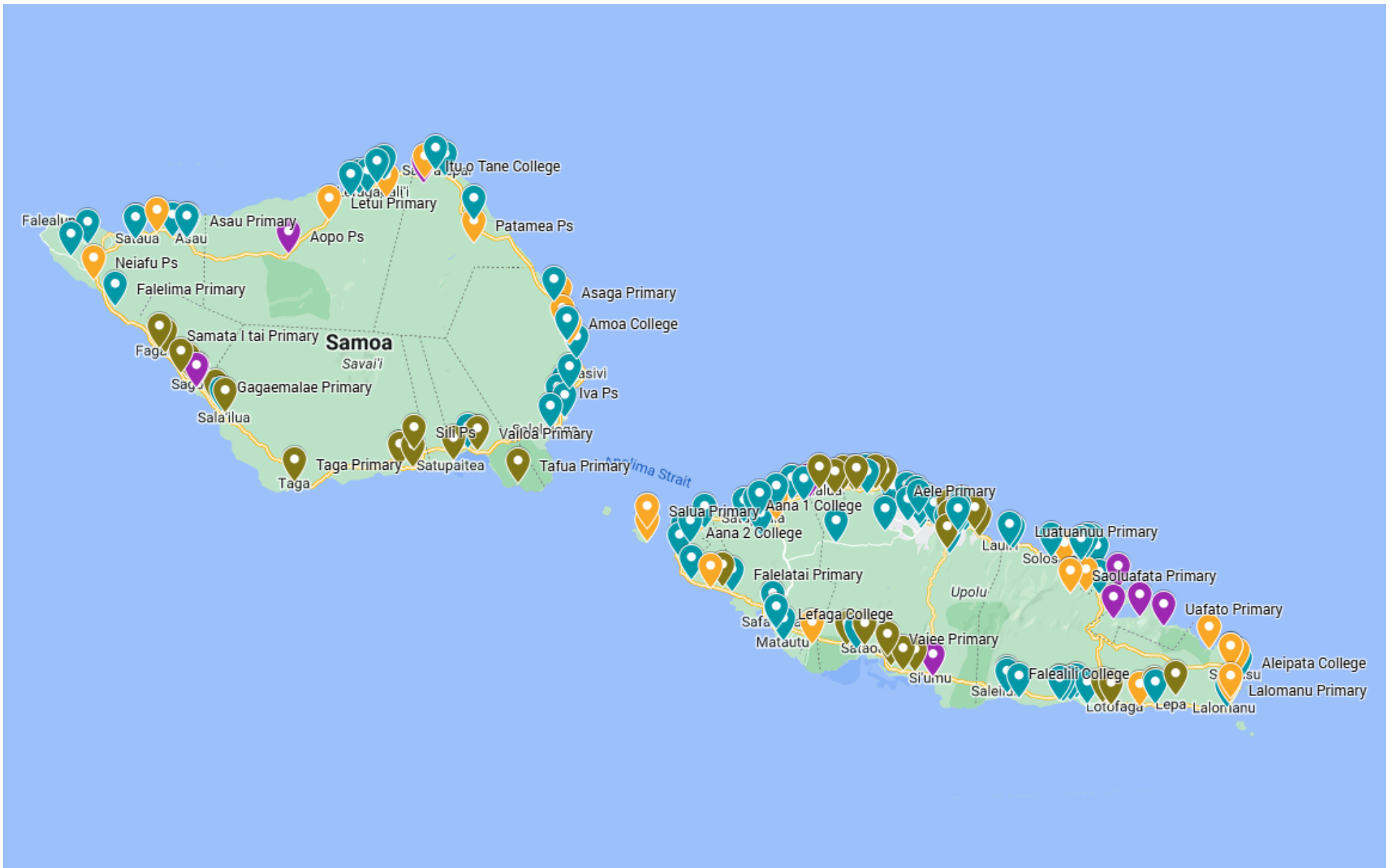


Table 1 below shows that out of the 220 primary and secondary schools, there are 167 government schools, 39 mission schools and 14 private schools. The total number of primary schools is 178 and secondary schools is 42. Regional variations revealed that majority of schools are located in the Rest of Upolu region.

Table 1: Total number of schools in Samoa by controlling authorities and regions 2024

Schools Levels	Apia Urban Area	Rest of Upolu	Savaii	Total
TOTAL SCHOOLS	58	95	67	220
GOVERNMENT SCHOOLS				
Primary	22	74	48	144
Secondary	5	10	8	23
Total GS	27	84	56	167
MISSION SCHOOLS				
Primary	9	7	6	23
Secondary	8	4	4	16
Total MS	17	11	10	39
PRIVATE SCHOOLS				
Primary	11	0	0	11
Secondary	3	0	0	3
Total PS	14	0	0	14

Table 2 below shows that there are 1741 teachers teaching in government schools, 643 in mission schools and 185 in private schools. The table also shows that the majority of teachers are teaching in Rest of Upolu region in Government schools and this is due to the majority of schools being in this area.

Table 2: Total number of teachers by controlling authorities and regions 2024

Schools Levels	Apia Urban Area	Rest of Upolu	Savaii	Total
GOVERNMENT SCHOOLS				
Primary	325	444	345	1114
Secondary	224	241	162	627
Total	549	685	507	1741
MISSION SCHOOLS				
Primary	119	90	69	278
Secondary	181	97	87	365
Total	300	187	156	643
PRIVATE SCHOOLS				
Primary	148	0	0	148
Secondary	37	0	0	37
Total	185	0	0	185

FOREWORD



I am delighted to present the **Ministry of Education and Culture's (MEC) Education Statistical Digest for 2024**. This comprehensive report provides valuable statistical insights into three of the four subsectors of the education in Samoa, namely, ECE, Primary and Secondary. This document offers a broad range of data, achievements and trends that highlight the remarkable progress for Samoa's education system.

This report also plays a crucial role in contributing data to national, regional and international reports, demonstrating the education standards in Samoa. The strides made in advancing educational opportunities for all children in the country through the collaborative efforts of multiple stakeholders are highly commendable.

The MEC's Statistical Education Digest is designed to present the Ministry's activities outlined in the Corporate Plan 2021-2024 and their connection to the Education Sector Plan 2019-2024. The data in the report aligns with the Ministry's commitment to regional and global agencies such as SDG Goal 4, which aims to ensure inclusive, equitable education and promote lifelong learning opportunities for all. The indicators discussed in this 20th publication contribute to the national Key Strategic Outcome for education outlined in the Pathway for the Development of Samoa (PDS) 2021-2026, focusing on "Improved Social Development". The trends provided also align with the Priority Areas of the PDS to ensure *"that all individuals have equal opportunities for learning and development."*

The information in this report is generated from the Education Management Information System (EMIS) in the Ministry of Education and Culture. The data for this report are collected annually through a school census from all schools in Early Childhood Education (ECE), Primary and Secondary levels. This report is essential in informing key decisions that drive the advancement of the educational status and well-being of children in Samoa.

We would like to express our sincere appreciation for the ongoing support of all schools through the network of School Support Advisors (SSA), principals and all teachers by providing the necessary information for the compilation of this important 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

A handwritten signature in black ink, appearing to be 'Seu'ula Ioane', written over a grey rectangular background.

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.

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

Net Intake Rate (NIR) in the First Year Level of Primary	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
Net Intake Rate (NIR) in the Final Year Level of Primary	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
Progression rate (PR)	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
Promotion Rate	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
Repetition Rate (RR)	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
Retention Rate (RR)	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
Primary Cohort Completion Rate (PCCR)	The number of Year 8 students who completed and sat Year 8 national examination (SNAPE) 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
Secondary Cohort Completion Rate (SCCR)	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
Students Teacher Ratio (STR)	The number of students per teacher at a school and it is calculated by dividing the total number of students enrolled at a given year in a specific level of education by the total number of teachers at that same level
Transition Rate (TR)	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.
Early School Leavers Rate (ESLR)	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
Minimum Service Standards	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 March 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 were 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 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. Three (3) national assessments conducted annually include Samoa Primary Education Literacy Levels (SPELL) assessments which are diagnostic and competency-based tools used at the end of Years 4 and 6. At the end of Year 8, students sit the Samoa National Assessment for Primary Education (SNAPE) assessment, which is an achievement test based on Samoa's Outcomes Based Curriculum (OBC).

All Primary National assessments for Year 4, Year 6 and Year 8 are considered both diagnostic and achievement based using 4 levels of diagnostic levels L1-Beginner, L2-Developing, L3-Proficient and L4-Established with diagnostic levels calculated using students' ability logit. 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 is the first time SPELL Year 2 will not be reported as it was removed from National Assessments in 2023 allowing room for early development of literacy and numeracy at Year 1, Year 2 and Year 3 without students being tested too early.

This year marks the second time of implementation and reporting of the Year 10 Samoa National Junior Secondary Certificate (SNJSC), diagnostic achievement based assessment to inform interventions on student needs in the following year and thereafter. This new shift of assessment to Year 10 synchronizes with the current primary national assessments in between year levels, linking to assessments at the secondary levels.

Secondary Education as it was for 2022 and 2023 was both a five-year level (for Year 12 and Year 13) and four-year level system for Year 10. At the end of Year 12, students sat the Samoa School Certificate (SSC) national examination to determine progression to Year 13 level. Towards the end of Year 13, student sat the Samoa Secondary Leaving Certificate (SSLC) to determine eligibility for tertiary or post-secondary education.

Secondary exams for SNJSC Year 10, SSC Year 12 and SSLC for Year 13 are outcome based which are reported as achievement levels 1 to 4. Descriptors of levels are further detailed in Section C of this report. It is important to note at this point that from 2024, the secondary examinations are for two assessable levels Year 10 SNJSC and Year 12 SSLC, as SSC will no longer exist.

Section A: Access and Participation Indicators

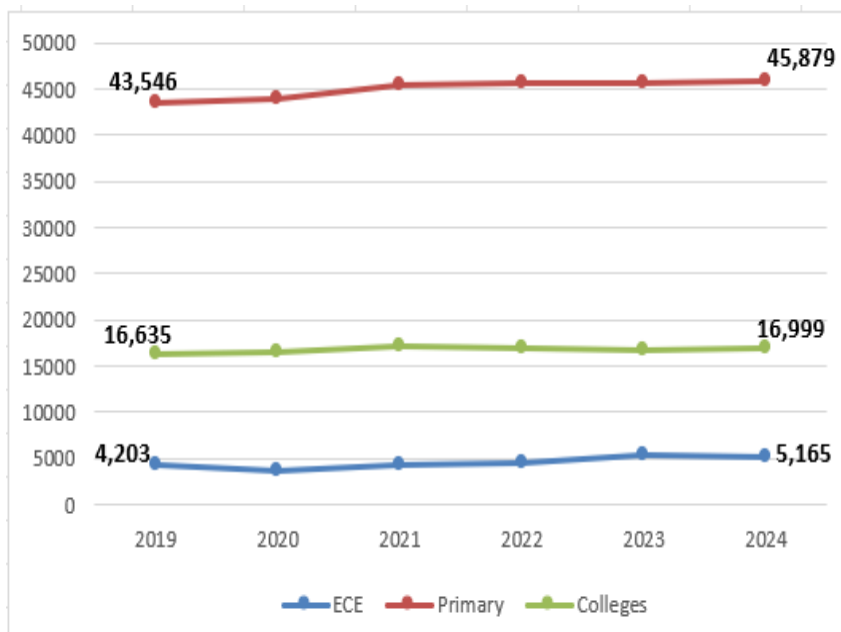
The overarching 2030 Agenda for Sustainable Development education goal (SDG 4) commits to providing inclusive and equitable quality education at all levels. This ensures access to and completion of quality education for all children and youth through free, publicly funded, inclusive, and equitable quality 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 2024 Snapshot

A1.1 Enrolment by school censuses, regions and genders

Figure 1: Total student enrolment by educational level 2019-2024



A total of 68,043 student enrolled during the school census conducted on the 15th March 2024, 34,322 males and 33,721 females. An increase of 1 percent was noted or an addition of 408 students if compared to the 2023 school census. By gender, total males increased from 33,818 in 2023 to 34,322 in 2024, a total of 504 additional males while the total female for this year's enrolment increased by 96 females. Figure 1 shows that there is substantial increase in enrolment 2024 compared to the last four years in Primary and Secondary except for ECE.

Table 3 below shows a 50:50 enrolments for both males and females for ECE in 2024. There are more males enrolled in primary 52 percent compared to 48 percent of females. Whilst, Secondary shows more females enrolled 54 percent compared to 46 percent of males.

Table 3: Enrolment by school level and gender 2024

Levels	ECE	Percent	Primary	Percent	Secondary	Percent	Total	Percent
Male	2580	50%	23932	52%	7810	46%	34322	50%
Female	2585	50%	21947	48%	9189	54%	33721	50%
Total	5165	100%	45879	100%	16999	100%	68043	100%

Table 4 shows the ratio of boys to girls in primary school indicating more boys than girls attending at all levels starting from Year 1 to Year 8. The total primary school ratio of 109 means there were 100 girls for every 109 boys attending primary school.

Table 4: Ratio of Primary schools enrolment by year levels 2024

Primary Class	Total	Male	Female	Ratio of boys to girls
Year 1	6198	3273	2925	112
Year 2	6044	3130	2914	107
Year 3	5552	2900	2652	109
Year 4	5774	3061	2713	113
Year 5	5761	2992	2769	108
Year 6	5635	2929	2706	108
Year 7	5558	2870	2688	107
Year 8	5357	2777	2580	108
Total	45879	23932	21947	109

Table 5 shows the ratio of boys in secondary schools indicating more girls than boys attending Year 9 to Year 12. The total secondary school ratio of 85 means there were 100 girls for every 85. Interestingly the sex ratio for both shows that boys dominate primary

school enrolment and girls for secondary.

Table 5: Ratio of Secondary schools enrolment by year levels 2024

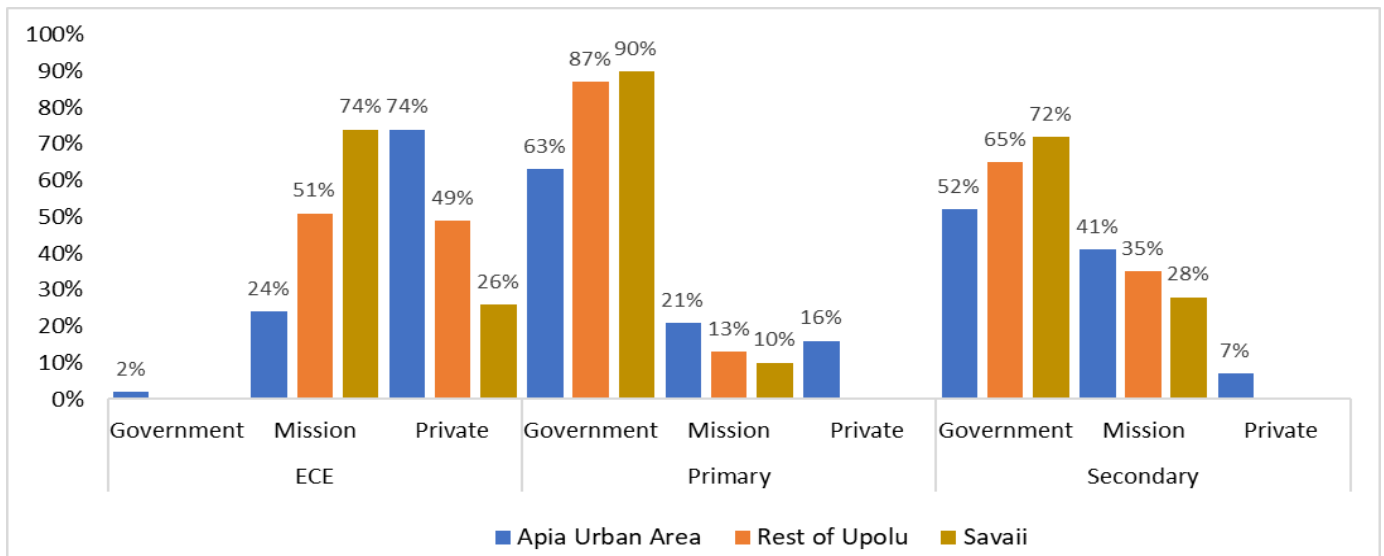
Secondary Class	Total	Male	Female	Ratio of boys to girls
Year 9	4595	2277	2318	98
Year 10	4171	2014	2157	93
Year 11	3583	1589	1994	80
Year 12	4650	1930	2720	71
Total	16999	7810	9189	85

Figure 2 below 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 Secondary schools 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 Apia Urban region and the rest are either mission or privately owned.

Figure 2: Percentage distribution of enrolment by regions and controlling authorities 2024



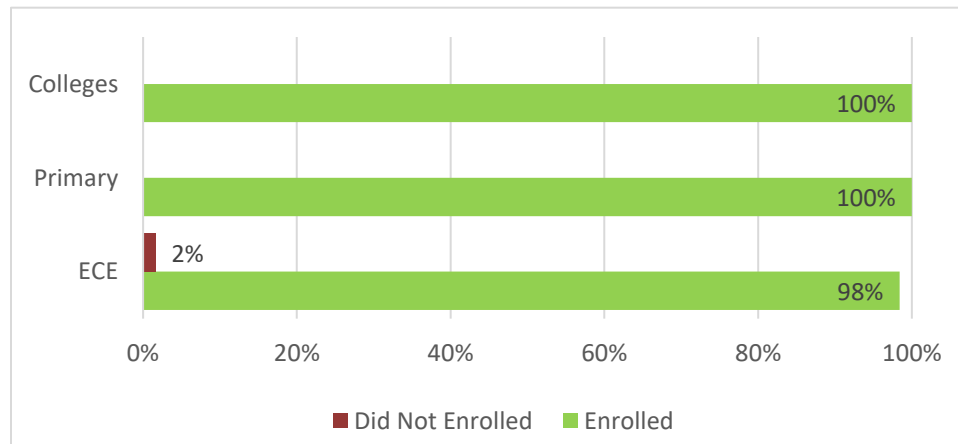
By region, table 6 below shows that more student (17,787) enrolled in the Rest of Upolu region for Primary compare to secondary where majority of students enrolled in Apia Urban area region (7,396).

Table 6: Enrolment by school level, regions and gender 2024

Regions	Primary			Secondary		
	Male	Female	Total	Male	Female	Total
Apia Urban Area	9031	8247	17278	3323	4073	7396
Rest of Upolu	9278	8509	17787	2686	3100	5786
Savaii	5623	5191	10814	1801	2016	3817
Total	23932	21947	45879	7810	9189	16999

Figure 3 below presents results of the Annual School Census on March 2024. In summary, 172 Primary and 42 Secondary schools submitted Census forms for this report. ECE centre information were collected via a census form provided to them during the MEC Enrolment Visitation conducted at the beginning of every school year. There were only two new pre-schools listed in the registration list shared by NCECE during this visitation and this brings a total of ECE centers operating to 125 (82 Upolu, 41 Savaii and 2 Manono Tai)

Figure 3: Enrolment status by school level 2024



123 (98%) of the 125 ECE centres that are still operating successfully completed and submitted their enrolment. The remaining 2 ECE centers (2%) noted in the above graph as 'Did not enrolled' but were operating during the time of the visits.

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 and remains constant in 2024 compared to 2020 – 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 30 percent compared to the NER 26 percent.

In 2024 an ECE GPI¹ rate of more than 1 indicates the parity result in favour of females and this has been maintained since 2020 as shown in Table 7.

Table 7: GER, NER and GPI in ECE 2020 – 2024

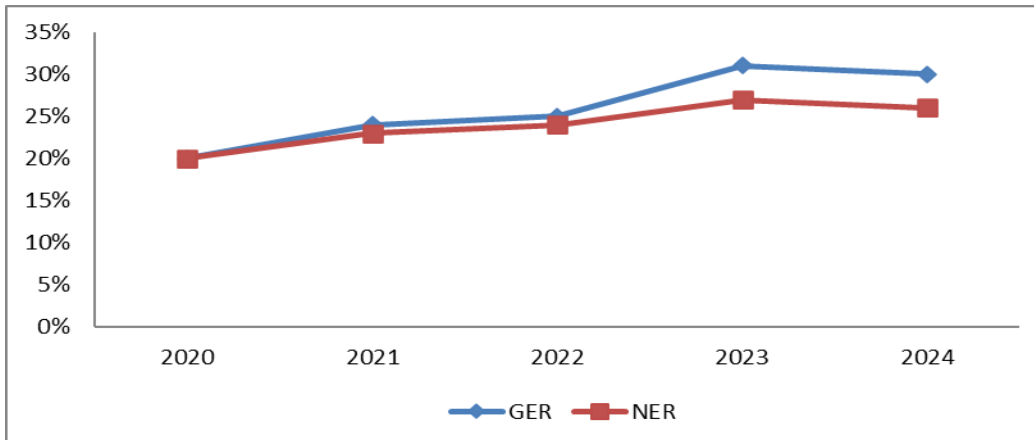
Years	GER ECE				NER ECE			
	Male	Female	Total	GPI	Male	Female	Total	GPI
2020	19%	22%	20%	1.04	19%	22%	20%	1.14
2021	23%	25%	24%	1.11	22%	24%	23%	1.11
2022	23%	26%	25%	1.11	23%	25%	24%	1.08
2023	29%	32%	31%	1.10	26%	28%	27%	1.08
2024	29%	31%	30%	1.07	25%	27%	26%	1.08

Figure 4 illustrates a decline in both the GER & NER in ECE from 2023 to 2024, indicating a drop in student enrolment in registered ECE centers. This decline may be attributed to the fact that only registered ECE centers, as recorded through NCECE are reflected in this report. Despite the 2019 legislation amendments that mandate all four-year-old children to enroll in ECE centers, enrolment has not met expectations. The 1 percent decrease in GER is due to the closure of two ECE centers this year. Additionally, 2 percent noted as 'Did not enroll', these schools were visited by staff more than three times during the verification but were not in session at the time of the visits.

The Ministry is exploring ways to ensure that all ECE centers in Samoa are registered through the NCECE and accurately reflected in future reports, in order to improve enrollment tracking and data accuracy.

¹ 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

Figure 4: Trend showing the percentage distribution of GER & NER in ECE 2020 - 2024



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.

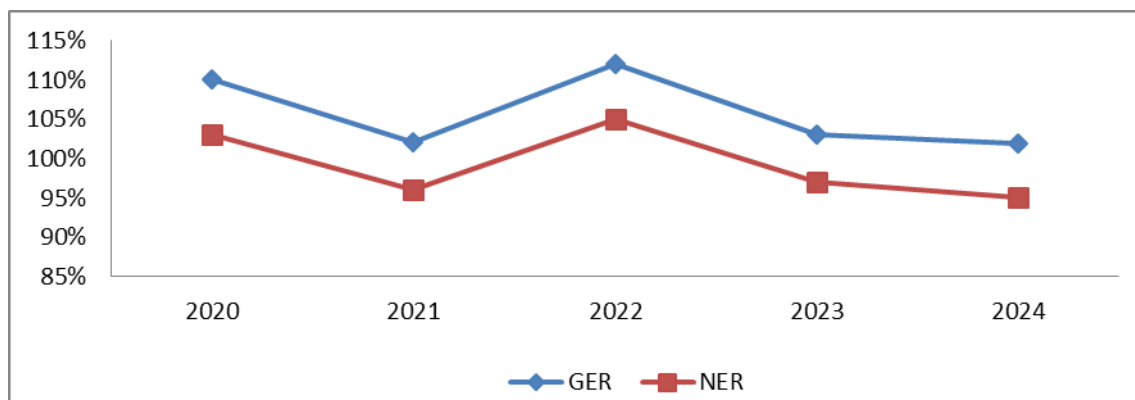
As presented in Table 8 and Figure 5, GER remains persistently at above 100 percent reflecting a high number of over-aged students still attending primary schools as recorded in the Appendix Table 3 on page 87. NER continue to drop to 2 percent indicating that only 95 percent of students from age 5-12 years old are in primary schools compared to its actual population of the official age from the population projections provided.

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

Table 8: GER, NER and GPI in Primary Education 2020 – 2024

Years	GER Primary				NER Primary			
	Male	Female	Total	GPI	Male	Female	Total	GPI
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
2024	101%	103%	102%	1.01	94%	96%	95%	1.02

Figure 5: Trend showing the percentage distribution of GER & NER in Primary 2020 - 2024



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 slight increase of 1 percent this year from 94 percent in 2023 to 95 percent in 2024 shows that more student enrolled in secondary education. NER decline further from 72 percent in 2023 to 71 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.

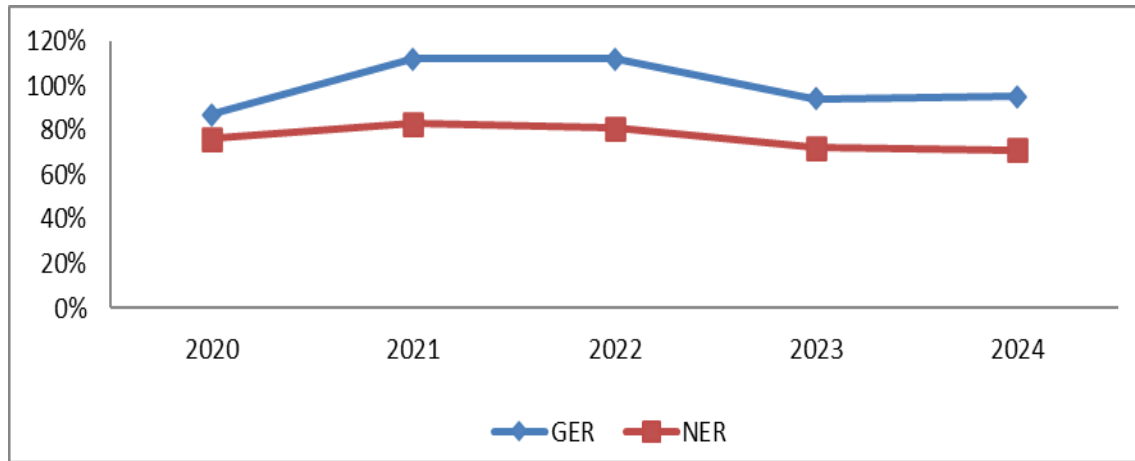
Table 9: GER, NER and GPI in Secondary Education 2020 - 2024

Year	GER Secondary				NER Secondary			
	Male	Female	Total	GPI	Male	Female	Total	GPI
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
2024	83%	107%	95%	1.30	63%	79%	71%	1.25

Overall, the secondary schools NER is substantially higher for females (79 percent) than males (63

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 9.

Figure 6: Trend showing the percentage distribution of GER & NER in Secondary 2020 - 2024



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 Age Specific Enrolment Rate (ASER) in ECE

The ASER for ECE in Table 10 and Figure 7 highlights the percentages of single age enrolled in ECE as a percentage of the total population of those particular ages.

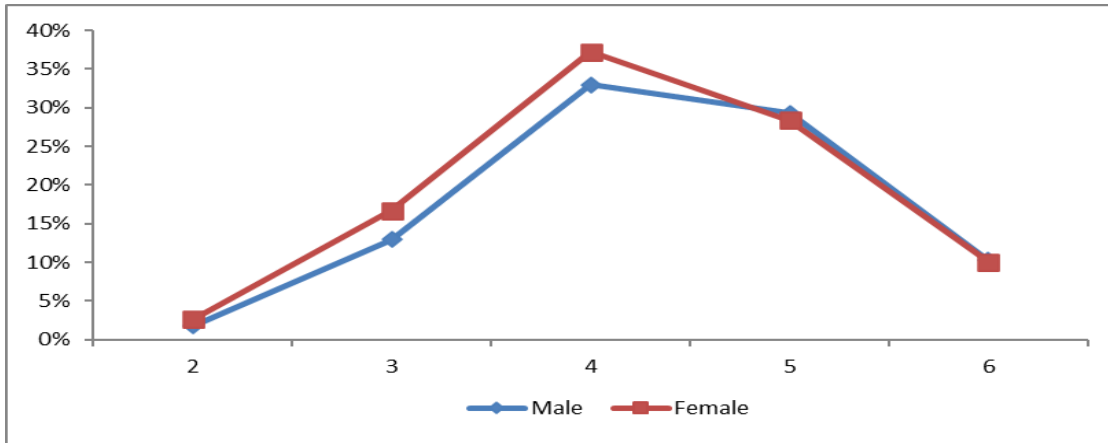
The highest percentages of student enrolled is in age 4, which corresponds to 35 percent and this is in parallel to the Education Amendment Act 2019 where all the four years old must be enrolled in an ECE center. The data also reveals that 29 percent of children age 5 years old and about 10 percent of 6 years old are still attending ECE schools.

Table 10: Age Specific Enrolment (ASER) and GPI in ECE 2024

ASER in ECE				
Age	Male	Female	Total	GPI
2	2%	3%	2%	1.50
3	13%	17%	15%	1.29
4	33%	37%	35%	1.13
5	29%	28%	29%	0.97
6	10%	10%	10%	0.98

A GPI of below 1 for students enrolled in age 5-6 years old indicates a disparity in favor of males while other age groups are in favor of females.

Figure 7: Trend showing the percentage distribution of ASER in ECE 2024



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

ASER for primary level shows an upward trend from age five to twelve with more than 100 percent participation in age 8 (Year 4) and age 11-12 (Year 7-8). This reflects a high number of enrolments in those particular age group when compared to its population projections provided by the Samoa Bureau of Statistics.

The low enrolment in age 5 (62%) is an indication that some student completed age 5 (29%) still attending ECE education.

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

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

Figure 8: Percentage distribution of ASER in Primary education 2024

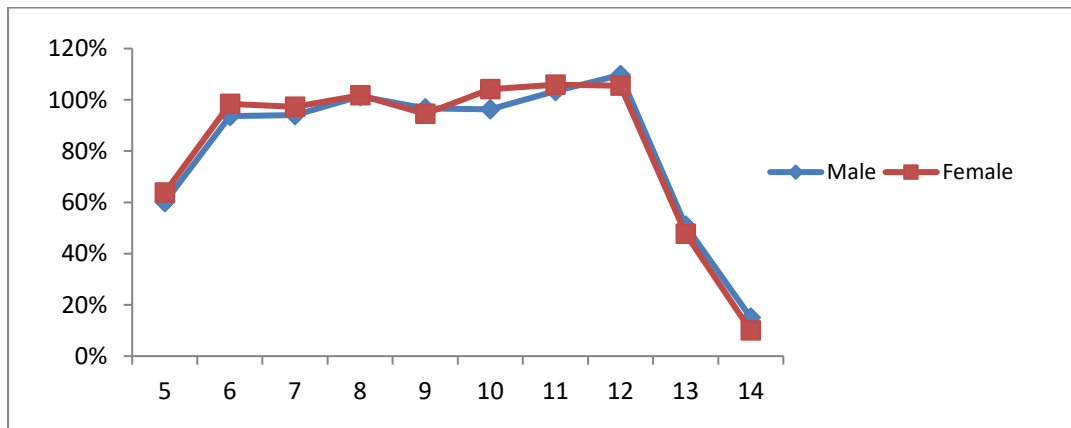


Table 11: ASER and GPI in Primary education 2024

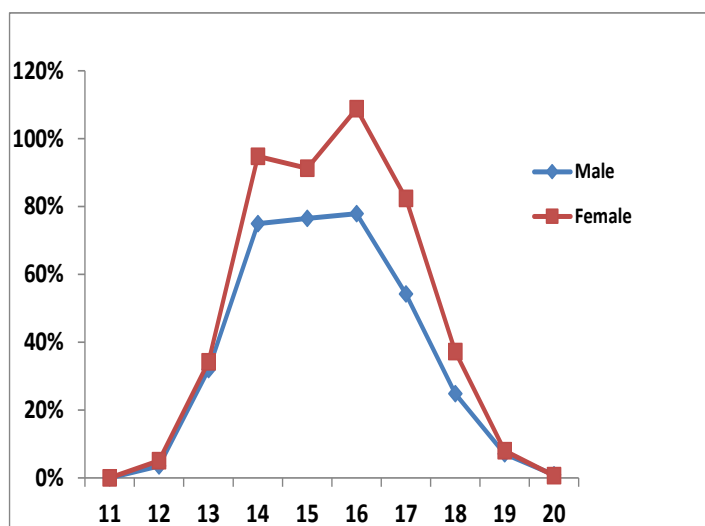
Age	ASER in Primary			GPI
	Male	Female	Total	
5	60%	64%	62%	1.06
6	94%	98%	96%	1.05
7	94%	97%	96%	1.03
8	101%	102%	102%	1.00
9	97%	94%	96%	0.98
10	96%	104%	100%	1.08
11	103%	106%	105%	1.02
12	110%	106%	108%	0.96
13	51%	48%	49%	0.94
14	15%	10%	13%	0.66

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

Table 12 and Figure 9 below displays ASER in secondary level showing the access of students from ages 12 to 20 compared to its population.

Table 12: ASER and GPI in Secondary education 2024 Figure 9: Trend showing percentage distribution of ASER in Secondary education

ASER in Secondary				
Age	Male	Female	Total	GPI
12	3%	5%	4%	1.47
13	32%	34%	33%	1.07
14	75%	95%	84%	1.26
15	76%	91%	84%	1.19
16	78%	109%	93%	1.40
17	54%	82%	67%	1.52
18	25%	37%	31%	1.50
19	7%	8%	8%	1.12
20	1%	1%	1%	0.75



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

Age 12 accounts for 4 percent of Secondary ASER in Table 12 and this shows that some students complete primary level education before reaching age 12 hence early enrolment in secondary level.

Most of the students commence secondary education at the age of 14 in (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).

A4: Gross & Net 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.

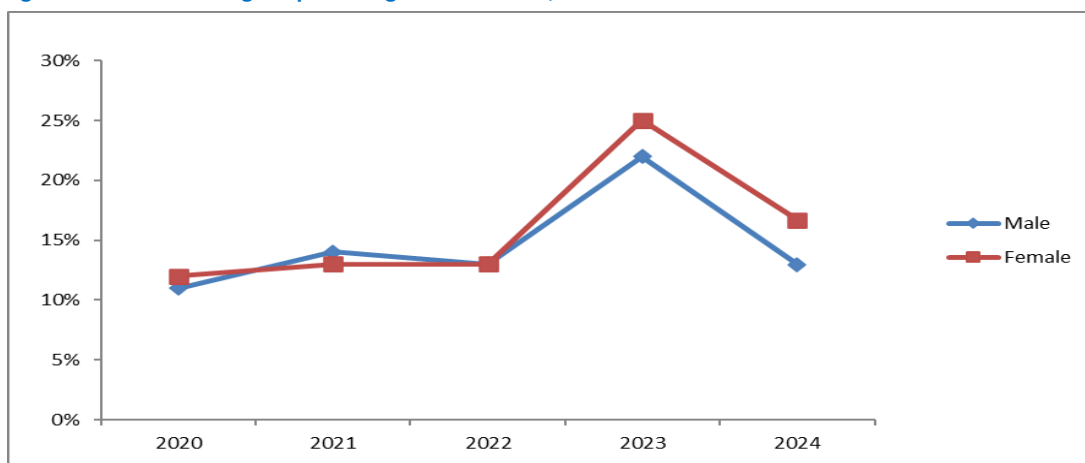
Table 13: NIR and GPI in ECE 2020 – 2024

Years	NIR ECE			
	Male	Female	Total	GPI
2020	11%	12%	11%	1.09
2021	14%	13%	13%	0.93
2022	13%	13%	13%	1.00
2023	22%	25%	23%	1.14
2024	13%	17%	15%	1.31

Table 13 and Figure 10 show that in this year census, the number of new entrants enrolled in registered ECE centers dropped by 8 percent reflecting that there is still a large number of children not recorded. This can be due to the fact that not all ECE centers are registered with the National Council of Early Childhood Education (NCECE). Only children attending ECE centers registered through NCECE are included in the counting for enrolment. The Ministry is looking into this to ensure ways to record the total number of all children attending ECE across Samoa.

ASER for ECE indicate low intake for ECE, 15 percent for 2024 compared to 23 percent in 2023.

Figure 10: Trend showing the percentage distribution of NIR in ECE 2020 – 2024



A4.2: Gross Intake Rate and Net Intake Rates in the First Year Level (Year 1) 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.

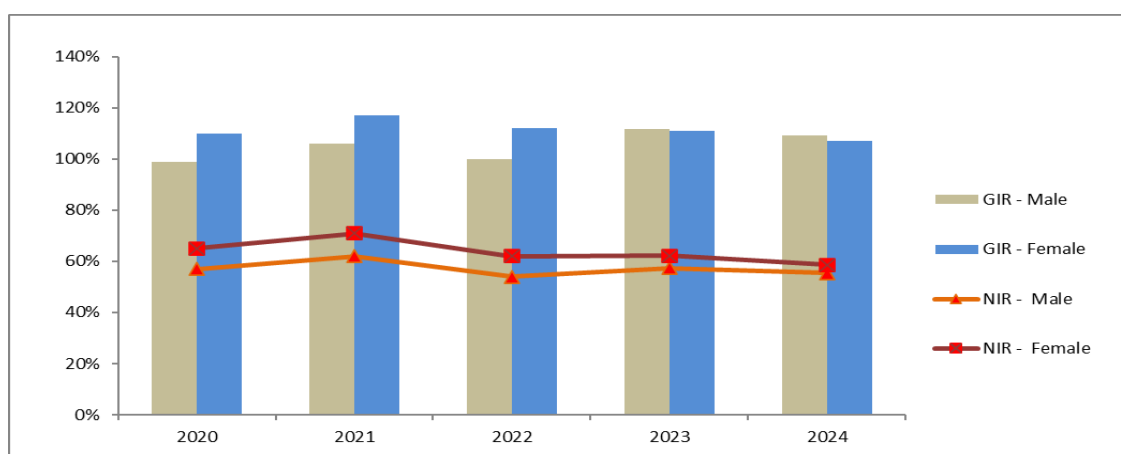
Table 14 reveals that GIR remains above 100 percent over the last five years reflecting that there were children more than five years old in the entrance year level of primary education. This can be due to children repeating the same level and/or late enrolment within the academic year. It is also an indication that many students that are above the official primary age are still in Year 1.

Table 14: NIR, GIR and GPI in the first-year level (Year 1) of Primary 2020 - 2024

Year	GIR Primary				NIR Primary			
	Male	Female	Total	GPI	Male	Female	Total	GPI
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
2024	109%	107%	108%	0.98	55%	59%	57%	1.06

The NIR for 2024 has decreased by 3 percent when comparing to the previous school census. However, only 29 percent of 5 years old students are enrolled in ECE as reported in Table 10 (ASER in ECE). Presumably, the remaining 14 percent are either enrolled in ECE centers not registered with NCECE or not in school at all.

Figure 11: GIR and NIR in the first-year level (Year 1) of Primary education 2020 - 2024



A4.3: Gross Intake Rate (GIR) and Net Intake Rate (NIR) for the 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).

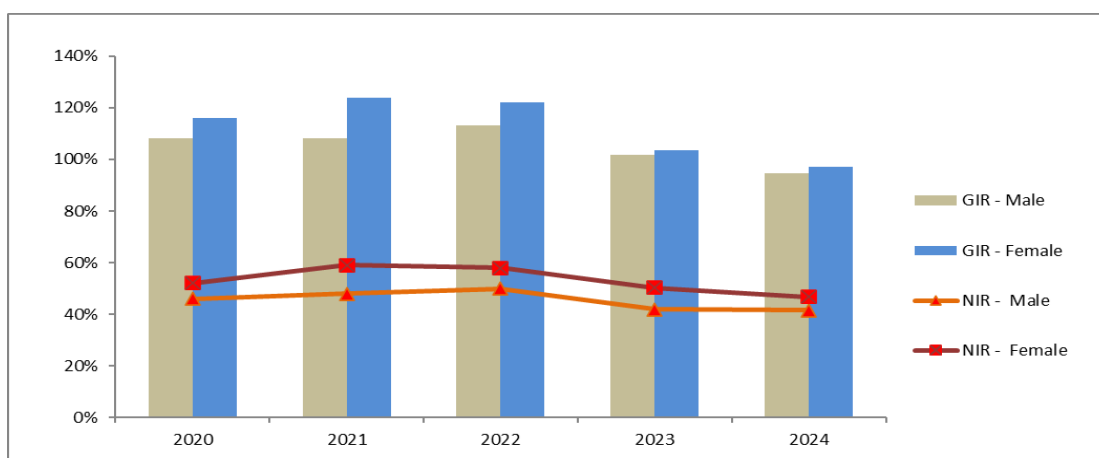
Table 15: NIR, GIR and GPI in the final year level (Year 8) of Primary 2020 - 2024

Year	GIR for Final Year (Year 8)				NIR for Final Year (Year 8)			
	Male	Female	Total	GPI	Male	Female	Total	GPI
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
2024	95%	97%	96%	1.03	42%	47%	44%	1.13

This year marked the lowest GIR for the first time when compared to the last four years. It reflects that not all students who are of the official primary school-entrance age 12 are enrolled in year 8. The data can also be interpreted as many 12 years old remained or repeated other year levels if compare to the 108 percent of ASER in primary schools on Table 11 in page 25.

This same pattern recorded for NIR reflecting the further decreased by 2 percent for student in the official age (age 12) who are in the final year of primary level (Year 8) as shown in Figure 12 below. The proportion of 12 years old who reached year 8 is very low and this calls for research to determine reasons for the significant drop since the last four years.

Figure 12: GIR and NIR in the final year level (Year 8) of Primary education 2020 - 2024



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 4 year of secondary education as this Digest will be the first time reporting the four-year level transformation in the Secondary Education System as approved by the Cabinet in early 2020.

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 2022 - 2024

Table 16 shows that since 2022, the PR remained constant at 97-99 percent for levels 3 to year 7. For year 2, there's an increase to 3 percent from 2023 to 2024 indicating that most student progress to this year level in 2024. Progression rate for year 8 remained consistent at 95 percent since last year.

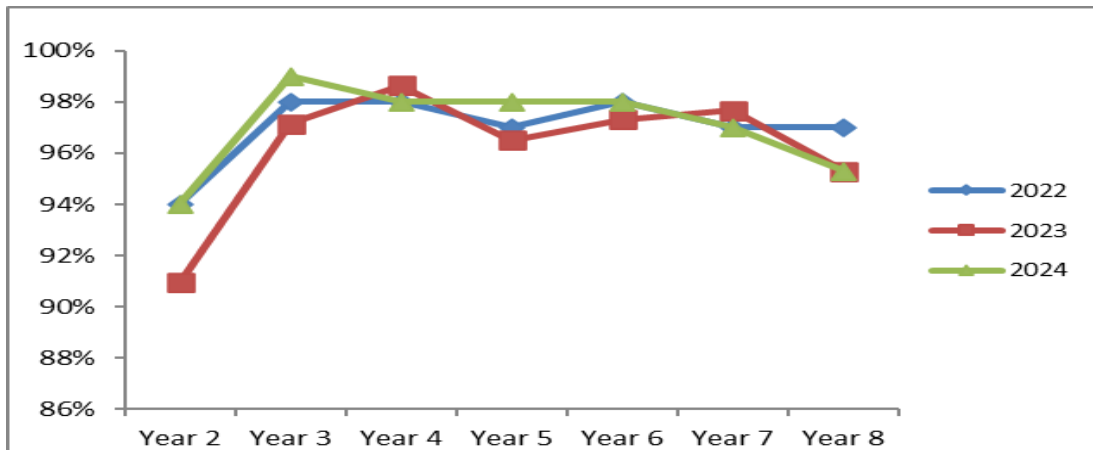
Figure 13 shows that, there are students who did not progress to the next year level and this can be due to many reasons and not limited to starting school late and or drop out and later returned and/or younger than the official age range for that level.

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

Table 16: Progression rate and GPI in Primary education 2022 - 2024

Year Level	2022				2023				2024			
	Male	Female	Total	GPI	Male	Female	Total	GPI	Male	Female	Total	GPI
Year 2	94%	95%	94%	1.01	89%	93%	91%	1.05	92%	97%	94%	1.04
Year 3	99%	97%	98%	0.98	96%	98%	97%	1.02	100%	98%	99%	0.97
Year 4	99%	97%	98%	0.98	99%	98%	99%	0.98	99%	96%	98%	0.98
Year 5	98%	96%	97%	0.98	96%	97%	97%	1.02	98%	99%	98%	1.01
Year 6	97%	98%	98%	1.01	96%	98%	97%	1.02	99%	98%	98%	0.99
Year 7	95%	98%	97%	1.03	99%	97%	98%	0.98	97%	97%	97%	1.00
Year 8	96%	98%	97%	1.01	94%	97%	95%	1.03	95%	96%	95%	1.01

Figure 13: Primary progression rate 2022 - 2024



BI.2 Progression Rate in Secondary 2022 - 2024

In accordance with the four-year level system for the Secondary levels, hence, this year’s digest will be the first time for analyzing progression of students from Years 9 to 12.

Table 17 and figure 14 shows that progression rates for secondary levels fluctuate across year levels in the last two censuses. The 2024 census reflects higher progression rates for Year 11, increase to 85 percent compared to more than 70 percent in the previous censuses, nonetheless, still low and can be attributed to some students gradually dropping out the education system as they move within and across year levels.

In contrast, progression rates for Year 12 reflects a higher proportion for the first time ever as the four-year level system completes its first cohort since 2020.

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

Figure 14: Secondary progression rate 2022 - 2024

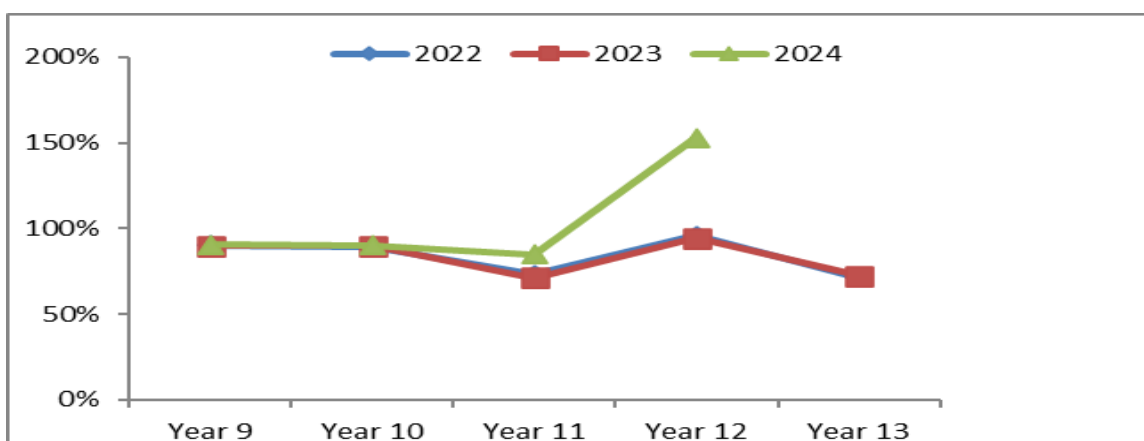


Table 17: Progression rate and GPI in Secondary education 2022 – 2024

Year Level	2022				2023				2024			
	Male	Female	Total	GPI	Male	Female	Total	GPI	Male	Female	Total	GPI
Year 9	85%	96%	90%	1.13	85%	96%	90%	1.13	89%	92%	91%	1.04
Year 10	84%	95%	89%	1.13	88%	91%	90%	1.04	89%	91%	90%	1.03
Year 11	75%	71%	73%	0.94	68%	74%	71%	1.08	80%	89%	85%	1.10
Year 12	86%	106%	96%	1.24	80%	107%	94%	1.34	139%	165%	153%	1.19
Year 13	68%	73%	71%	1.07	64%	79%	72%	1.22	4-year level			

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 2022 - 2024

The 2024 census results revealed that repetition rate is higher in levels year 1 and year 2 and progressively decreases at other year levels of primary.

For level year 1, repetition rate increased to 3 percent in 2024 from 2.7 percent in 2023 the same trend experienced in level year 2 with an increase to 1.3 percent from 0.7 percent. Figure 15 shows the higher repetition rate from year 1 to year 2 and this is due to the fact that only 94 percent of students progressed to the level year 2 in 2024 hence it denotes that not all year one children progress. Presumably, the rest either remained in year 1, did not return to school or migrate overseas to name a few reasons.

Table 18 presents a Primary GPI rate of less than 1 indicating a gender disparity in favor of males across all year levels.

Figure 15: Primary repetition rate 2022 – 2024

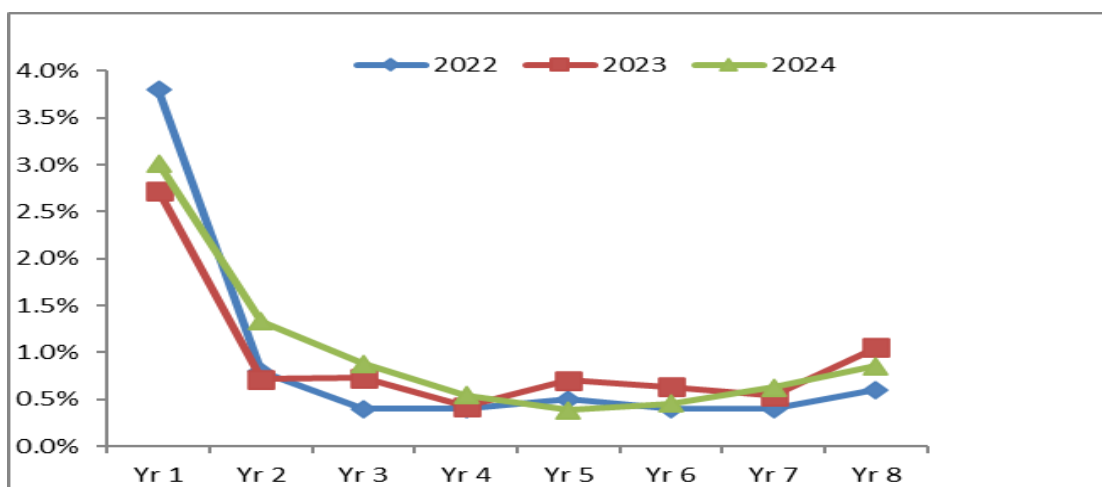


Table 18: Primary repetition rate and GPI 2022 – 2024

Year Level	2022				2023				2024			
	Male	Female	Total	GPI	Male	Female	Total	GPI	Male	Female	Total	GPI
Year 1	4.6%	2.9%	3.8%	0.63	3.7%	1.6%	2.7%	0.44	3.6%	2.3%	3.0%	0.64
Year 2	1.1%	0.4%	0.8%	0.37	0.9%	0.5%	0.7%	0.48	1.8%	0.9%	1.3%	0.51
Year 3	0.5%	0.3%	0.4%	0.66	1.0%	0.4%	0.7%	0.41	1.2%	0.6%	0.9%	0.49
Year 4	0.5%	0.3%	0.4%	0.76	0.6%	0.2%	0.4%	0.34	0.7%	0.4%	0.5%	0.50
Year 5	0.5%	0.5%	0.5%	1.08	0.8%	0.6%	0.7%	0.77	0.4%	0.3%	0.4%	0.74
Year 6	0.3%	0.4%	0.4%	1.21	0.6%	0.6%	0.6%	0.96	0.5%	0.4%	0.5%	0.78
Year 7	0.5%	0.3%	0.4%	0.67	0.7%	0.3%	0.5%	0.42	0.8%	0.5%	0.6%	0.64
Year 8	0.7%	0.4%	0.6%	0.16	1.2%	0.9%	1.1%	0.76	1.1%	0.6%	0.9%	0.60
Total	1.2%	0.7%	0.9%	0.63	1.2%	0.6%	1.0%	0.53	1.3%	0.8%	1.0%	0.59

B2.2 Repetition Rate (RR) in Secondary 2022 – 2024

Figure 16 shows that the trend of the highest repetition rate in year 12 as a result of the year 9 cohort in 2020 and 2021 merged from the five-year level in 2023 to four-year level in 2024 and this contribute to the increase in the repetition rate from 2 percent in 2023 to 4 percent in 2024.

The decrease by 1 percent repetition rate in year 11 is the result of the concurrent system of transitioning directly to year 11 and then year 12.

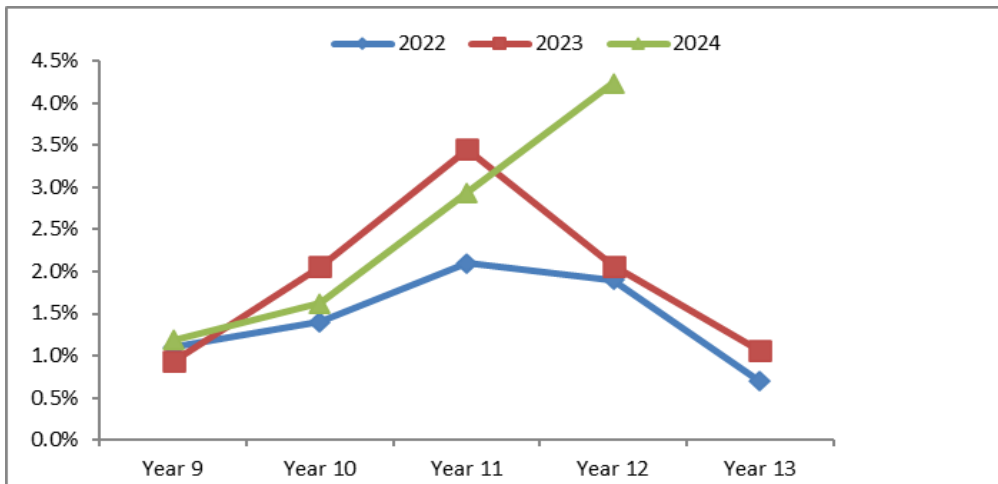
Students repeating years 9 and 10 remain constant at 1 and 2 percent respectively from years 2023 to 2024.

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

Table 19: Secondary repetition rate and GPI 2022 - 2024

Year Level	2022				2023				2024			
	Male	Female	Total	GPI	Male	Female	Total	GPI	Male	Female	Total	GPI
Year 9	1.3%	0.9%	1.1%	0.70	1.4%	0.5%	0.9%	0.36	1.4%	1.0%	1.2%	0.76
Year 10	1.6%	1.2%	1.4%	0.79	2.3%	1.9%	2.1%	0.83	1.9%	1.4%	1.6%	0.71
Year 11	2.7%	1.6%	2.1%	0.60	3.9%	3.0%	3.5%	0.76	3.4%	2.6%	2.9%	0.75
Year 12	2.2%	1.6%	1.9%	0.74	2.1%	2.1%	2.1%	1.00	4.2%	4.3%	4.2%	1.02
Year 13	1.0%	0.5%	0.7%	0.55	1.3%	0.9%	1.1%	0.68				
Total	1.7%	1.2%	1.4%	0.69	2.2%	1.6%	1.9%	0.73	2.4%	2.1%	2.3%	0.87

Figure 16: Secondary repetition rate 2022 - 2024



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 12.

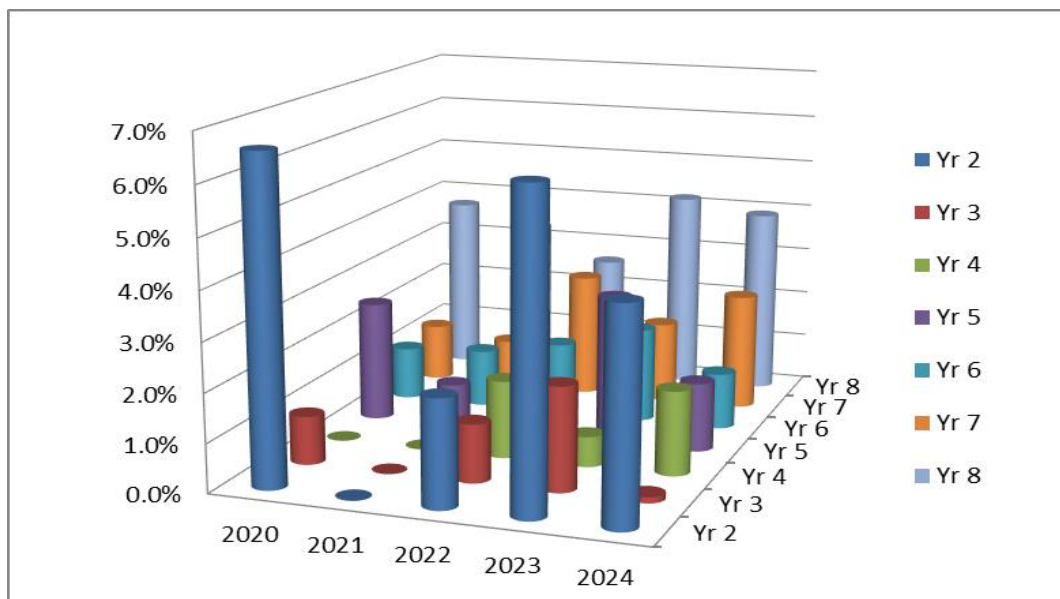
B3.1: Early School Leaver Rate (ESLR) in Primary 2020 - 2024

The ESLR data for the primary level reflects a 5-year trend provides a range of information. It is interesting to note that the ESLR rate for level year 2 has decreased from 6.3 percent in 2023 to 4.3 percent in 2024 as shown in Table 20. There is an improvement noted with rates across all other year levels except for level years 4 and 7. This remains a concern for the Ministry and needs to further look into although past research stated a few reasons as reported in previous Digest reports.

Table 20: Early school leaver rate (ESLR) in Primary 2020 - 2024

Year Level	2020	2021	2022	2023	2024
Year 2	6.6%	0.0%	2.2%	6.3%	4.3%
Year 3	1.0%	0.0%	1.2%	2.1%	0.1%
Year 4	0.0%	0.0%	1.6%	0.6%	1.7%
Year 5	2.5%	0.9%	2.6%	3.1%	1.4%
Year 6	1.1%	1.2%	1.5%	2.0%	1.2%
Year 7	1.2%	1.0%	2.6%	1.7%	2.4%
Year 8	3.7%	3.3%	2.6%	4.2%	3.9%

Figure 17: ELSR in Primary education 2020 – 2024



B3.2: Early School Leaver Rate (ESLR) in Secondary 2020 – 2024

Similar patterns are observed for the ESLR in secondary education. For year 9, it has decreased to 8.2 percent in 2024 from 9.3 percent. For year 10 it has also decreased to 8.1 percent in 2024 compared to 8.3 percent in 2023. The data also revealed a very interesting reduced trend of ESLR for the very first time in year 11. It has dropped to 12.3 percent compared to a more than 20 percent in the last four censuses. Presumably a direct result of the four-year level system in secondary education where by all Year 10 students transition directly to year 11 resulting to some schools no longer practicing skipping this particular year level.

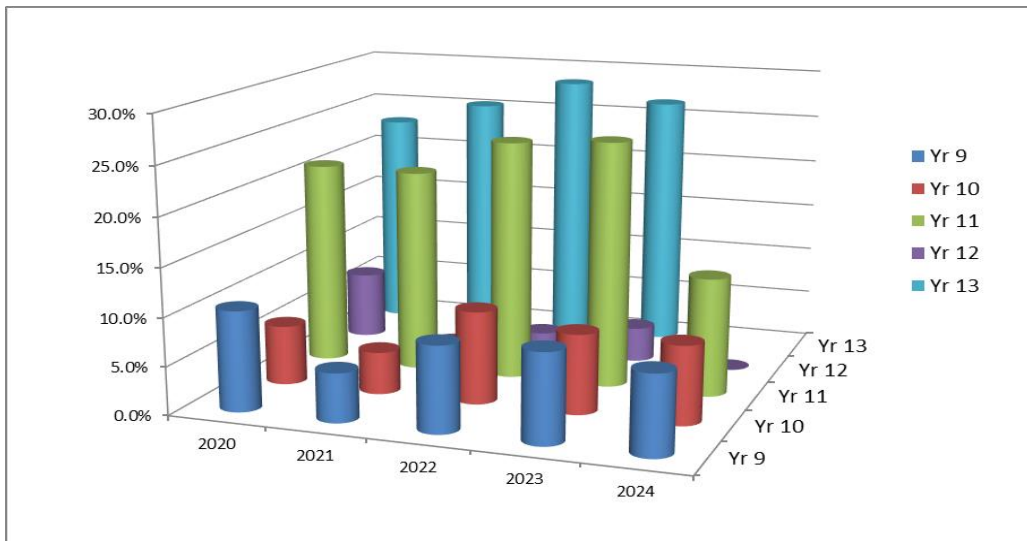
Table 21 shows ESLR marked with * for year 12 level as a result of four-year-level transformation in the Secondary Education System has commenced hence reason why there is no comparison of ESLR for this level.

Table 21: Early school leaver rate (ESLR) in Secondary 2020 - 2024

Year Level	2020	2021	2022	2023	2024
Yr 9	10.4%	5.1%	8.9%	9.3%	8.2%
Yr 10	6.2%	4.4%	9.6%	8.3%	8.1%
Yr 11	21.2%	21.1%	24.9%	25.5%	12.3%
Yr 12	7.0%	0.0%	2.1%	3.6%	*0%
Yr 13	22.9%	25.3%	28.3%	26.5%	

Note: Early School Leaver Rates (ESLR) marked with * indicate that this is negative rates and is being converted to (0s). Negative rate indicates more students enrolled in a given Year Level than those promoted to the given Year Level due the completion of the 4-year level first cohort.

Figure 18: ELSR in Secondary education 2020 - 2024



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 12.

B4.1: Retention Rate (RR) in Primary and Secondary 2020 – 2024

For the primary level, a slightly lower rate of retention (83 %) could be noticed with a high proportion of ESLR as indicated by the results of 3.9 percent in Year 8 (Table 20).

There are slight variations in the proportion of retention rate for the secondary education has been consistently above 50 percent with the lowest recorded being 52 percent in 2022 and 2023. The low retention rate for secondary level is experienced as more students prefer to take other pathways or leave school early due to various reasons².

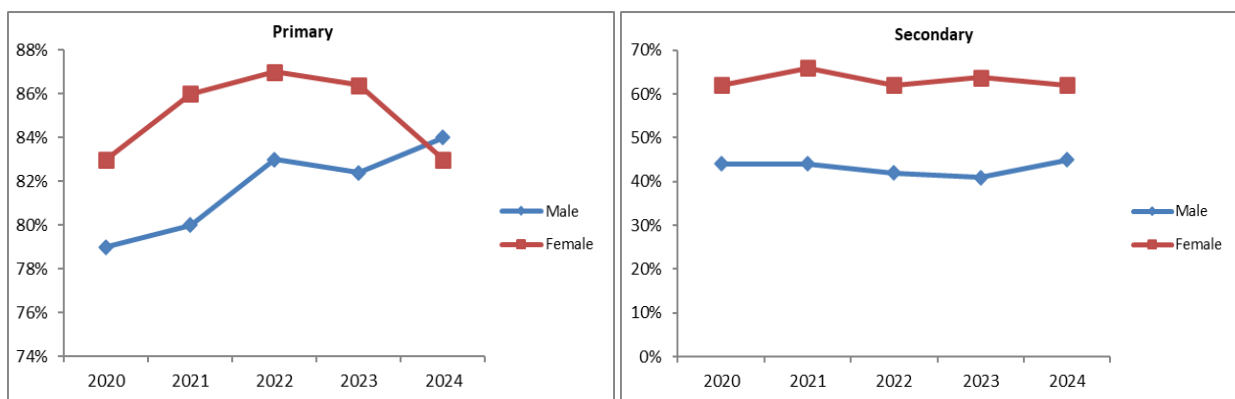
Figure 19 shows an interesting trend in the proportion of males' retention rates than females for primary level compared to females' higher retention rates than males in secondary education

² Reasons why students in Samoa do not complete Secondary Education Research Report, MESC 2019

Table 22: Retention Rate for Primary and Secondary 2020 – 2024

Primary					Secondary				
Year	Male	Female	Total	GPI	Year	Male	Female	Total	GPI
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
2024	84%	83%	83%	1.00	2024	45%	62%	54%	1.37

Figure 19: Retention Rate in Primary and Secondary 2020 – 2024



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.

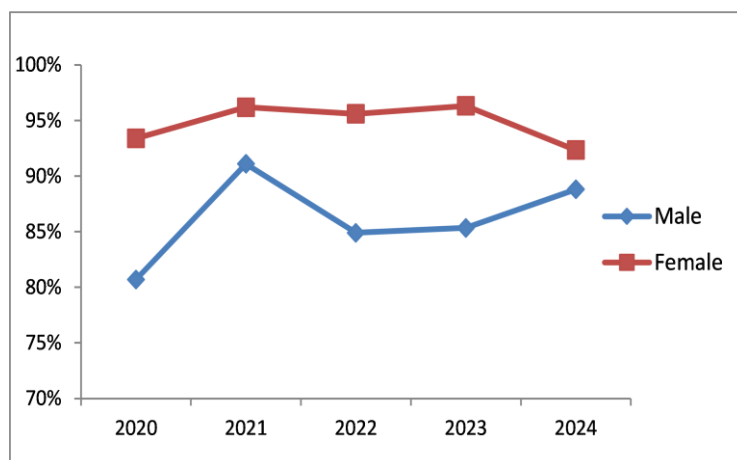
Data provided in Table 23 indicates the percentage of Year 8 student who successfully transition into Year 9 the first year of secondary school. It reveals that the transition rates of Year 8 into Year 9 remain constant at 90.6 percent. Transition rates somewhat correlate with the ESLR for Year 9 as reflected in Table 21.

For 2024, there is no gender disparity shown in the transition rate from Year 8 to Year 9 and this could be a demonstration of equal access opportunity for both genders compared to the last four years

Table 23: Transition Rate from Primary to Secondary (Year 8- Year 9) 2020-2024

Transition Rate (Primary to Secondary)				
Year	Male	Female	Total	GPI
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	85.4%	96.3%	90.6%	1.1
2024	88.8%	92.4%	90.6%	1.0

Figure 20: Transition Rate from Primary to Secondary 2020-2024



B6: Cohort Completion Rate (CCR) in Primary and Secondary Education

B6.1: Cohort Completion Rate (CCR) in Primary Education

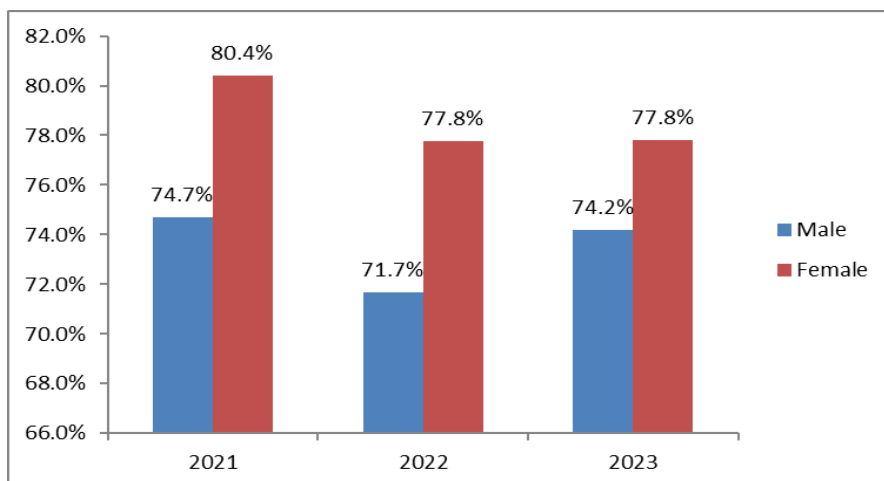
The number of Year 8 students who completed and sat Year 8 national examination (SNAPE) from primary education. PCCR is calculated by dividing the number of new entrants (enrollment minus repeaters) in the last year level of primary education, regardless of age, by the population at the entrance age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

Table 24 shows that there is a slight increase in primary cohort completion rate by 0.3 percent for 2023 compared to 2022. However, the completion rate for 2023 is still low if compared to the total number of enrolments for year 8 at the beginning of the year. It is also very important to note that the completion rate excludes 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 24: Primary Cohort Completion Rate 2021 - 2023

CCR in Primary Education			
Year	Male	Female	Total
2021	74.7%	80.4%	77.4%
2022	71.7%	77.8%	75.7%
2023	74.2%	77.8%	76.0%

Figure 21: Primary Cohort Completion Rate 2021 – 2023



B6.2: Cohort Completion Rate (CCR) 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.

Table 25 shows that Secondary Cohort Completion Rate for Year 12 decline as expected by 13 percent and this is due to the highest repetition rate in year 12 as a result of the four-year level transformation in the Secondary Education system as shown in Figure 22. This means that students repeat in 2024 already sat this Year 12 SSC examination in 2023 thus are excluded in the standard calculation for this cohort completion rate.

Secondary cohort completion rate for Year 13 SSLC examination slightly declined from 47 percent in 2022 to 45 percent in 2023.

Table 25: Secondary Cohort Completion Rate 2021 – 2023

CCR in Secondary Education			
Year	Gender	Year 12	Year 13
2021	Male	54%	35%
	Female	70%	55%
	TOTAL	62%	45%
2022	Male	49%	39%
	Female	75%	58%
	TOTAL	65%	47%
2023	Male	44%	33%
	Female	59%	57%
	TOTAL	52%	45%

Figure 22: Secondary Cohort Completion Rate 2021 - 2023

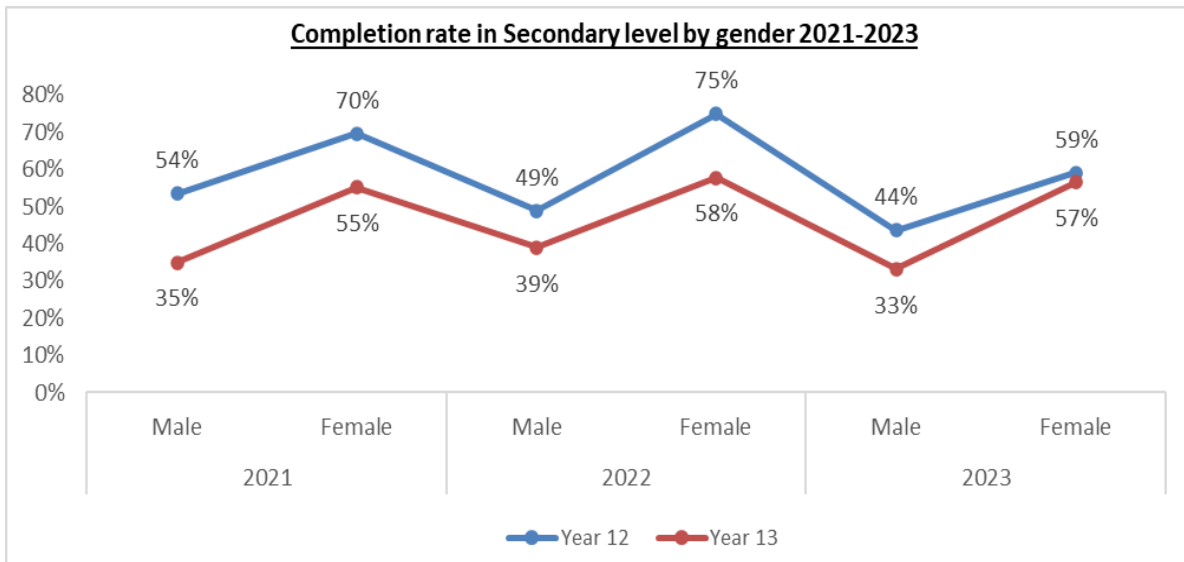


Figure 22 reveals that this similar pattern for males who sat Year 12 SSC and Year 13 SSLC examinations have been maintained over the last three years. Females sat Year 13 SSLC examination has also been maintained in the last three years with over 50 percent compare to the declined in the proportion of girls sat Year 12 SSC by 16 percent. However, the proportion of completion rate in secondary level further declined if compare to 2022. This indicates that not all students who enrolled in Year 12 and Year 13 at the beginning of the year sat the exam.

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 26 indicates a significant increase in the enrollment of students with disabilities in 2024, reaching 441 compared to 218 in 2022. This rising trend suggests a growing commitment to inclusive education, where more families and schools recognize the importance of providing access to quality education for all students. Over the past three years, the majority of these students have been enrolled in primary schools, consistently exceeding 200 enrollees with more than 300 in 2024, which indicates a strong foundation for inclusive practices at this critical educational stage.

In 2022, it is particularly significant that enrollment among female students with disabilities surpassed that of their male counterparts in primary schools. This shift marks a reversal from the trend observed since 2021, when a higher number of male students with disabilities were enrolled. Several factors may have contributed to this change: increased advocacy for gender equality in education, targeted outreach programs aimed at encouraging the enrollment of girls, and the development of supportive infrastructures that address the diverse needs of female students with disabilities.

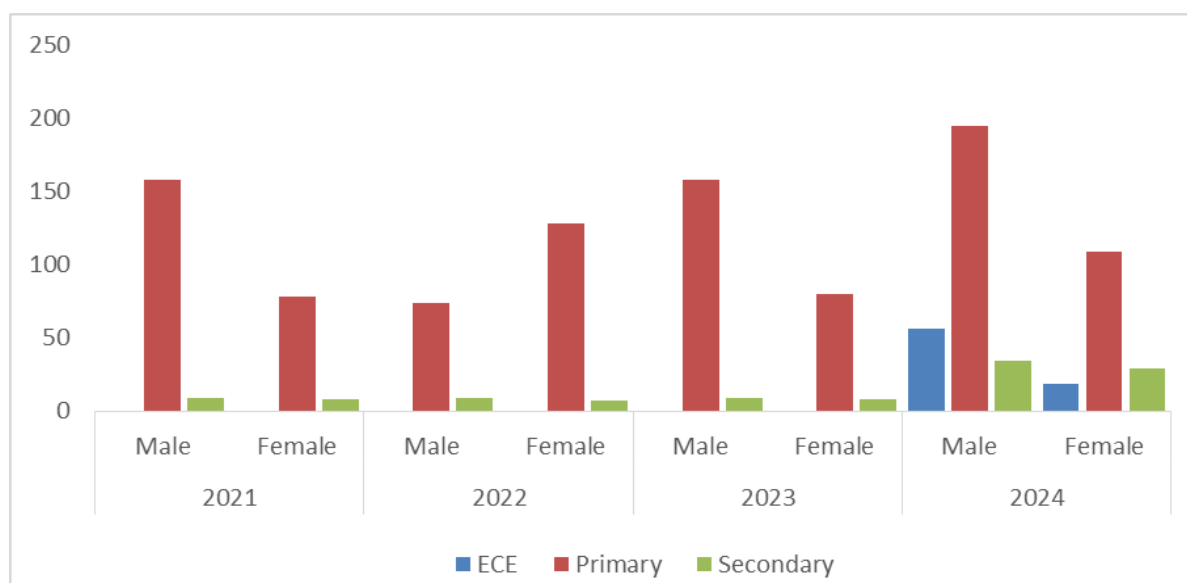
Additionally, educational reforms and increased funding focused on inclusive practices may have played a key role in encouraging families to enroll children with disabilities. These initiatives not only create a more welcoming environment but also build awareness within communities about the importance of education for all, which likely contributed to the substantial rise in enrollment figures.

Overall, the data from 2024 reflects significant progress in inclusive education, however there is still a need to emphasize ongoing efforts to sustain this momentum and ensure that all students are given the opportunity to learn.

Table 26: Students with disability in Primary and Secondary 2021 - 2024

School Level	Gender	2021	2022	2023	2024
ECE	Male				56
	Female				19
	Total				75
Primary	Male	158	74	158	194
	Female	78	128	80	109
	Total	236	202	238	303
Secondary	Male	9	9	9	34
	Female	8	7	8	29
	Total	17	16	17	63
Totals		253	218	255	441

Figure 23: Number of students with disability in Primary and Secondary 2021-2024



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

As previously mentioned, this year is the first time SPELL Year 2 will not be reported since Cabinet approved of its removal in 2023 from the National Assessments allowing room for early development of literacy and numeracy at Year 1, Year 2 and Year 3 without students being tested too early.

The National Primary Assessments include the national diagnostic testing to begin at Year 4, the inclusion of numeracy and two literacies (Gagana Samoa and English) and Science, 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 two literacies (Gagana Samoa and English) and Science. These assessments are conducted at Year 4, 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 4, 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.

C1.1: SPELL Year 4 Assessment

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

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 24, majority of students are working towards the expected level or are at the 'developing level (L2) with a proportion of more than 80 percent for all subjects except Gagana Samoa. A slight increase from 9 percent to 13 percent has been noted in the percentage of students who are at 'proficient level 3 or established level 4' or are working at expected levels (L3&L4) for the Year 4 Mathematics subject in 2023 compared to 2022. Similarly, for Year 4 Science, an increase from 2 percent in 2022 to 8 percent in 2023 is noted for numbers of students working at expected levels L3 and L4 or had achieved proficient or established levels.

Figure 24: Year 4 SPELL by subjects 2022 - 2023

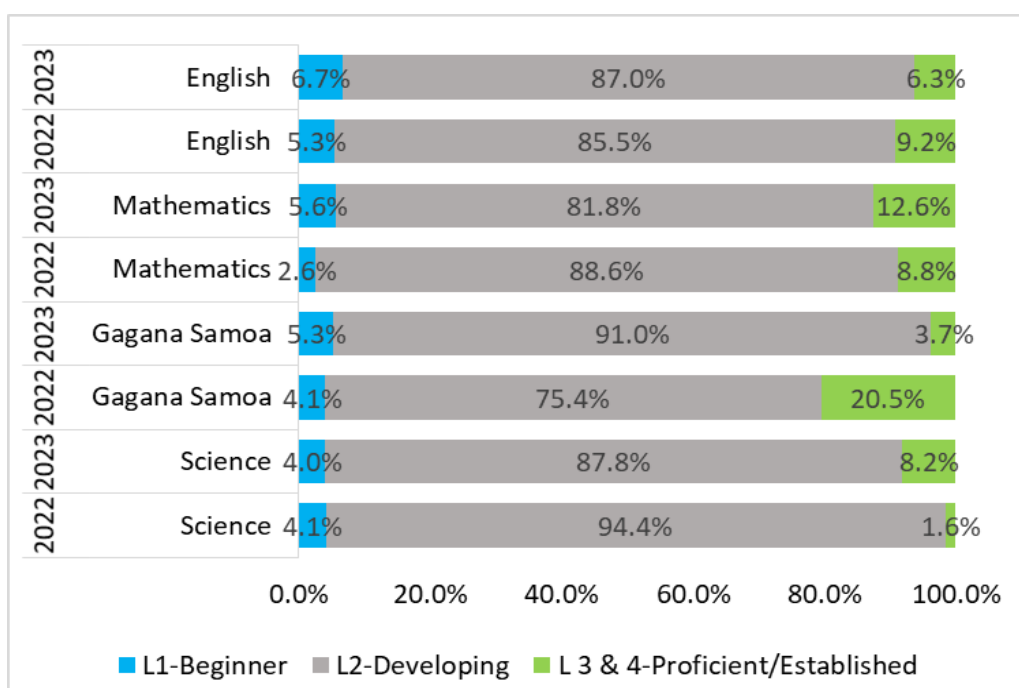


Figure 25 below compares 2-year trends of attainment levels for males and females in SPELL Year 4 Assessments include all the four subjects.

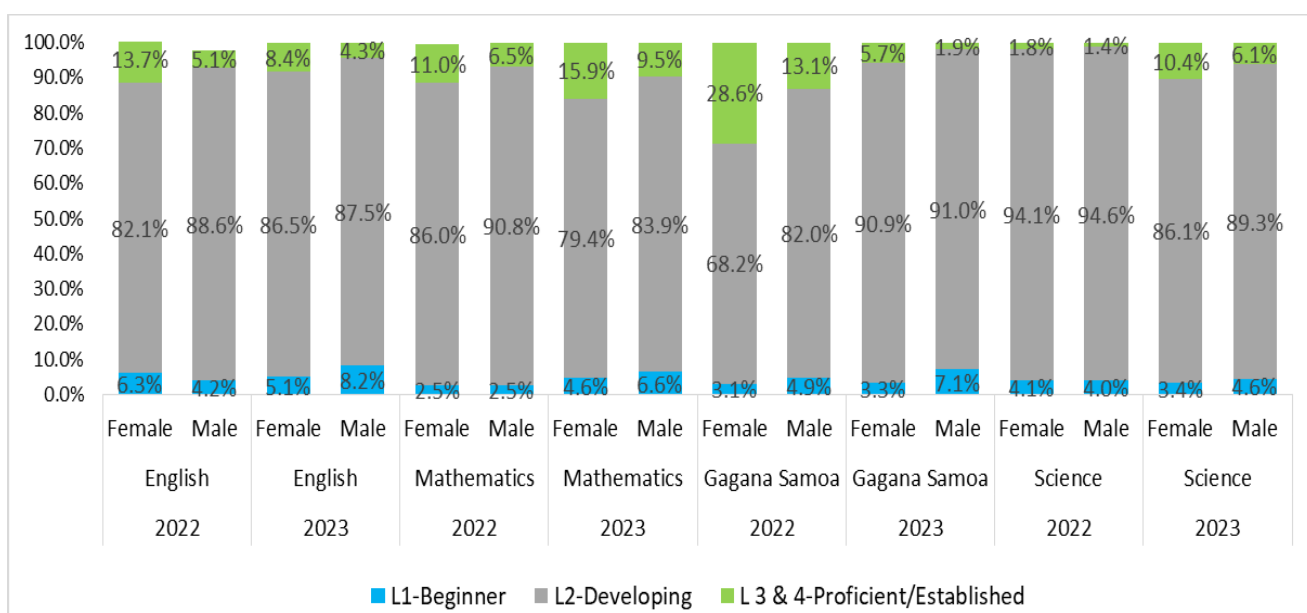
In all these four subjects, the number of females students who achieved L3 & L4 continue to be higher than those for male students in both 2022 and 2023. The percentage of students who are not yet working towards the expected levels (L1) remain low for two consecutive years at an average of around 7 percent for both girls and boys which is a clear indication that at Year 4, more students are progressing up to level 2 or working towards expected levels.

A clear increase is revealed in the proportion of girls and boys who are working towards

expected levels (L2) by 4 and 1 percent respectively in 2023 for English subject follows a decrease to 4 and 1 percent respectively in the proportion of them working at expected levels (L3&L4). This same trend was also experienced for the proportion of girls and boys who are also working towards expected levels (L2) by 8 and 5 percent respectively in 2023 for Science subject follows an increase to 9 and 5 percent respectively in the proportion of them working at expected levels (L3&L4). This trend was further experienced in Mathematics subject except for Gagana Samoa subject where proportion of both girls and boys who are working towards expected levels (L2) increased to 90 percent in 2023 compared to exams 2022.

These aforementioned 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, as well as continuous improvement of the quality of test items, inclusive of translation of Year 4 Mathematics and Science test items or questions and answers into Gagana Samoa.

Figure 25: Year 4 SPELL Subjects by gender 2022 – 2023



CI.2: SPELL Year 6 Assessment

Similar to SPELL Year 4, students at Year 6 are assessed in the same 4 subjects which are English, Gagana Samoa, Mathematics and Science.

Figure 26 present results of the SPELL Year 6 assessments. The bar chart shows the majority of students achieved level 2 (L2) and resulting into a decline of percentages of students achieving the lowest level (L1) in all four subjects in 2023. In simple terms, more and more of Year 6 students are now progressing up to level 2, level 3 and level 4 in all four subjects leaving very small percentages of less than 2 percent or less than 1 percent of students at level 1 (L1). For example, in 2023 for Gagana Samoa, only 0.4 percent of students remain at level 1 (L1) compared to 0.8 percent in 2022, for Mathematics and Science, only 0.6 percent remained at level 1 (L1) compared to 1.7 percent and 0.9 percent in 2022, and for English, only 1.7 percent

at level 1 (L1) compared to 5.9 percent in 2022.

These are positive and encouraging results for the Ministry that will continue to inform areas that need to be strengthened for teaching and learning in the next year and going forward.

Figure 26: Year 6 SPELL by subjects 2022 - 2023

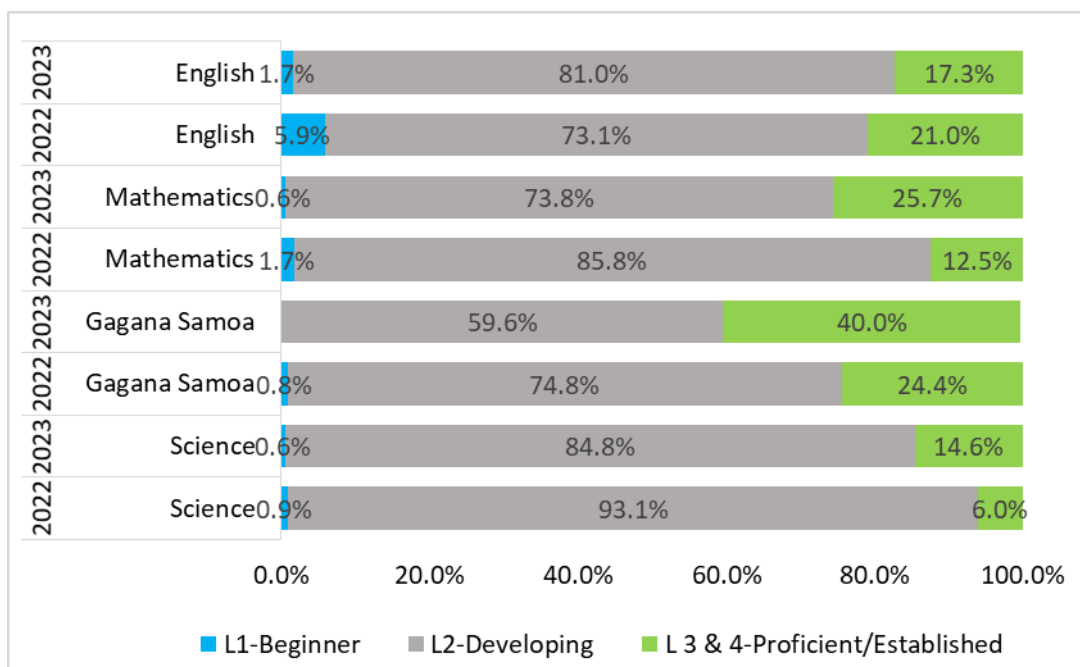


Figure 27 below is a comparison of 2022 and 2023 achievement levels of female and male students in all four subjects assessed. It is apparent that the female students or girls continue to outperform the male students or boys in all 4 subjects with percentages of girls achieving L3 and L4 much higher than those for boys. In other words, majority of the boys are at skill level 2 (L2) and a few still at level 1 (L1) compared to lower number for girls.

English subject shows that more than 20 percent of girls attained Levels 3 & 4 and this remain constant in the last two years. The same pattern reported for percentage of boys passed Levels 3 & 4 with more than 10 percent in 2022-2023. Girls who are not yet working towards expected level L1 decreased by 2 percent in 2022 to 2023 whereas boys also decreased from 8.3 percent to 0.9 percent in 2023.

For Mathematics subject, the proportions of boys and girls achieved levels 3 & 4 increase from 15.6 percent to 31.7 percent for girls and 9.6 percent to 19.8 percent for boys in 2023. Majority of both genders achieved Level 2 with more than 80 percent an indication to the decrease in the proportion of boys and girls who are not yet working towards expected level L1 from 2022 to 2023. The same trend also experienced in Gagana Samoa subject where more than 50 percent of girls achieved Levels 3 & 4 and for the boys with more than 25 percent of them passed this level.

Science subject shows that there was a decline in the proportion of boys and girls achieved level 2 in 2022 to 2023 and as a result of the increase in the proportion of boys and girls achieved levels 3 & 4 to more than 10 percent

Figure 27: Year 6 SPELL Subjects by gender 2022 - 2023

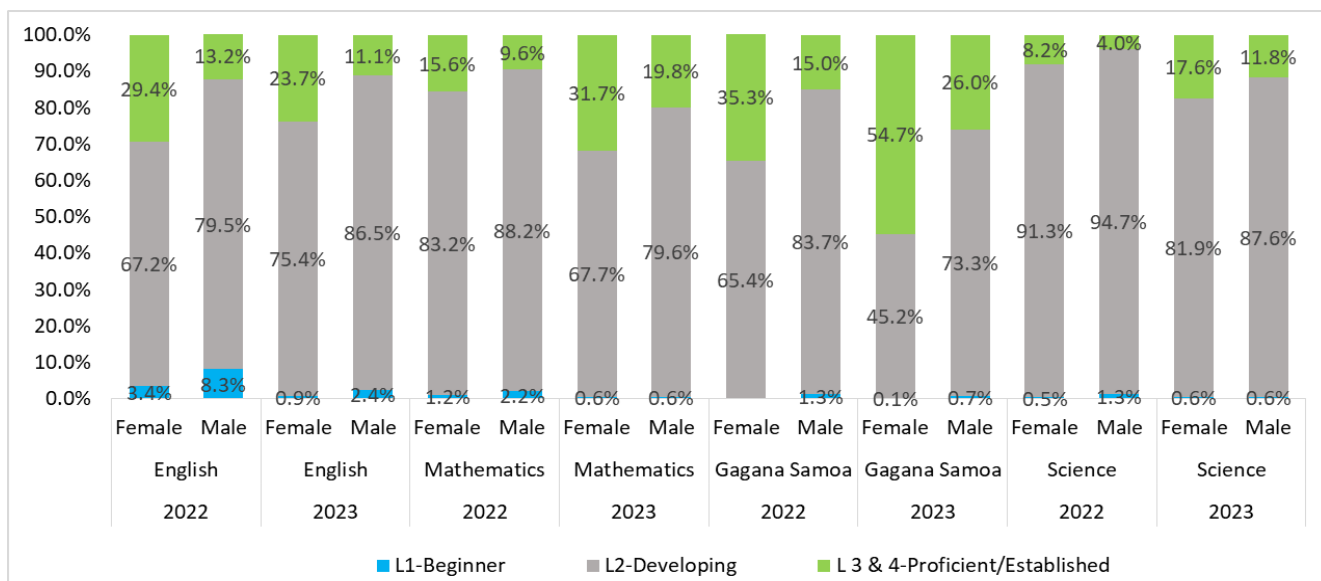


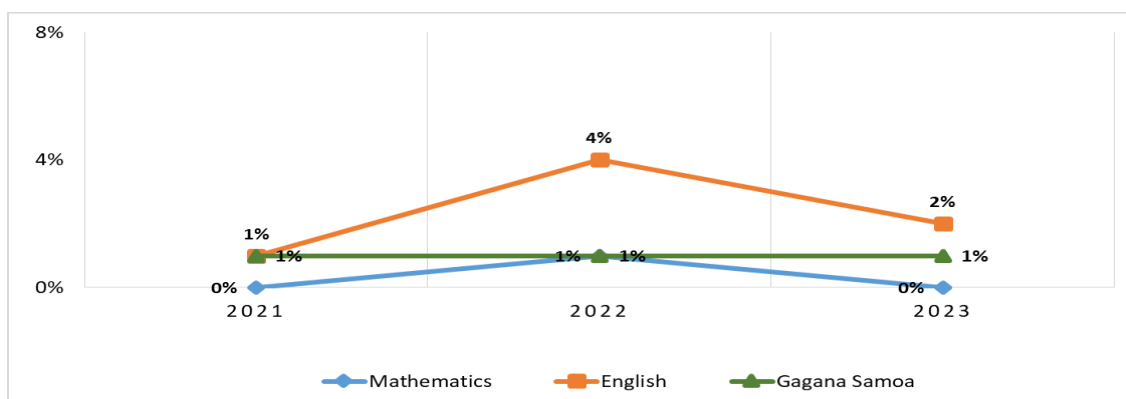
Table 27 reveals that in the three subject areas, the achievement gap between girls and boys has increased rapidly in Numeracy and Gagana Samoa from 1 percent to 3 and 4 percent, respectively. For English subject the achievement gap between girls and boys increased further to 6 percent in 2023 from 4 percent in 2022.

Table 27: Year 6 SPELL Gender Achievement Gaps (GAGs) at (Working at Expected Level L3&L4) 2021 – 2023

	Mathematics			English			Gagana Samoa		
	Male	Female	GAGs	Male	Female	GAGs	Male	Female	GAGs
2021	97%	97%	0%	97%	99%	1%	98%	99%	1%
2022	98%	99%	1%	92%	97%	4%	99%	100%	1%
2023	99%	99%	0%	98%	99%	2%	99%	100%	1%

Figure 28 below shows that a proportion of Gender Achievement Gaps (1 percent) for Gagana Samoa remain constant since 2021. It is notable that year 2023 has seen a slight decrease in Gender Achievement Gaps for English from 4 percent to 2 percent and the same trend also experienced for Mathematics.

Figure 28: Gender Achievement Gaps (GAGs) at SPELL Year 6 2021 - 2023



C1.3: Year 8 SNAPE Assessment

SNAPE Year 8 is also considered both diagnostic and achievement based using 4 levels of diagnostic levels L1-Beginner, L2-Developing, L3-Proficient and L4-Established with diagnostic levels calculated using students' ability logit. Students at Year 8 are assessed in the 7 subjects which are English, Gagana Samoa, Mathematics, Science, Social Studies, Health and Physical Education or HPE and Visual Arts.

SNAPE Scale of Achievement 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	

Figure 29 shows that each subject has varying percentages of students achieving respective level, but literally remain the same for all subjects except for English and HPE for which the percentages achieving L3 and L4 dropped markedly in 2023 compared to 2022.

For English Year 8, majority of the students are at L2 (80.6 %). This number has increased if compared to the 64.6 percent in 2022. The number of students meeting L3&L4 has declined from 35 percent to 19 percent. Students at L1 also declined when compared to 2022. Which means more Year 8 students progressed to level 2 in 2023 compared to 2022, despite the drop for L3 and L4.

For Mathematics, students at L1 remain constant at 0.2 percent in the last two years. Students achieved L2 has declined from 91 percent in 2022 to 87 percent in 2023 and this is followed by an increase of students achieving L3 & L4 to 13 percent in 2023 from 9 percent in 2022. An addition that more students progressed to L3 and L4 in 2023 compared to 2022.

For Gagana Samoa, the result shows that students at L2 increased from 47 percent in 2022 to 53 percent in 2023 and resulting into a decrease in proportion of students reached L3 & L4 in 2023 to 47 percent from 53 percent. This same trend is also experienced in Science's subject. Students at L2 increased from 84 percent to 88 percent resulting into a decline in the proportion of students achieved L3 & L4 from 16 percent to 11 percent. The same trend is again experienced in Social Studies subject where students achieved L2 increased from 73 percent to 81 percent and this is followed by a decreased in the proportion of students who reached L3 & L4 from 27 percent to 19 percent.

The chart shows that majority of student achieved level 2 for Visual Art at 79 percent even though it decreased from 80 percent in 2022. A slight increase in the proportion of students proficient and established levels (L3&L4) from 20 percent to 21 percent.

The majority of students achieved Level 2 increased to 94 percent in 2023 compared to 62 percent in 2022. This is followed by a decline in the proportion of students who reached proficient and established levels (L3&L4) to 6 percent from 38 percent.

Figure 29: Year 8 SNAPE by subjects 2022 - 2023

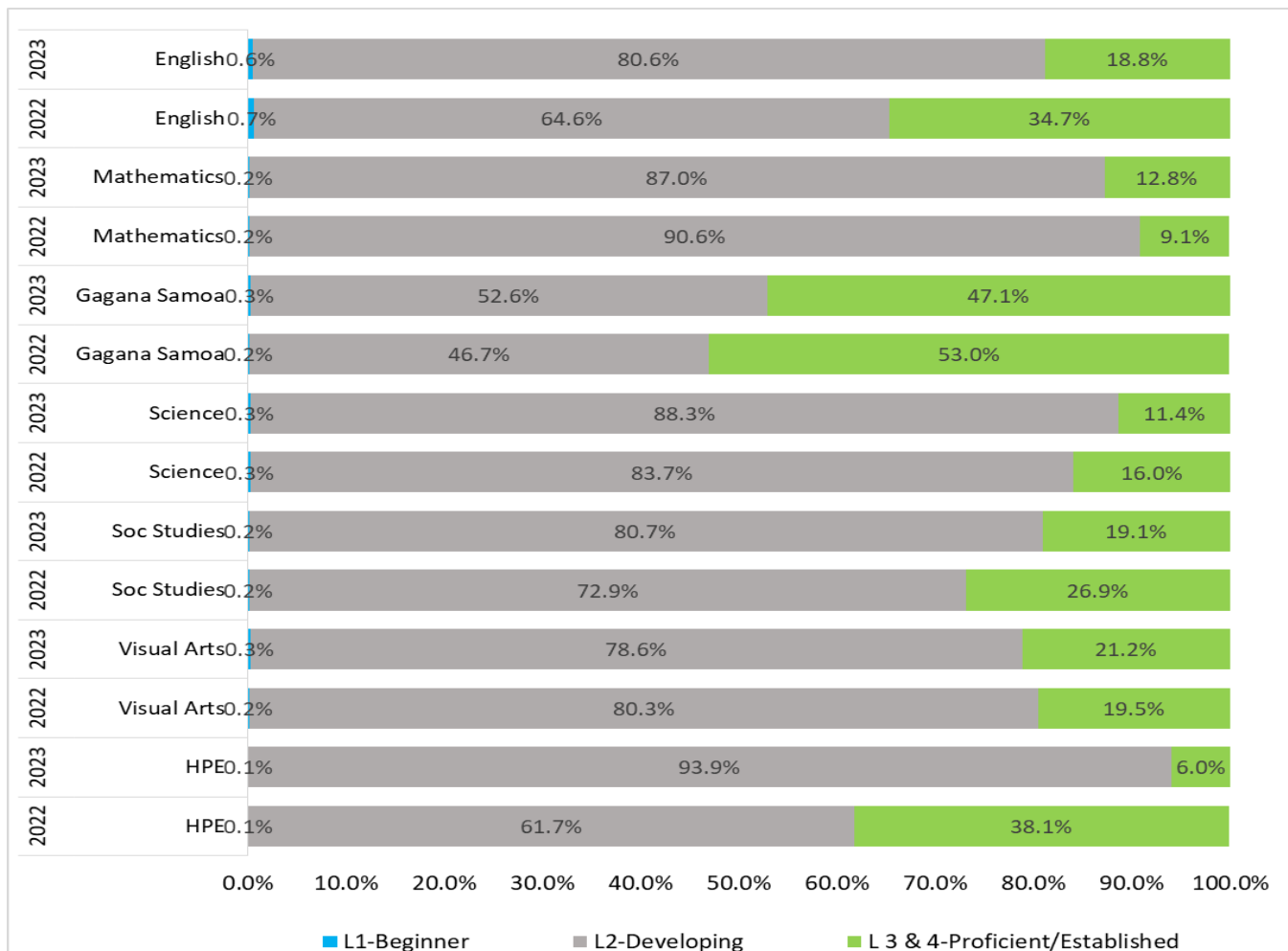


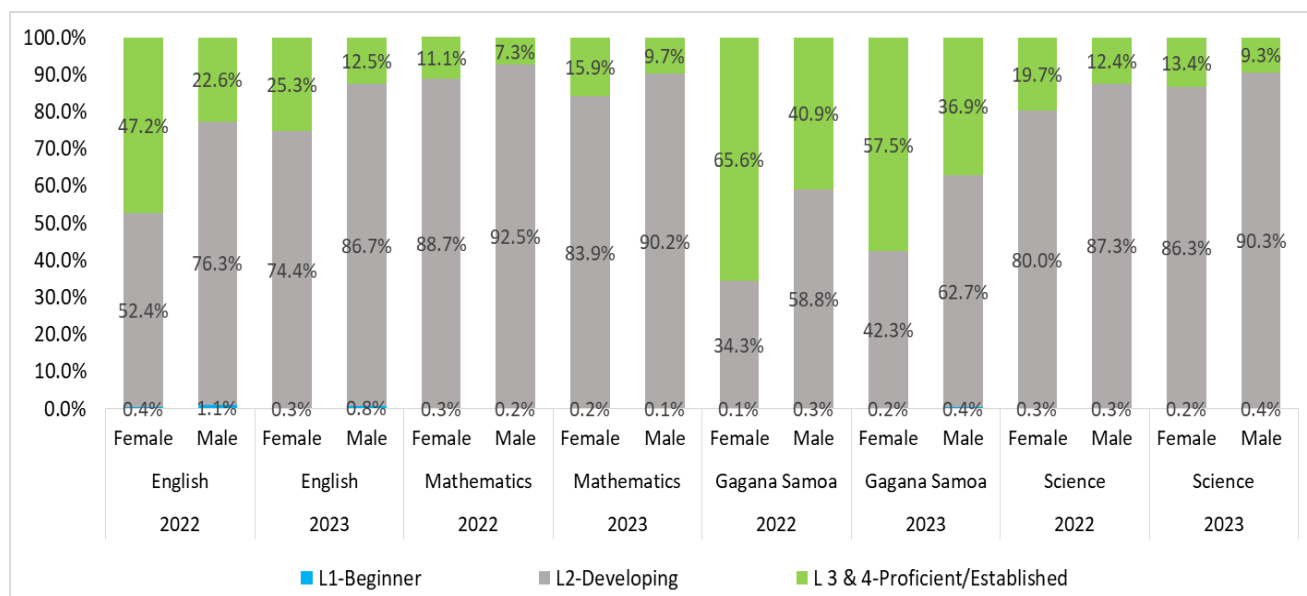
Table 28 and Figure 30 below presents the comparison of 2022 and 2023 achievement levels of female and male in all seven subjects assessed during the SNAPE Year 8. It shows that like Year 4 and Year 6, girls continue to outperform boys in all subjects. It further reveals that the majority of students achieved Level 2 in all subjects except for Gagana Samoa and only a very small proportion of students achieved only the lowest level 1 (L1) in all the six subjects in 2022 and 2023.

Significant increase in the proportion of males and females meeting Level 2 for English subject in 2023 and this is followed by a decline in the proportion of students who achieved proficient and established levels (L3&L4). For Mathematics, the decline in the proportion of girls and boys meeting Level 2 resulted to the increase in the proportion of both genders achieved L3 & L4 to 16 percent for girls and 10 percent for boys.

Table 28: Year 8 SNAPE Assessment 2022 - 2023

Subjects	Gender	L1-Beginning (2022)	L1-Beginning (2023)	L2-Developing (2022)	L2-Developing (2023)	L 3 & 4-Proficient/Established (2022)	L 3 & 4-Proficient/Established (2023)	Totals (2022)	Totals (2023)
English	Female	0.4%	0.3%	52.4%	74.4%	47.2%	25.3%	100.0%	100.0%
	Male	1.1%	0.8%	76.3%	86.7%	22.6%	12.5%	100.0%	100.0%
Mathematics	Female	0.2%	0.2%	88.7%	83.9%	11.1%	15.9%	100.0%	100.0%
	Male	0.2%	0.1%	92.5%	90.2%	7.3%	9.7%	100.0%	100.0%
Gagana Samoa	Female	0.1%	0.2%	34.3%	42.3%	65.6%	57.5%	100.0%	100.0%
	Male	0.3%	0.4%	58.8%	62.7%	40.9%	36.9%	100.0%	100.0%
Science	Female	0.3%	0.2%	80.0%	86.3%	19.7%	13.4%	100.0%	100.0%
	Male	0.3%	0.4%	87.3%	90.3%	12.4%	9.3%	100.0%	100.0%
Soc Studies	Female	0.3%	0.2%	64.7%	75.5%	35.0%	24.3%	100.0%	100.0%
	Male	0.2%	0.1%	80.7%	85.9%	19.1%	14.0%	100.0%	100.0%
Visual Arts	Female	0.2%	0.2%	74.5%	73.0%	25.3%	26.8%	100.0%	100.0%
	Male	0.1%	0.3%	85.6%	84.0%	14.3%	15.7%	100.0%	100.0%
HPE	Female	0.1%	0.1%	51.1%	92.6%	48.8%	7.3%	100.0%	100.0%
	Male	0.1%	0.1%	71.9%	95.1%	28.0%	4.8%	100.0%	100.0%

Figure 30: Year 8 SNAPE by subjects and gender 2022 - 2023



Significant decrease in the number of females meeting L3&L4 for Gagana Samoa from 66 percent in 2022 to 58 percent in 2023. Males decreased from 41 percent in 2022 to 37 percent in 2023. Students at L2 increased for both genders from 2022 to 2023. Similar pattern is observed in the percentage of boys and girls who were being assessed in Science’s subject.

Figure 31 below presented the SNAPE Year 8 results in Social Studies, Visual Arts and HPE. It reveals that the majority of students achieved Level 2 in all subjects and only a very small

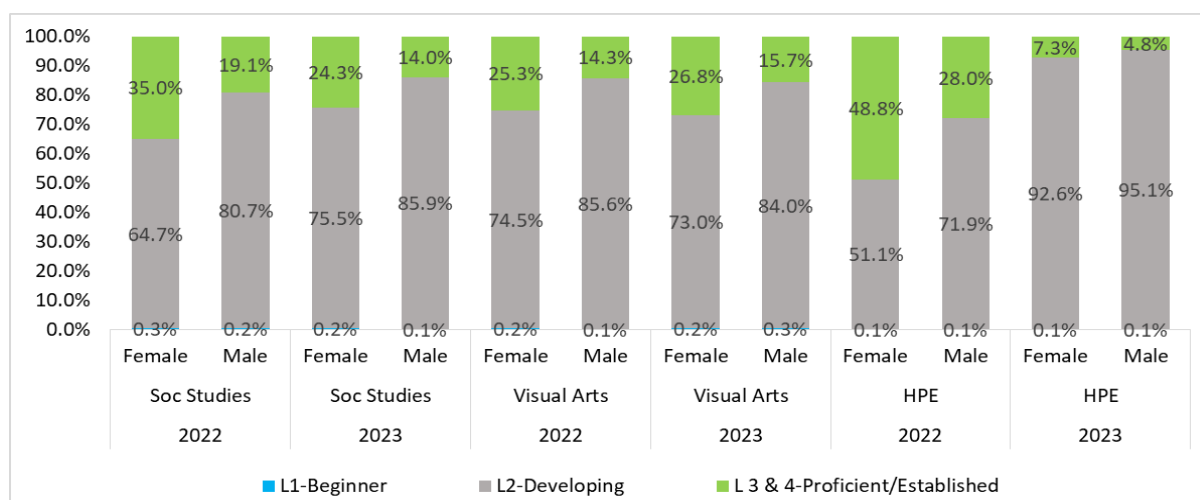
proportion of student achieved the lowest level 1 (L1) in these 3 subjects in 2022 and 2023.

For Social Studies, an increase in the proportion of girls who achieved Level 2 from 65 percent in 2022 to 76 percent in 2023 and boys from 81 percent in 2022 to 86 percent in 2023. This is followed by a decrease in the proportion of student who reached proficient and established levels (L3&L4) in 2023.

Visual Art shows a slight decline in the proportion of student who achieved Level 2. For girls, from 75 percent in 2022 to 73 percent in 2023 and 86 percent in 2022 to 84 percent in 2023 for boys. Students who met Levels 3 & 4 slightly increase by 2 percent for both genders.

Substantially high proportion of 49 percent for girls and 28 percent for boys achieved levels 3 and 4 for HPE in 2022 to only 7 percent for girls and 5 percent for boys in 2023. It recorded that more than 90 percent of both genders achieved Level 2 in 2023 compared to 51 and 72 percent, respectively in 2022.

Figure 31: Year 8 SNAPE by subjects and gender 2022 – 2023 (con't)



The results presented in Figure 32 shows the achievement gap between males and females who sat the Year 8 SNAPE exams in 2023.

It is interesting to note that results indicated males did better than females in all the 7 curriculum subjects for 2023 SNAPE assessment.

In comparison to the 2022 assessment results, the proportion for gender achievement gap shows that more females achieved passing rates than males for English, Gagana Samoa and Science but this has been reversed in 2023.

Figure 32: Year 8 SNAPE Results Gender Achievement Gap 2022 - 2023

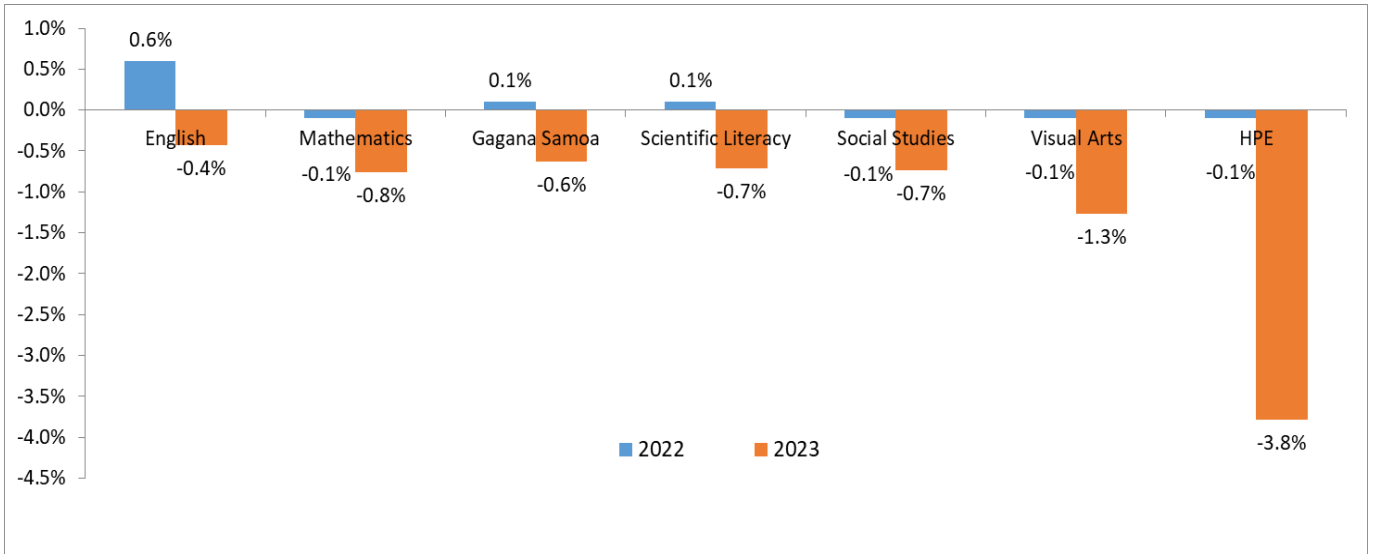
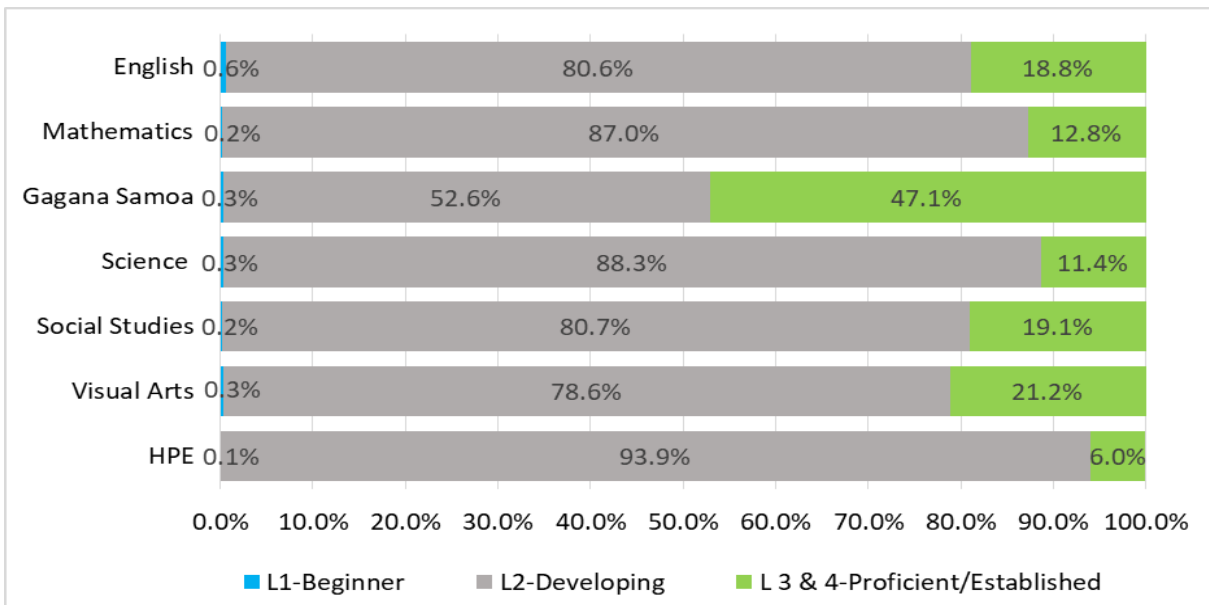


Figure 33 shows that HPE has the highest rate of students who did not meet a passing level (Level 3 and 4) with 0.1 percent ergo only 6 percent of students acquired a passing level for this subject. For Level 3 and 4 (the highest levels of achievement), Gagana Samoa has the highest number of student achieved this passing levels at 47 percent. English, Mathematics, Science and Social Studies having clustered proportion of student who achieved level 2 with more than 80 percent with similar magnitude of student obtaining passing levels 3 and 4. Visual Arts has clustered proportions of student achieving passing levels (L3 and 4) with only 21 percent.

Figure 33: Year 8 SNAPE results trend by SNAPE Scale of Achievements Levels and subjects 2023



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.

Year 2023 was the final year for Year 12 Samoa School Certificate (SSC) and Secondary School Leaving Certificate (SSLC) examinations to be based on 5-year level curriculums. These examinations would be based on the 4-year level curriculum this year 2024 and will be reported in the next Digest and going forward.

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 second time for analyzing results from Year 10 SNJSC exams as well as the last time for analyzing results from the five-year level.

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 - 69%
Level 1	Beginner	Less than 50%

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

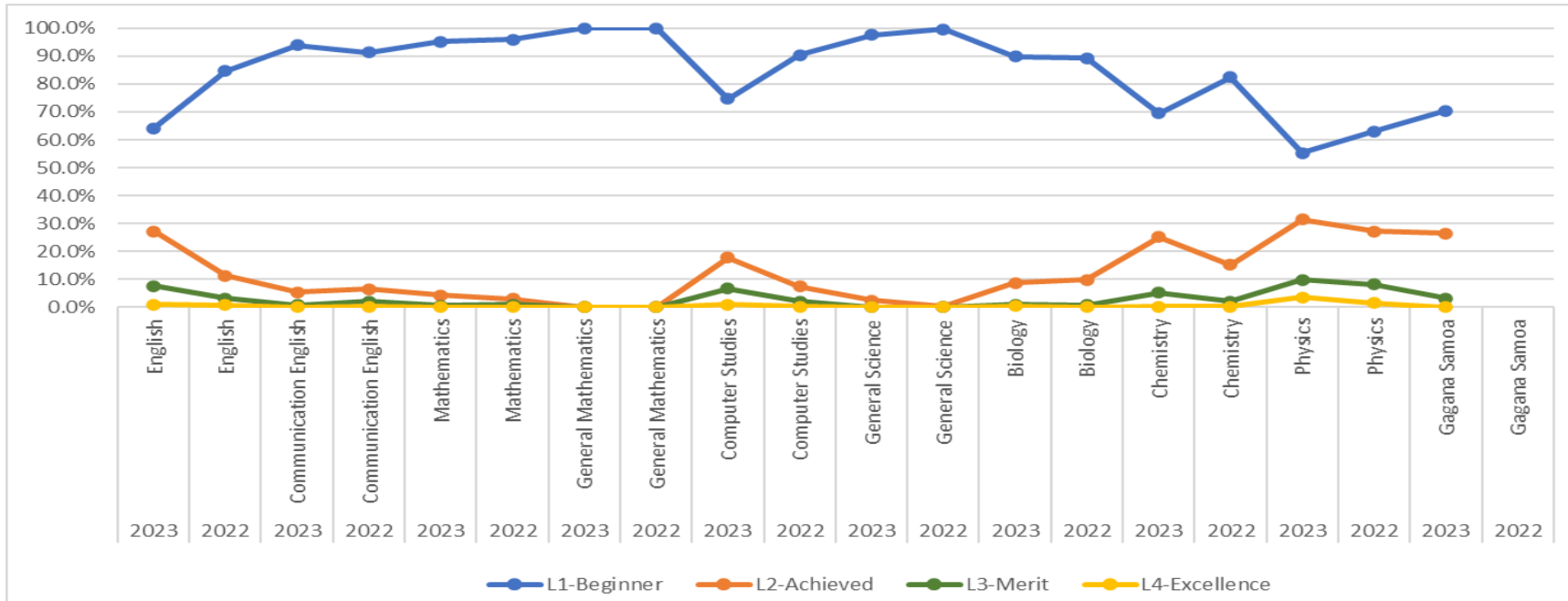
A total of 55 national examinations³ should be taken by students in Year 10, 12 and Year 13 of all secondary schools every year in 2023. Since science, literacy and, numeracy in both primary and secondary education are significant areas with national key performance indicators, therefore; this Statistical Digest therefore illustrates subjects of English, Gagana Samoa, Mathematics, Physics, Chemistry and, Biology.

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

Table 29: Year 10 SNJSC Gender Achievement by levels 2022 - 2023

Subjects	Gender	L1- Beginner (2022)	L1- Beginner (2023)	L2- Achieved (2022)	L2- Achieved (2023)	L3-Merit (2022)	L3-Merit (2023)	L4- Excellence (2022)	L4- Excellence (2023)
English	Female	80.7%	60.3%	14.1%	29.6%	4.0%	8.8%	1.2%	1.3%
	Male	90.8%	70.8%	7.0%	23.1%	1.9%	5.6%	0.3%	0.4%
Communication English	Female	85.4%	90.0%	10.5%	8.2%	3.9%	1.8%	0.2%	0.0%
	Male	95.7%	97.2%	3.4%	2.8%	0.8%	0.0%	0.1%	0.0%
Mathematics	Female	96.0%	96.1%	2.9%	3.6%	1.1%	0.3%	0.0%	0.0%
	Male	95.9%	93.5%	3.2%	5.6%	0.8%	0.9%	0.0%	0.0%
General Mathematics	Female	99.9%	99.9%	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%
	Male	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Gagana Samoa	Female	No Exam	64.1%	No Exam	32.1%	No Exam	3.8%	No Exam	0.1%
	Male		78.9%		18.7%		2.4%		0.1%
Computer Studies	Female	87.9%	70.0%	8.8%	20.7%	3.0%	8.0%	0.3%	1.3%
	Male	93.8%	81.8%	5.4%	13.2%	0.7%	4.7%	0.1%	0.3%
General Science	Female	99.5%	98.1%	0.5%	1.9%	0.0%	0.0%	0.0%	0.0%
	Male	100.0%	97.1%	0.0%	2.9%	0.0%	0.0%	0.0%	0.0%
Biology	Female	90.5%	89.1%	8.6%	8.8%	1.0%	1.3%	0.0%	0.8%
	Male	86.7%	91.0%	12.8%	8.5%	0.5%	0.5%	0.0%	0.0%
Chemistry	Female	82.4%	72.7%	15.0%	22.1%	2.4%	5.0%	0.3%	0.3%
	Male	82.8%	64.0%	15.6%	30.5%	1.6%	5.5%	0.0%	0.0%
Physics	Female	69.7%	57.0%	22.3%	30.6%	6.3%	9.1%	1.7%	3.2%
	Male	50.8%	53.2%	36.4%	32.3%	11.4%	10.8%	1.5%	3.8%

Figure 34: Year 10 SNJSC results by subjects 2022 - 2023



The second time for Year 10 Samoa National Junior School Certificate (SNJSC) assessments results in year 2023 reveals that more than 50 percent of student are at the beginner level (level 1) and this can be attributed to various factors such as implementation of this exams as External assessments only, as well as the teaching of the 4 year-level curriculums not being done to the full potential to enable students to achieve and pass at examinations only. This is also well evidenced in SSLC level with IA component, where students scored high in Internal Assessments and yet failed very badly in external assessments and/or national examinations.

The quality of teaching is reflected by the majority of student categorized under the beginner level which is below competency for the SNJSC assessment.

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 future Digest.

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




Key					
	Increase		Decrease		Remain

Table 30: Year 10 SNJSC results by subjects and gender 2022 - 2023

Subjects	Gender	L1-Beginner (2022)	L1-Beginner (2023)	Between n 2022-2023	L2-Achieved (2022)	L2-Achieved (2023)	Between n 2022-2023	L3-Merit (2022)	L3-Merit (2023)	Between n 2022-2023	L4-Excellence (2022)	L4-Excellence (2023)	Between n 2022-2023
English	Female	80.7%	60.3%	↓	14.1%	29.6%	↑	4.0%	8.8%	↑	1.2%	1.3%	↑
	Male	90.8%	70.8%	↓	7.0%	23.1%	↑	1.9%	5.6%	↑	0.3%	0.4%	↑
Communication English	Female	85.4%	90.0%	↑	10.5%	8.2%	↓	3.9%	1.8%	↓	0.2%	0.0%	↓
	Male	95.7%	97.2%	↑	3.4%	2.8%	↓	0.8%	0.0%	↓	0.1%	0.0%	↓
Mathematics	Female	96.0%	96.1%	↔	2.9%	3.6%	↑	1.1%	0.3%	↓	0.0%	0.0%	↔
	Male	95.9%	93.5%	↓	3.2%	5.6%	↑	0.8%	0.9%	↔	0.0%	0.0%	↔
General Mathematics	Female	99.9%	99.9%	↔	0.1%	0.1%	↔	0.0%	0.0%	↔	0.0%	0.0%	↔
	Male	100.0%	100.0%	↔	0.0%	0.0%	↔	0.0%	0.0%	↔	0.0%	0.0%	↔
Gagana Samoa	Female	No Exam	64.1%		No Exam	32.1%		No Exam	3.8%		No Exam	0.1%	
	Male		78.9%			18.7%			2.4%			0.1%	
Computer Studies	Female	87.9%	70.0%	↓	8.8%	20.7%	↑	3.0%	8.0%	↑	0.3%	1.3%	↑
	Male	93.8%	81.8%	↓	5.4%	13.2%	↑	0.7%	4.7%	↑	0.1%	0.3%	↑
General Science	Female	99.5%	98.1%	↓	0.5%	1.9%	↑	0.0%	0.0%	↔	0.0%	0.0%	↔
	Male	100.0%	97.1%	↓	0.0%	2.9%	↑	0.0%	0.0%	↔	0.0%	0.0%	↔
Biology	Female	90.5%	89.1%	↓	8.6%	8.8%	↑	1.0%	1.3%	↑	0.0%	0.8%	↑
	Male	86.7%	91.0%	↑	12.8%	8.5%	↓	0.5%	0.5%	↔	0.0%	0.0%	↔
Chemistry	Female	82.4%	72.7%	↓	15.0%	22.1%	↑	2.4%	5.0%	↑	0.3%	0.3%	↑
	Male	82.8%	64.0%	↓	15.6%	30.5%	↑	1.6%	5.5%	↑	0.0%	0.0%	↔
Physics	Female	69.7%	57.0%	↓	22.3%	30.6%	↑	6.3%	9.1%	↑	1.7%	3.2%	↑
	Male	50.8%	53.2%	↑	36.4%	32.3%	↓	11.4%	10.8%	↓	1.5%	3.8%	↑

Table 30 shows the result of males and females' students who sat Year 10 SNJSC exams in 2022 and 2023.

Result reveals that both males and females being assessed in the English subject reflects a great improvement in 2023 results as the proportion of students achieved L2-L4 increased compared to 2022. This same trend further experienced to students who being assessed to Computer Studies and Chemistry subjects.

For Communication English, it shows that both males and females performed well in the first Year 10 SNJSC exam in 2022 compared to the declined in the proportion of student who passed L2-L4 as shown in the table.

General Mathematics results shows that proportion of boys and girls achieved the passing rates remain constant in the last two exams.

Samoan 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 the year 2022.

C2.2: Year 12 Samoa School Certificate (SSC) Examinations

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

Table 31: Year 12 Samoa School Certificate (SSC) Gender Achievement by levels 2022 - 2023

Subjects	Gender	L1- Beginner (2022)	L1- Beginner (2023)	L2- Achieved (2022)	L2- Achieved (2023)	L3-Merit (2022)	L3-Merit (2023)	L4- Excellence (2022)	L4- Excellence (2023)
English	Female	45.5%	40.0%	31.1%	29.5%	17.7%	22.4%	5.8%	8.0%
	Male	63.0%	56.7%	24.6%	26.1%	10.0%	13.6%	2.3%	3.7%
Gagana Samoa	Female	25.9%	15.8%	42.4%	58.5%	28.1%	24.5%	3.7%	1.2%
	Male	39.7%	29.3%	35.0%	49.7%	23.0%	19.2%	2.3%	1.8%
Mathematics	Female	87.6%	80.9%	9.3%	13.4%	2.2%	4.4%	0.9%	1.2%
	Male	87.1%	79.5%	9.9%	15.1%	2.2%	4.0%	0.8%	1.4%
Biology	Female	60.5%	73.3%	21.8%	22.6%	11.6%	3.4%	6.1%	0.8%
	Male	62.1%	73.8%	24.8%	11.0%	11.0%	2.1%	2.1%	2.1%
Chemistry	Female	65.1%	62.6%	22.8%	25.9%	7.1%	7.8%	5.0%	3.7%
	Male	62.3%	57.9%	25.8%	24.8%	7.3%	12.8%	4.6%	4.5%
Physics	Female	28.4%	53.7%	35.1%	35.8%	23.1%	9.5%	13.4%	1.1%
	Male	35.5%	51.5%	36.4%	34.7%	17.3%	11.9%	10.9%	2.0%

Table 31 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 2022.

Figure 35: Year 12 Samoa School Certificate (SSC) result by subjects 2022 - 2023

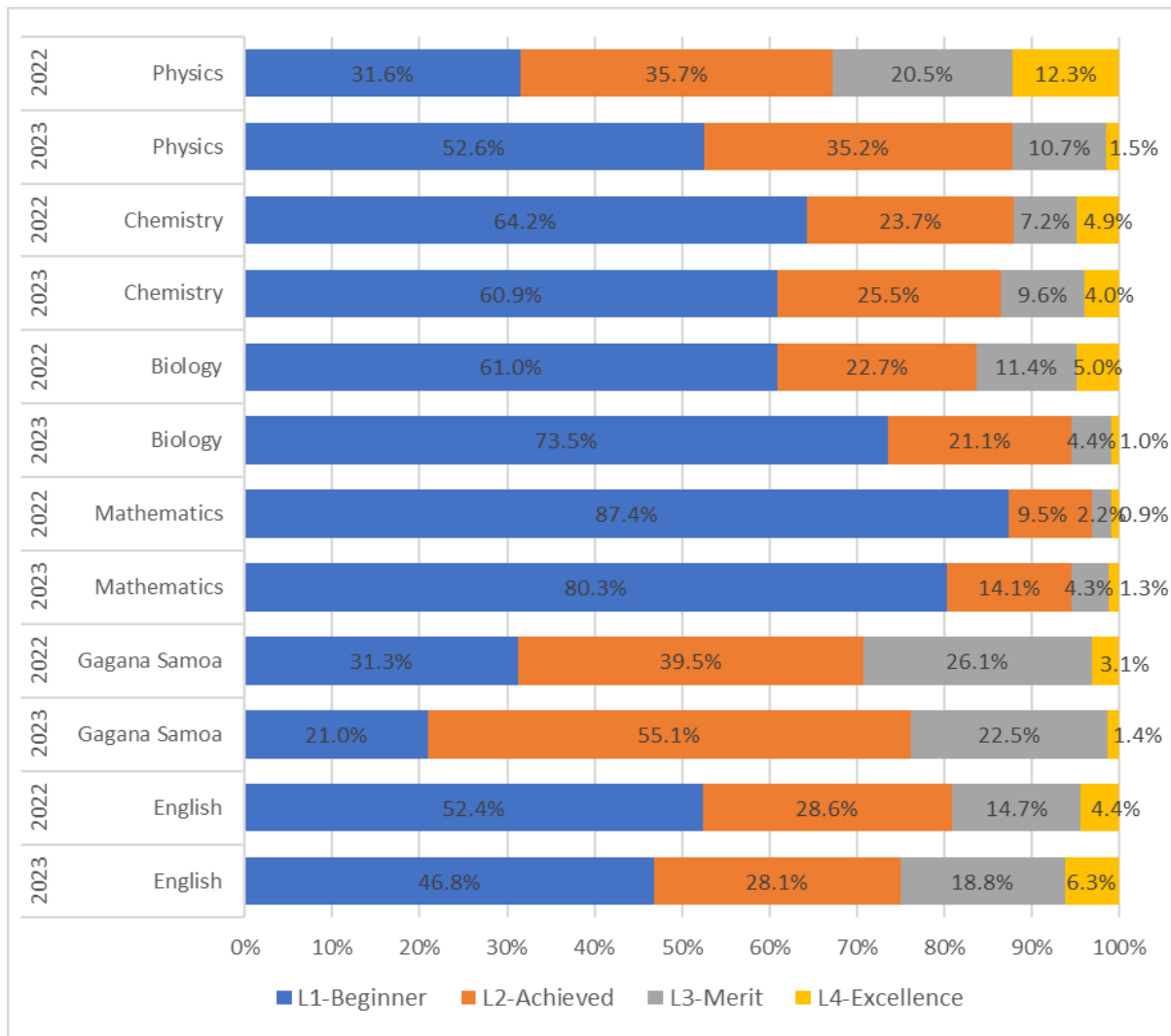


Figure 35 presented the result for students attending the Samoa School Certificate (SSC) exam in 2023.

Results indicated that more than 50 percent of student are at the beginner level (L1) for Chemistry and Biology subjects followed by the small proportion of student who did not reach the achieved or expected level. Notably, more than 80 percent of students were also at the beginner level (L1) for Mathematics in the last two exams in fact it is still a major concern for the Ministry to look into ways to improve the results in the next cycle of exams.

Students being assessed in Gagana Samoa performed well resulting in more than 55 percent of students passed or achieved Level 2 in 2023 compared to 40 percent in 2022.

Physics subject reveals the decline in the proportion of students who achieved competency levels (Level 3) from 21 percent in 2022 to 11 percent in 2023 and (Level 4) from 12 percent in 2022 to 2 percent in 2023.

Table 32: Year 12 Samoa School Certificate (SSC) result by subjects 2022 - 2023

Subjects	Gender	L1- Beginner (2022)	L1- Beginner (2023)	Between n 2022- 2023	L2- Achieved (2022)	L2- Achieved (2023)	Between n 2022- 2023	L3-Merit (2022)	L3-Merit (2023)	Between n 2022- 2023	L4- Excellence (2022)	L4- Excellence (2023)	Between n 2022- 2023
English	Female	45.5%	40.0%	↓	31.1%	29.5%	↓	17.7%	22.4%	↑	5.8%	8.0%	↑
	Male	63.0%	56.7%	↓	24.6%	26.1%	↑	10.0%	13.6%	↑	2.3%	3.7%	↑
Gagana Samoa	Female	25.9%	15.8%	↓	42.4%	58.5%	↑	28.1%	24.5%	↓	3.7%	1.2%	↓
	Male	39.7%	29.3%	↓	35.0%	49.7%	↑	23.0%	19.2%	↓	2.3%	1.8%	↓
Mathematics	Female	87.6%	80.9%	↓	9.3%	13.4%	↑	2.2%	4.4%	↑	0.9%	1.2%	↑
	Male	87.1%	79.5%	↓	9.9%	15.1%	↑	2.2%	4.0%	↑	0.8%	1.4%	↑
Biology	Female	60.5%	73.3%	↑	21.8%	22.6%	↑	11.6%	3.4%	↓	6.1%	0.8%	↓
	Male	62.1%	73.8%	↑	24.8%	11.0%	↓	11.0%	2.1%	↓	2.1%	2.1%	↔
Chemistry	Female	65.1%	62.6%	↓	22.8%	25.9%	↑	7.1%	7.8%	↑	5.0%	3.7%	↓
	Male	62.3%	57.9%	↓	25.8%	24.8%	↓	7.3%	12.8%	↑	4.6%	4.5%	↓
Physics	Female	28.4%	53.7%	↑	35.1%	35.8%	↑	23.1%	9.5%	↓	13.4%	1.1%	↓
	Male	35.5%	51.5%	↑	36.4%	34.7%	↓	17.3%	11.9%	↓	10.9%	2.0%	↓

It reveals that the threshold of student failing remains high especially in Mathematics with more than 80 percent for both girls and boys. Mathematics subject continues to be a major concern even though there was a decline in the proportion of students at Beginner Level in 2023 by 8 percent. More than half of students (above 50 percent) are at the beginner level in Chemistry, Biology, English and Physics 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 in English, Gagana Samoa, Mathematics and Chemistry subjects. This is followed by an increase in the proportion of students who achieved Level 2 to Level 4 in 2023 for Mathematics as shown in the table.

Trend recorded for Physics subject reveals more than 50 percent of males and females did not pass their exams in 2023 compared to 2022 followed by a decline in the proportion of both gender achievement for Level 3 and Level 4. At the same time the proportion of boys who attained level 2 also decreased by 2 percent compared to a slight increase in the proportion of girls who achieved this level by 0.7 percent.

C2.3: Year 13 Samoa School Leaving Certificate (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 2022 and 2023.

Table 33: Year 13 Samoa School Leaving Certificate (SSLC) Gender Achievement by levels 2022 - 2023

Subjects	Gender	L1-Beginner (2022)	L1-Beginner (2023)	L2-Achieved (2022)	L2-Achieved (2023)	L3-Merit (2022)	L3-Merit (2023)	L4-Excellence (2022)	L4-Excellence (2023)
English	Female	53.8%	43.1%	30.6%	38.5%	13.6%	15.4%	1.9%	3.0%
	Male	29.1%	61.0%	38.9%	31.5%	26.8%	6.9%	5.1%	0.6%
Gagana Samoa	Female	19.7%	6.8%	45.6%	30.6%	32.7%	50.9%	2.0%	11.7%
	Male	11.5%	14.8%	46.9%	32.2%	39.1%	42.9%	2.5%	10.0%
Mathematics	Female	89.4%	84.4%	7.6%	12.1%	2.5%	2.1%	0.5%	1.4%
	Male	90.4%	84.5%	7.6%	12.0%	1.4%	2.3%	0.5%	1.2%
Biology	Female	49.6%	57.2%	28.6%	26.4%	16.0%	12.5%	5.9%	3.9%
	Male	52.7%	48.6%	27.6%	36.2%	15.1%	14.3%	4.7%	1.0%
Chemistry	Female	57.9%	64.4%	33.1%	24.7%	7.5%	7.1%	1.5%	3.7%
	Male	64.0%	58.8%	26.6%	31.1%	6.1%	7.6%	3.3%	2.5%
Physics	Female	47.7%	52.4%	32.1%	26.7%	18.3%	14.3%	1.8%	6.7%
	Male	37.8%	58.4%	39.0%	30.3%	15.9%	7.9%	7.3%	3.4%

Figure 36: Year 13 SSLC result by subjects 2022 - 2023

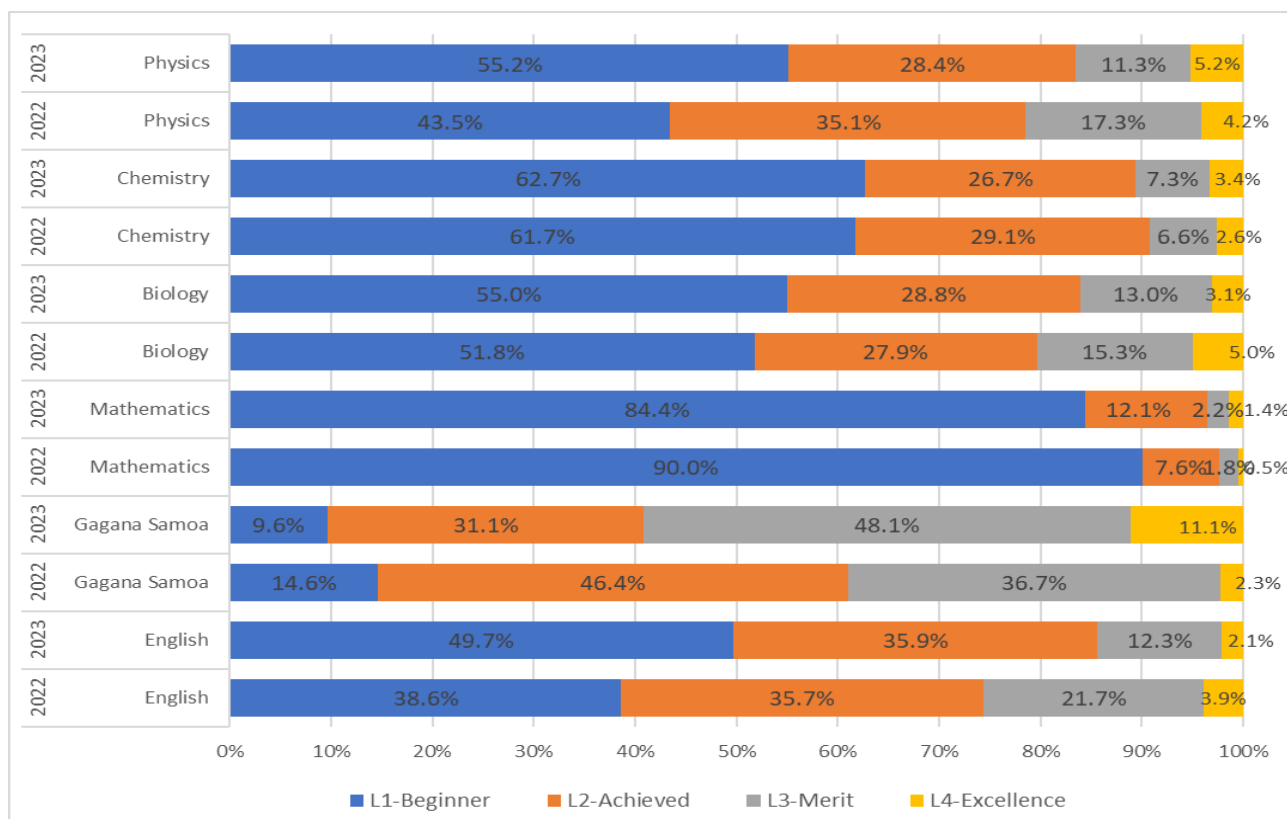


Figure 36 presents the SSLC results by subjects in the last two years 2022-2023. As shown, a fluctuating pattern is demonstrated for the 6 subjects in 2022 and 2023.

A slight decline in the percentage (84 percent) of students were at Level 1 for Mathematics in 2023 from 90 percent in 2022 followed by an increase of 6 percent in number of students at the competency levels (Level 2-4). Corresponding with the results in Year 12 SSC, more than 80 percent of students did not pass Mathematics in the last two exams in fact it is still a major concern for the Ministry to look into effective methods and ways to improve results in the cycle of exams.

Percentage of student remained constant in English subject at all levels, reflecting more than 50 percent of student achieved levels 2-4 from 2022-2023.

For Science subjects namely Biology, Chemistry and Physics, data shows that more than 50 percent of students did not pass Biology and Chemistry in both exams except Physics subject where more than 50 percent of students did not pass in 2023 exam. An indication of increasing in the percentage of students who failed Physics subject from 44 percent in 2022 to 55 percent in 2023.

Table 34: Year 13 SSLC result by subjects and gender 2022 - 2023

Subjects	Gender	L1- Beginner (2022)	L1- Beginner (2023)	Between n 2022- 2023	L2- Achieved (2022)	L2- Achieved (2023)	Between n 2022- 2023	L3-Merit (2022)	L3-Merit (2023)	Between n 2022- 2023	L4- Excellence (2022)	L4- Excellence (2023)	Between n 2022- 2023
English	Female	53.8%	43.1%	↓	30.6%	38.5%	↑	13.6%	15.4%	↑	1.9%	3.0%	↑
	Male	29.1%	61.0%	↑	38.9%	31.5%	↓	26.8%	6.9%	↓	5.1%	0.6%	↓
Gagana Samoa	Female	19.7%	6.8%	↓	45.6%	30.6%	↓	32.7%	50.9%	↑	2.0%	11.7%	↑
	Male	11.5%	14.8%	↑	46.9%	32.2%	↓	39.1%	42.9%	↑	2.5%	10.0%	↑
Mathematics	Female	89.4%	84.4%	↓	7.6%	12.1%	↑	2.5%	2.1%	↓	0.5%	1.4%	↑
	Male	90.4%	84.5%	↓	7.6%	12.0%	↑	1.4%	2.3%	↑	0.5%	1.2%	↑
Biology	Female	49.6%	57.2%	↑	28.6%	26.4%	↓	16.0%	12.5%	↓	5.9%	3.9%	↓
	Male	52.7%	48.6%	↓	27.6%	36.2%	↑	15.1%	14.3%	↓	4.7%	1.0%	↓
Chemistry	Female	57.9%	64.4%	↑	33.1%	24.7%	↓	7.5%	7.1%	↓	1.5%	3.7%	↑
	Male	64.0%	58.8%	↓	26.6%	31.1%	↑	6.1%	7.6%	↑	3.3%	2.5%	↓
Physics	Female	47.7%	52.4%	↑	32.1%	26.7%	↓	18.3%	14.3%	↓	1.8%	6.7%	↑
	Male	37.8%	58.4%	↑	39.0%	30.3%	↓	15.9%	7.9%	↓	7.3%	3.4%	↓

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 more than 80 percent of both male and female students in Level 1 for Mathematics in both exams.

Table 34 shows that females performed well in English subject, as it is well evident by the increase in the proportion of them who achieved L2 by 8 percent, L3 by 2 percent and L4 by 1 percent and followed by a decline in the proportion of girls who failed this subject. In comparison to males, the increased in the percentage of boys who did not pass this subject resulted in a decline in the proportion of boys acquiring passing levels (Level 2,3 and 4)

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. A significant increase in the percentages of females by 10 percent and males by 8 percent achieved the highest level (Level 4) during the 2023 exam.

A significant increase is identified in the percentages of males than females have achieved level 2 in Biology and Chemistry during the 2023 exams (Biology - 36 percent males, 26 percent females & Chemistry - 31 percent males, 25 percent females). This is an indication of a decline in the proportion of males who failed both subjects from 53 percent to 49 percent in Biology and 64 percent to 59 percent in Chemistry and vice versa for females.

For Physics subject, more than half of both males and females did not pass exams in 2023 as a result of the decline in the proportion of student achieved expected levels (Level 2 & 3). A significant increase by 5 percent of females achieved excellence level (Level 4) compared to the decline in the proportion of males by 4 percent.

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 by the end of 2024.

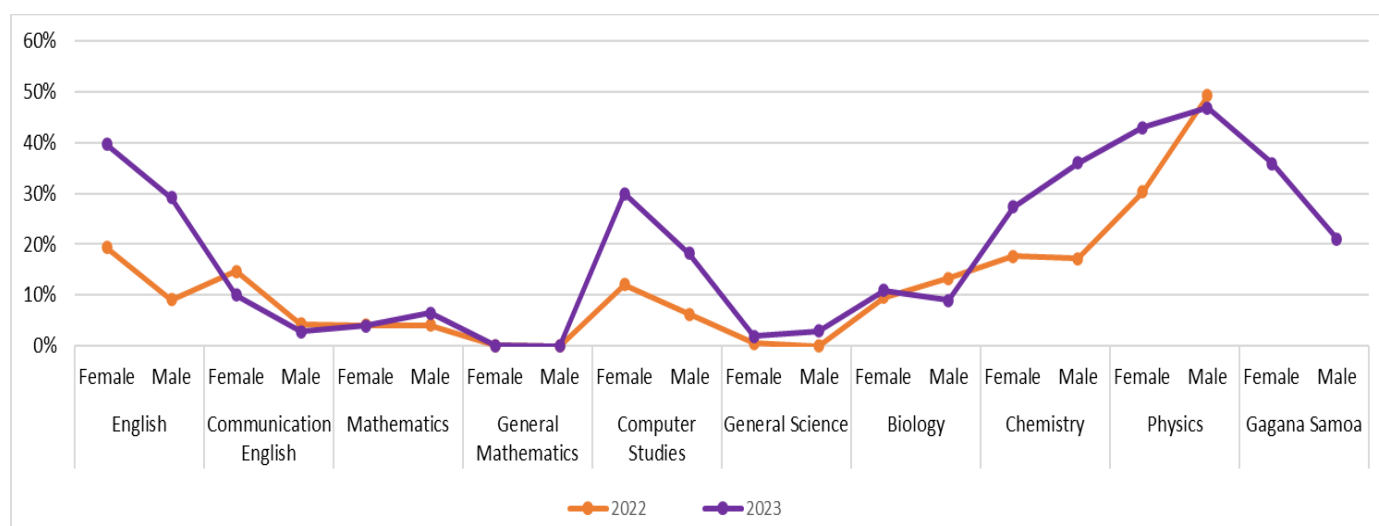
Table 35 below are the results from Year 10 students who attended the Samoa National Junior School Certificate as shown by the achievement in years 2022 - 2023.

Table 35: Year 10 SNJSC pass rates by gender 2022 - 2023

Subjects	Gender	2022		2023	
		Total No. of	% pass rate	Total No. of	% pass rate
English	Female	1384	19%	1267	40%
	Male	869	9%	709	29%
	TOTAL	2253	15%	1976	36%
Communication English	Female	561	15%	683	10%
	Male	744	4%	753	3%
	TOTAL	1305	9%	1436	6%
Mathematics	Female	1068	4%	922	4%
	Male	709	4%	556	6%
	TOTAL	1777	4%	1478	5%
General Mathematics	Female	847	0%	975	0%
	Male	888	0%	852	0%
	TOTAL	1735	0%	1827	0%
Gagana Samoa	Female	No exam		1756	36%

Subjects	Gender	2022		2023	
		Total No. of	% pass rate	Total No. of	% pass rate
Gagana Samoa	Male	No exam	No exam	1275	21%
	TOTAL			3031	30%
Computer Studies	Female	1581	12%	1659	30%
	Male	1082	6%	1096	18%
	TOTAL	2663	10%	2755	25%
General Science	Female	182	1%	52	2%
	Male	143	0%	68	3%
	TOTAL	325	0%	120	3%
Biology	Female	409	10%	385	11%
	Male	195	13%	211	9%
	TOTAL	604	11%	596	10%
Chemistry	Female	380	18%	362	27%
	Male	186	17%	200	36%
	TOTAL	566	17%	562	30%
Physics	Female	238	30%	186	43%
	Male	132	49%	158	47%
	TOTAL	370	37%	344	45%

Figure 37: Year 10 SNJSC Pass Rates trend by gender 2022 -2023



Looking at the differentials by subjects, it can be seen from Figure 37 that English, Computer Studies, Chemistry and Physics passing rate is improved for both males and females in 2023 SSC exams. However, all these subjects have not been able to achieve 50 percent pass rate for either gender or collectively.

Table 36: Year 12 SSC Pass Rates by gender 2022 - 2023

Subjects	Gender	2022		2023	
		Total No. of students	% pass rate	Total No. of students	% pass rate
English	Female	1595	55%	1230	60%
	Male	1035	37%	848	43%
	TOTAL	2630	48%	2078	53%
Gagana Samoa	Female	1367	74%	1098	84%
	Male	866	60%	682	71%
	TOTAL	2233	69%	1780	79%
Mathematics	Female	1401	12%	1064	19%
	Male	891	13%	721	21%
	TOTAL	2292	13%	1785	20%
Biology	Female	380	39%	266	27%
	Male	145	38%	141	26%
	TOTAL	525	39%	407	27%
Chemistry	Female	338	35%	243	37%
	Male	151	38%	133	42%
	TOTAL	489	36%	376	39%
Physics	Female	134	72%	95	46%
	Male	110	65%	101	49%
	TOTAL	244	68%	196	47%

Figure 38: Year 12 SSC Pass Rates trend by gender 2022 -2023

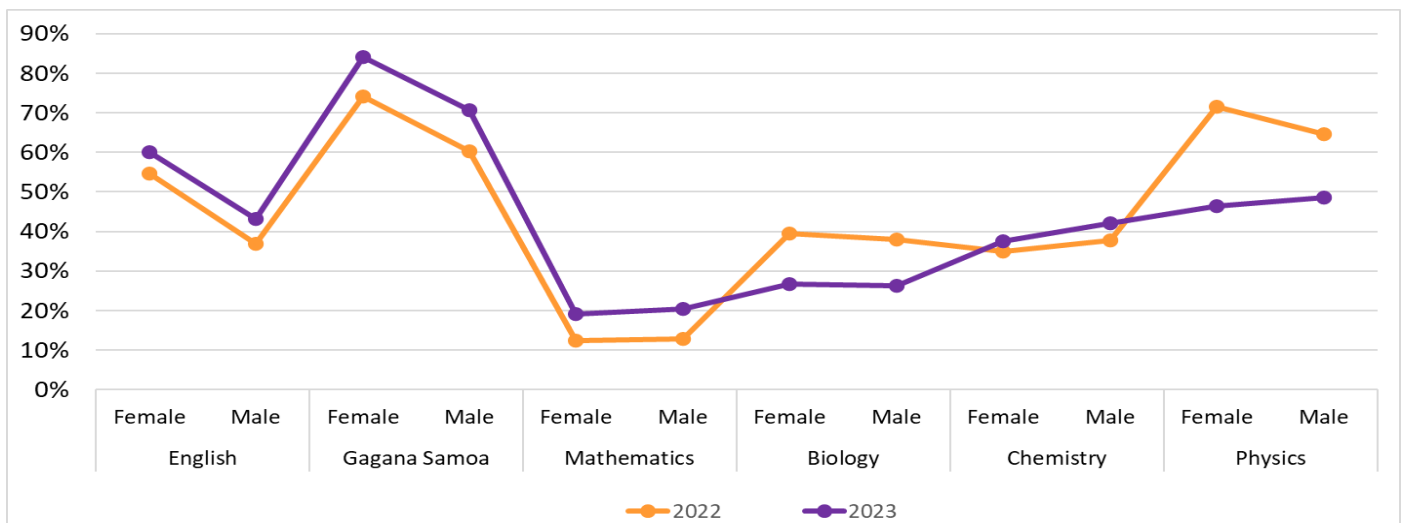


Figure 38 presents the trend of percent distribution for Year 12 SSC result among students with expecting passing rates and it reveals that all the core subjects namely English, Gagana Samoa, Mathematics and Chemistry passing rates have slightly increased for both males and females.

It also recorded a decreasing trend for both males and females who sat Biology and Physics in the 2023 exam.

Table 37: Year 13 SSLC Pass Rates by gender 2022 – 2023

Subjects	Gender	2022		2023	
		Total No. of students	% pass rate	Total No. of students	% pass rate
English	Female	777	46%	1226	57%
	Male	1243	71%	711	39%
	TOTAL	2020	61%	1937	50%
Gagana Samoa	Female	609	80%	1037	93%
	Male	1015	88%	559	85%
	TOTAL	1624	85%	1596	90%
Mathematics	Female	605	11%	967	16%
	Male	929	10%	566	16%
	TOTAL	1534	10%	1533	16%
Biology	Female	119	50%	311	43%
	Male	279	47%	105	51%
	TOTAL	398	48%	416	45%
Chemistry	Female	133	42%	267	36%
	Male	214	36%	119	41%
	TOTAL	347	38%	386	37%
Physics	Female	109	52%	105	48%
	Male	82	62%	89	42%
	TOTAL	191	57%	194	45%

Figure 39: Year 13 SSLC Pass Rates trend by gender 2022 – 2023

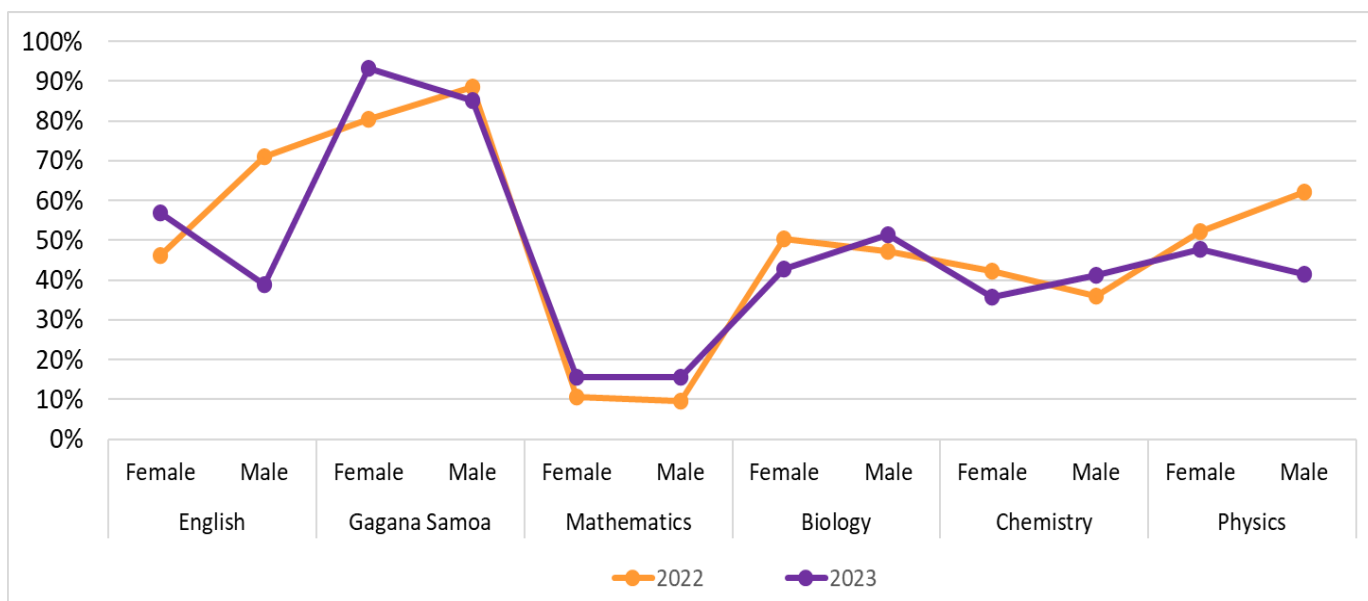


Figure 39 clearly shows the fluctuating pattern of achievement in change in SSLC during the last two decades. Mathematics as one of the core subjects also has the lowest achievement rates with 11 for males and 10 percent for females in 2022 even though there is a slight increase with the 2023 exam. For Gagana Samoa, there has been some improvement recorded with more than 90 percent of females compared to males. The same trend is also experienced in English subject with the highest proportion of females who achieved the passing rate, 57 percent compared to 39 percent for males.

The proportion of males and females who obtained passing rates for Biology and Chemistry remain constant in the last two exams. The chart shows a significant decline in the proportion of males who achieved the passing rate with more than 60 percent in 2022 to 40 percent in 2023.

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

The total number of teachers in ECE further declined in 2024 to 343 from 411 in 2023 with majority being recorded teaching in pre-schools that are privately owned.

As shown in Table 38, the decline in the number of teachers for ECE schools from 411 in 2022 to 343 in 2023 is well evidence by the 4 percent of ECE schools being closed or not opened during the Ministry's enrolment verification visit conducted in March 2024.

Table 38: Number and percentage of ECE Teachers by gender gap and controlling authority 2021 – 2024

Teachers	Values				Percentages			
	2021	2022	2023	2024	2021	2022	2023	2024
Male	11	9	7	7	3%	2%	2%	2%
Female	409	412	404	336	97%	98%	98%	98%
Total	420	421	411	343	100%	100%	100%	100%
Gender Gap	398	403	397	329	95%	96%	97%	96%

Controlling Authorities	Male	Female	Total
Total	7	336	343
MAT (Private)	4	154	158
Methodist	2	102	104
FAAEA (EFKS)	0	49	49
Catholic	1	29	30
Government	0	2	2

For primary, there is a decline in the number of teachers teaching in primary schools to 1540 in 2024 from 1558 in 2023. Majority of teachers are female with more than 80 percent in four consecutive years 2021-2024 and nearly 80 percent teach in Government schools.

Table 39: Number and percentage of Primary Teachers by gender gap and controlling authority 2020 - 2024

Number of Primary Teachers						
School Status	Gender	2020	2021	2022	2023	2024
Government	Male	246	226	226	213	225
	Female	828	886	880	887	889
	Total	1074	1112	1106	1100	1114
Mission	Male	34	37	35	53	61
	Female	191	207	212	251	217
	Total	225	244	247	304	278
Private	Male	17	14	15	33	36
	Female	84	97	91	121	112
	Total	101	111	106	154	148
Totals	Total Male	297	277	276	299	322
	Total Female	1103	1190	1183	1259	1218
	Overall Total	1400	1467	1459	1558	1540
Percentage of Primary Teachers						
School Status	Gender	2020	2021	2022	2023	2024
Government	Male	18%	15%	15%	14%	15%
	Female	61%	60%	60%	57%	58%
	Total	79%	76%	75%	71%	72%
Mission	Male	2%	3%	2%	3%	4%
	Female	14%	14%	15%	16%	14%
	Total	16%	17%	17%	20%	18%
Private	Male	1%	1%	1%	2%	2%
	Female	6%	7%	6%	8%	7%
	Total	7%	8%	7%	10%	10%
Totals	Total Male	21%	19%	18%	19%	21%
	Total Female	79%	81%	82%	81%	79%
	Gender Gap	58%	62%	64%	62%	62%

Compared to the teachers who are teaching in Secondary schools, Table 40 is showing the slight increase on the actual numbers of teachers by controlling authorities from 1012 in 2023 to 1029 in 2024. About 59 percent of the overall numbers of teachers are female and

41 percent are male.

Table 40: Number and percentage of Secondary Teachers by gender gap and controlling authority 2020 - 2024

Number of Secondary Teachers						
School Status	Gender	2020	2021	2022	2023	2024
Government	Male	243	237	223	230	226
	Female	387	387	390	362	401
	Total	630	624	613	592	627
Mission	Male	177	163	160	131	178
	Female	180	203	221	242	187
	Total	357	366	381	373	365
Private	Male	20	18	15	26	16
	Female	22	19	23	21	21
	Total	42	37	38	47	37
Total	Total Male	440	418	398	387	420
	Total Female	589	69	634	625	609
	TOTAL	1029	1027	1032	1012	1029
Percentage of Secondary Teachers						
Government	Male	24%	23%	22%	23%	22%
	Female	38%	38%	38%	36%	39%
	Total	62%	61%	60%	58%	61%
Mission	Male	17%	16%	16%	13%	17%
	Female	17%	20%	21%	24%	18%
	Total	34%	36%	37%	37%	35%
Private	Male	2%	2%	1%	3%	2%
	Female	2%	2%	2%	2%	2%
	Total	4%	4%	3%	5%	4%
Total	Total Male	43%	41%	39%	38%	41%
	Total Female	57%	59%	61%	62%	59%
	Gender Gap	14%	18%	22%	24%	18%

Looking at regional variations, Apia Urban Area has the highest proportion of female teachers teaching in primary and secondary (81 and 64 percent, respectively). For male teachers, about 46 percent of them are employed at colleges within Savaii region compared to 22 percent teaching in Primary Schools for the Rest of Upolu and Savaii regions.

More females teach in both Primary and Secondary schools compared to males as shown

in Figure 40.

Figure 40: Percentage of Teachers by gender, school's levels and regions 2024

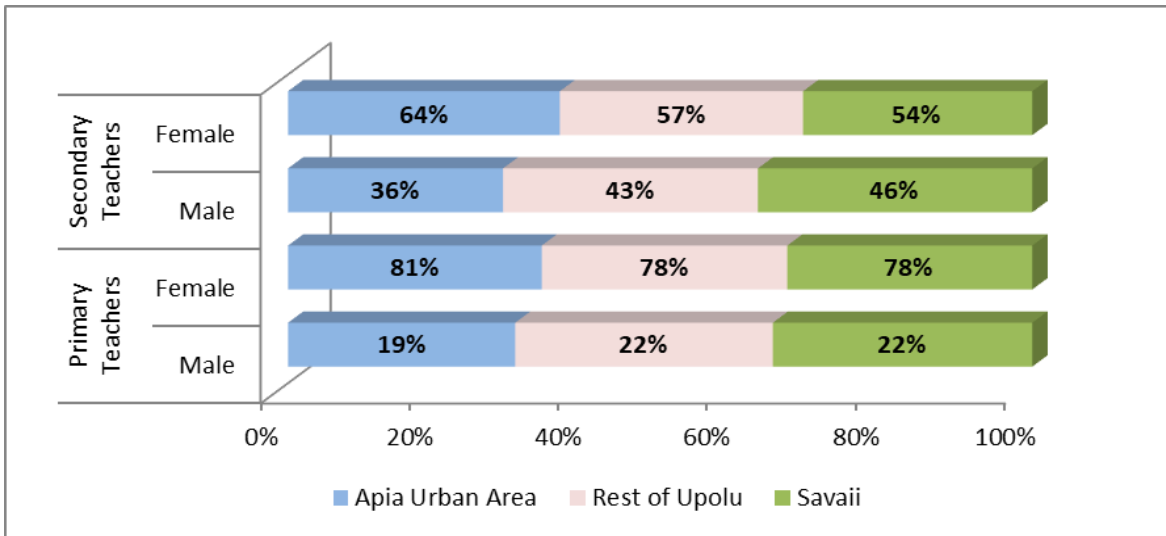


Figure 41 below present the data for teachers who teach in government, mission and private schools by regions. By government schools, more teachers teach in the Rest of Upolu regions for both Primary and Secondary schools (40 and 38 percent, respectively). For mission schools, more teachers (43 and 50 percent, respectively) teach in Apia Urban Area for both Primary and Secondary. There are no private schools located in the Rest of Upolu and Savaii regions, indicating that hundred percent of private teachers are employed within the urban areas.

Figure 41: Percentage of Teachers by controlling authorities, school's levels and regions 2024

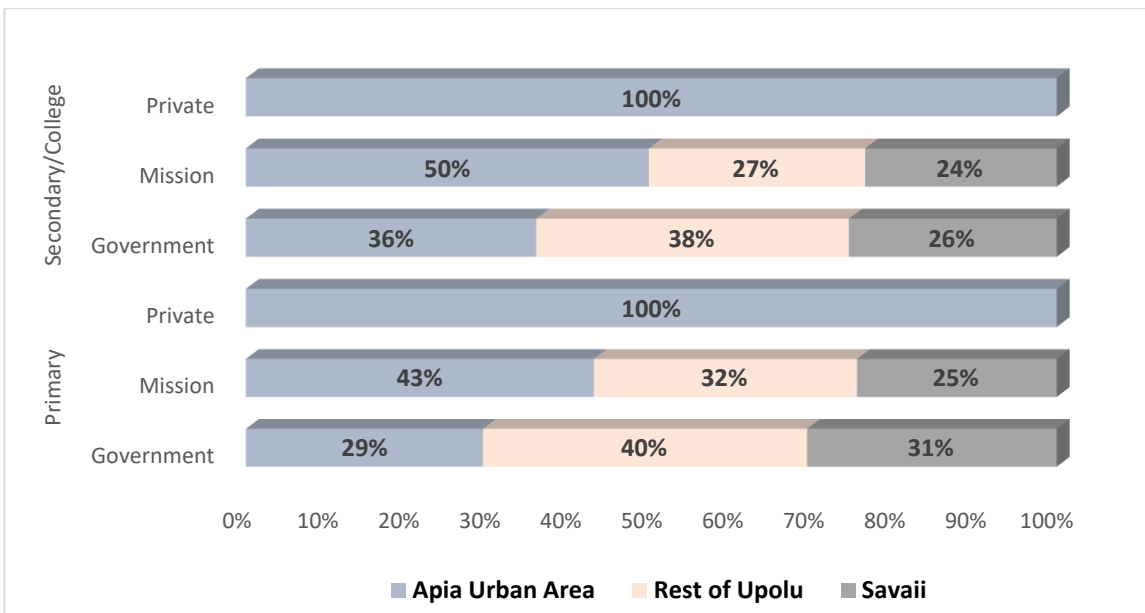
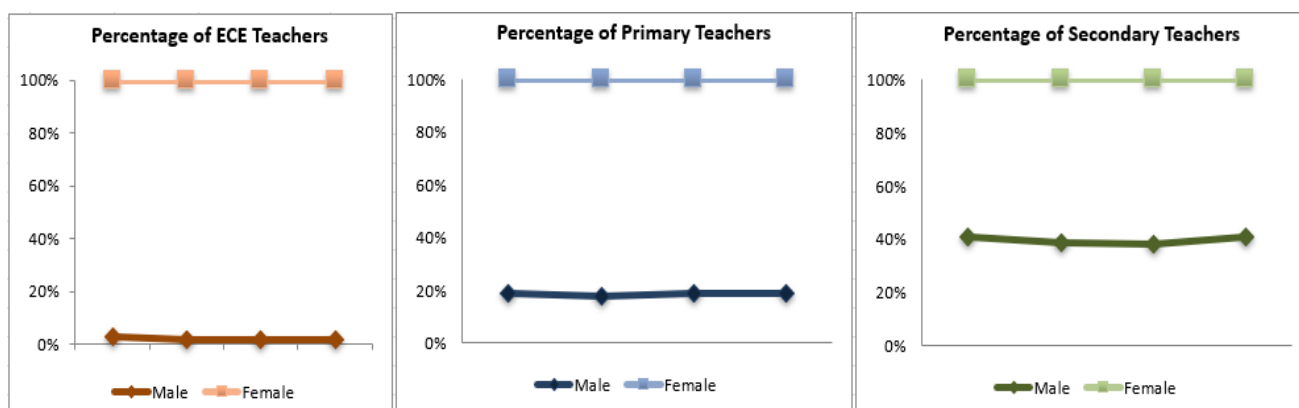


Figure 42: Percentage of Teachers by gender and school levels 2021 - 2024



According to Figure 42, ECE shows a huge gap of nearly 100 percent over the last four years, where females dominate teaching; primary education of more than 80 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 as sponsorship programs are in place to market the teaching profession and allow students to choose teaching as a preferred 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 343 teachers teach in ECE schools, only 2 teachers have graduated with Diplomas of Education and 11 graduated with Degrees in Education. The majority (323) of the teachers received their ECE Certificate from either Sogi, APTC, Methodist Church, USP and other institutions.

Table 41: ECE Teachers by types of qualifications 2024

ECE Teachers Qualifications	Values			Percentage		
	Qualified Teachers		Total	Qualified Teachers		Total
	Male	Female		Male	Female	
Totals	7	336	343	2%	98%	100%
ECE Certificate- Sogi/APTC/Metotisi/USP	7	323	330	2%	98%	100%
Diploma Ed - ECE	0	2	2	0%	100%	100%
Bachelor Ed - ECE	0	11	11	0%	100%	100%

Table 42 indicates that all teachers in primary education have a qualification background with the majority of the workforce holding Bachelors of Education.

For the Government schools, 59 percent of these teachers hold degree qualifications compared to more than 20 percent in Mission and 18 percent for Private. For the diploma of education, about 23 percent of teachers in government schools hold a diploma qualification, 14 percent in mission and 15 percent in private schools.

Table 42: Primary teachers by types of qualifications 2024

Primary Schools Teachers Qualifications									
Qualifications	Gender	Government		Mission		Private		Total	
		Total	Percent	Total	Percent	Total	Percent	Total	Percent
Teaching Certificate	Male	33	3%	2	1%	5	3%	40	3%
	Female	55	5%	90	32%	23	16%	168	11%
	TOTAL	88	8%	92	33%	28	19%	208	14%
Other Certificates	Male	2	0%	17	6%	3	2%	22	1%
	Female	21	2%	36	13%	19	13%	76	5%
	TOTAL	23	2%	53	19%	22	15%	98	6%
Diploma in Education	Male	49	4%	10	4%	8	5%	67	4%
	Female	203	18%	29	10%	14	9%	246	16%
	TOTAL	252	23%	39	14%	22	15%	313	20%
Other Diplomas	Male	4	0%	15	5%	4	3%	23	1%
	Female	12	1%	2	1%	7	5%	21	1%
	TOTAL	16	1%	17	6%	11	7%	44	3%
Bachelor of Education	Male	117	11%	10	4%	6	4%	133	9%
	Female	539	48%	45	16%	21	14%	605	39%
	TOTAL	656	59%	55	20%	27	18%	738	48%
Other Bachelor Degrees	Male	11	1%	7	3%	7	5%	25	2%
	Female	24	2%	10	4%	19	13%	53	3%
	TOTAL	35	3%	17	6%	26	18%	78	5%
Graduate Diploma in Education	Male	5	0%	0	0%	0	0%	5	0%
	Female	21	2%	3	1%	0	0%	24	2%
	TOTAL	26	2%	3	1%	0	0%	29	2%
Post Graduate Diplomas	Male	4	0%	0	0%	1	1%	5	0%
	Female	8	1%	2	1%	4	3%	14	1%
	TOTAL	12	1%	2	1%	5	3%	19	1%
Master's Degree	Male	0	0%	0	0%	2	1%	2	0%
	Female	6	1%	0	0%	5	3%	11	1%
	TOTAL	6	1%	0	0%	7	5%	13	1%
Male		225	20%	61	22%	36	24%	322	21%
Female		889	80%	217	78%	112	76%	1218	79%
TOTAL		1114	100%	278	100%	148	100%	1540	100%

Table 43 presents the actual numbers and percentage of teachers in secondary education with their qualification.

The result indicates that 80 percent of teachers are recorded as Degree holders (*inclusive of Post Graduate Masters Qualifications*). However, 20 percent of teachers needs to upgrade from diploma to higher levels of qualifications.

Table 43: Secondary teachers by types of qualifications 2024

Secondary Teachers Qualifications									
Qualifications	Gender	Government		Mission		Private		Total	
		Total	Percent	Total	Percent	Total	Percent	Total	Percent
Teaching Certificate	Male	7	1%	23	6%	3	8%	33	3%
	Female	11	2%	19	5%	1	3%	31	3%
	TOTAL	18	3%	42	12%	4	11%	64	6%
Other Certificates	Male	5	1%	22	6%	2	5%	29	3%
	Female	4	1%	22	6%	1	3%	27	3%
	TOTAL	9	1%	44	12%	3	8%	56	5%
Diploma in Education	Male	35	6%	45	12%	2	5%	82	8%
	Female	56	9%	32	9%	1	3%	89	9%
	TOTAL	91	15%	77	21%	3	8%	171	17%
Other Diplomas	Male	2	0%	11	3%	1	3%	14	1%
	Female	0	0%	11	3%	0	0%	11	1%
	TOTAL	2	0%	22	6%	1	3%	25	2%
Bachelor of Education	Male	71	11%	30	8%	1	3%	102	10%
	Female	131	21%	38	10%	1	3%	170	17%
	TOTAL	202	32%	68	19%	2	5%	272	26%
Other Bachelor Degrees	Male	86	14%	38	10%	5	14%	129	13%
	Female	175	28%	51	14%	11	30%	237	23%
	TOTAL	261	42%	89	24%	16	43%	366	36%
Graduate Diploma in Education	Male	6	1%	2	1%	1	3%	9	1%
	Female	10	2%	3	1%	2	5%	15	1%
	TOTAL	16	3%	5	1%	3	8%	24	2%
Post Graduate Diplomas	Male	5	1%	2	1%	1	3%	8	1%
	Female	7	1%	4	1%	3	8%	14	1%
	TOTAL	12	2%	6	2%	4	11%	22	2%
Master's Degree	Male	9	1%	5	1%	0	0%	14	1%
	Female	7	1%	7	2%	1	3%	15	1%
	TOTAL	16	3%	12	3%	1	3%	29	3%
Male		226	36%	178	49%	16	43%	420	41%
Female		401	64%	187	51%	21	57%	609	59%
TOTAL		627	100%	365	100%	37	100%	1029	100%

D3: Teacher Performance

D3.1 Primary Teacher Performance

The majority of teachers are within the Proficient category from the years 2019 through to 2023 though percentages vary as shown in Table 44 below. Portrayed within is consistently low representation of teachers under the 'Exemplary' category which is potential area for development to encourage higher levels of proficiency. The reduction in the overall number of appraisals conducted from 192 in 2022 to 148 in 2023 was due to the movement and recruitment of new personnel. There is also a notable increase in the 'Not Proficient' rates for males at 52% in 2023 to 28% in 2022 as illustrated in Figure 43. This may warrant necessary actions for a review of training provided for teachers. However, Figure 44 shows that female teachers generally have higher levels of proficiency compared to male teachers across all the years. Figure 45 presents a minority of teachers that were found below proficient after their 5th reappraisals which is a critical area of concern and to enforce the support systems in place.

Table 44: Primary Teachers Proficiency by gender 2019-2023

	Gender	Not Proficient	Proficient	Exemplary	Total
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
2023	F	22%	78%		121
	M	52%	48%		27
2023 Total		41	107		148

Figure 43: Proficiency of Male Primary Teachers appraised 2019-2023

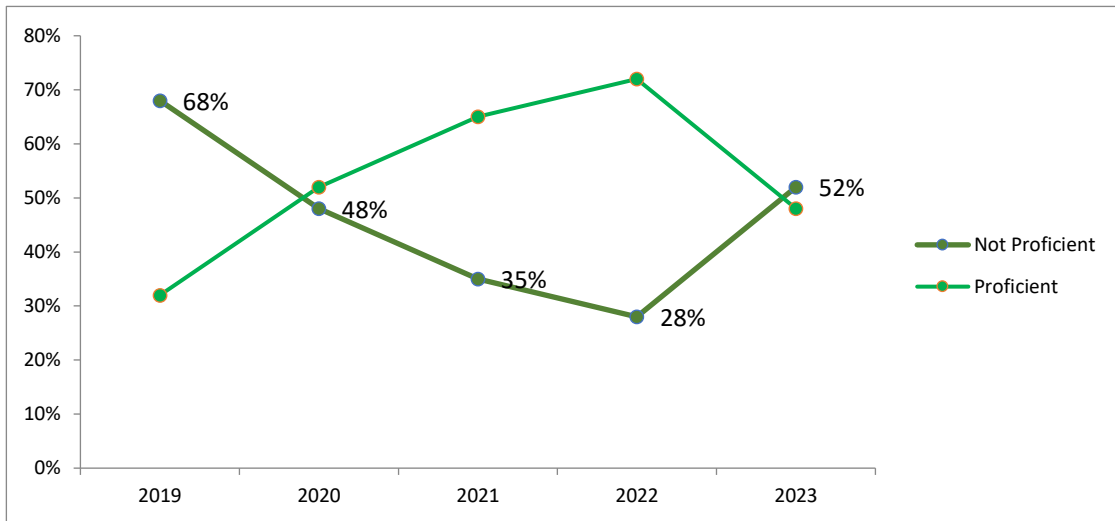


Figure 44: Proficiency of Female Primary Teacher Appraised 2019-2023

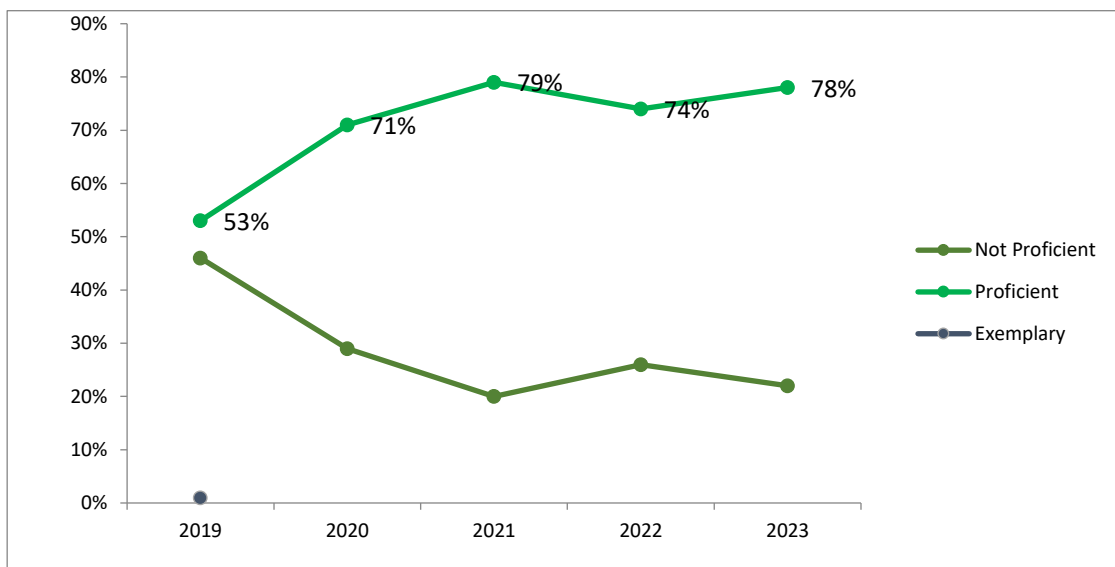
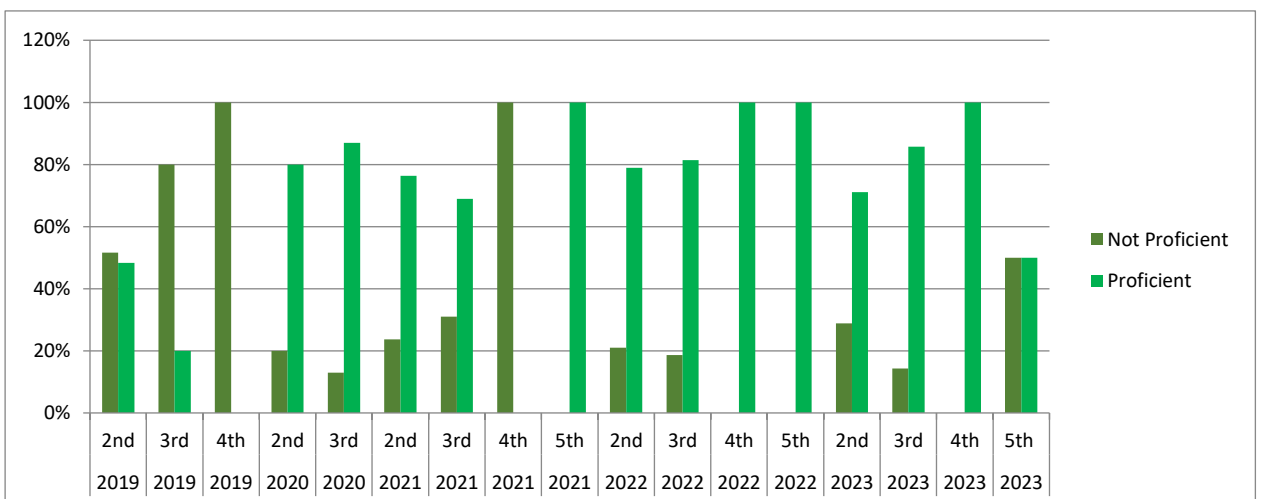


Figure 45: Proficiency of Re-appraised Primary Teachers 2019-2023



D3.1.1 Primary Principals and Vice Principals Appraisals

A total of 50 Principals with 28 females and 22 males have had their contract reviewed within 2023. Only 12 Vice Principals of 7 females and 5 males were appraised. The majority of appraisals over the past years are for Principals rather than Vice Principals due to vacancies within the schools and females consistently outnumber their males' counterparts. A significant drop in the number of contracts reviewed for 2023 was due to changes with personnel conducting appraisals.

D3.2: Secondary Teacher Performance

Table 45: Secondary Teacher Proficiency by gender 2019-2023

The overall proficiency of Secondary teachers has been stable over the years, with both genders mostly performing well. The 4 percent female teachers were found within 'Exemplary' category for 2023.

However, male teachers generally have higher proficiency percentages in the recent years compared to female teachers as shown in Table 45. A slight increase by 0.5 percent in 'Not Proficient' rating for males is shown in Figure 46, while a share increase from 6.5 percent in 2022 to 10.3 percent in 2023 for 'Not Proficient' females as shown in Figure 47 and may warrant a review and further support. For this time in years, a teacher that was previously found 'Not Proficient' has attained 'Exemplary' during their second round of appraisals as demonstrated in Figure 48.

This improvement indicates the continuous contribution of the professional developments within some of the schools.

Year	Gender	Not Proficient	Proficient	Exemplary	Total
2019	F	13%	86%	1%	91
	M	19%	81%		48
Total		21	117	1	139
2020	F	10%	89%	1%	91
	M	10%	89%	1%	63
Total		15	137	2	154
2021	F	12%	87%	1%	101
	M	6%	94%		53
Total		15	138	1	154
2022	F	6.5%	87%	6.5%	62
	M	7%	93%		42
Total		7	93	4	104
2023	F	10.3%	85.3%	4.4%	68
	M	7.5%	92.5%		40
Total		10	95	3	108

Figure 46: Proficiency of Male Secondary Teachers appraised 2019-2023

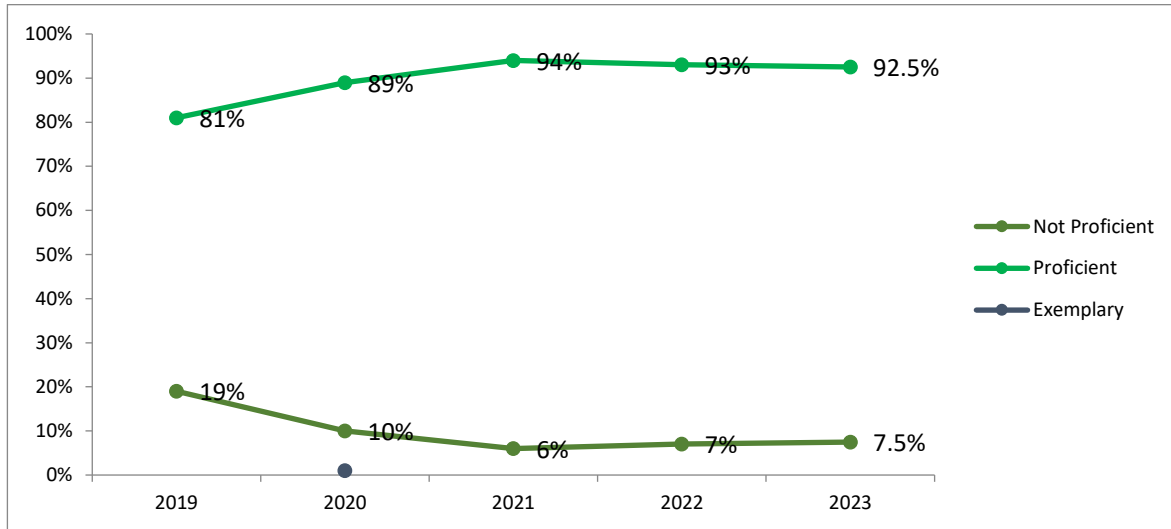


Figure 47: Proficiency of Female Secondary Teachers appraised 2019-2023

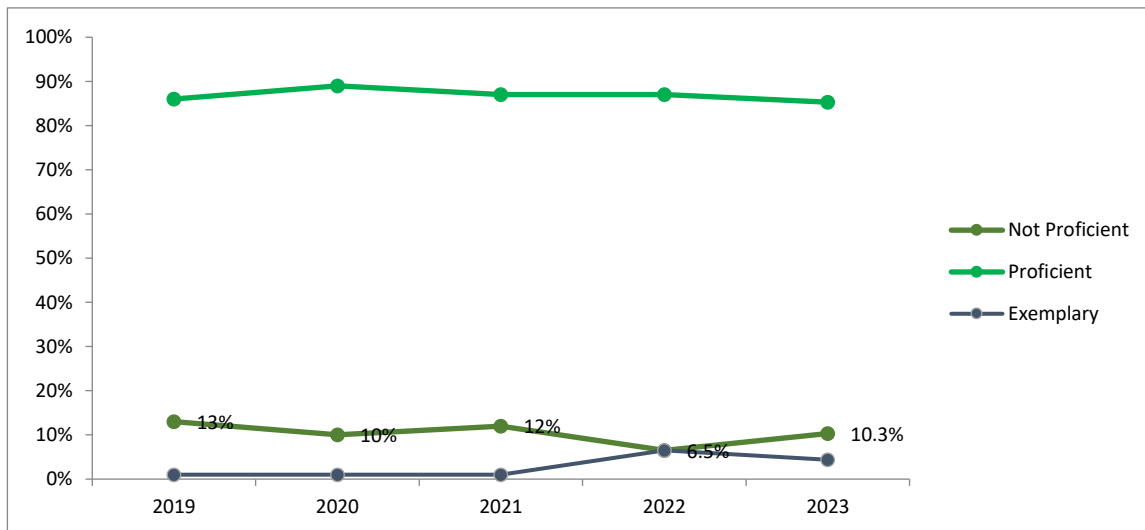
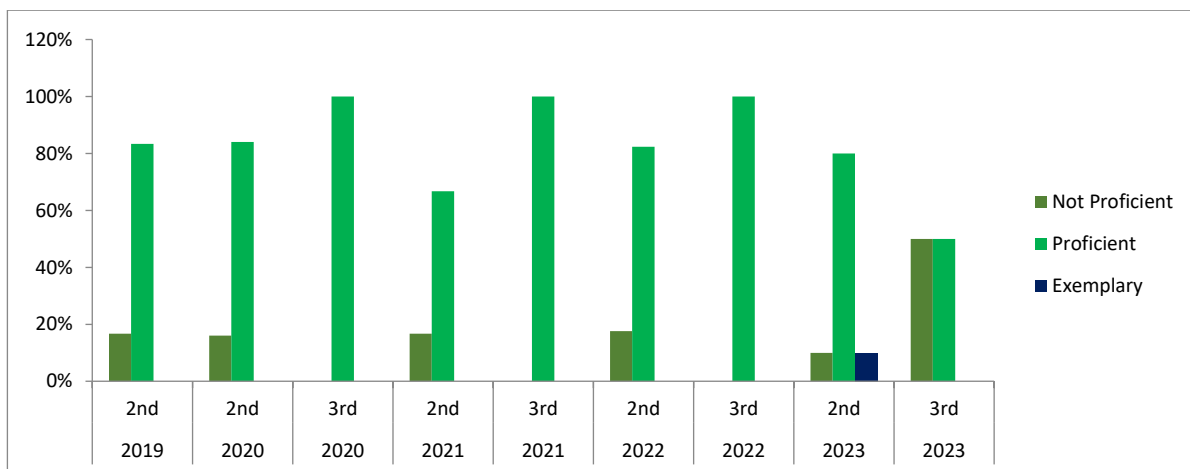


Figure 48: Proficiency of re-appraised secondary teachers 2019-2023



D3.2.1 Secondary Principals and Vice Principals Appraisals

Table 46: Secondary Principal Appraisals by gender 2019-2023

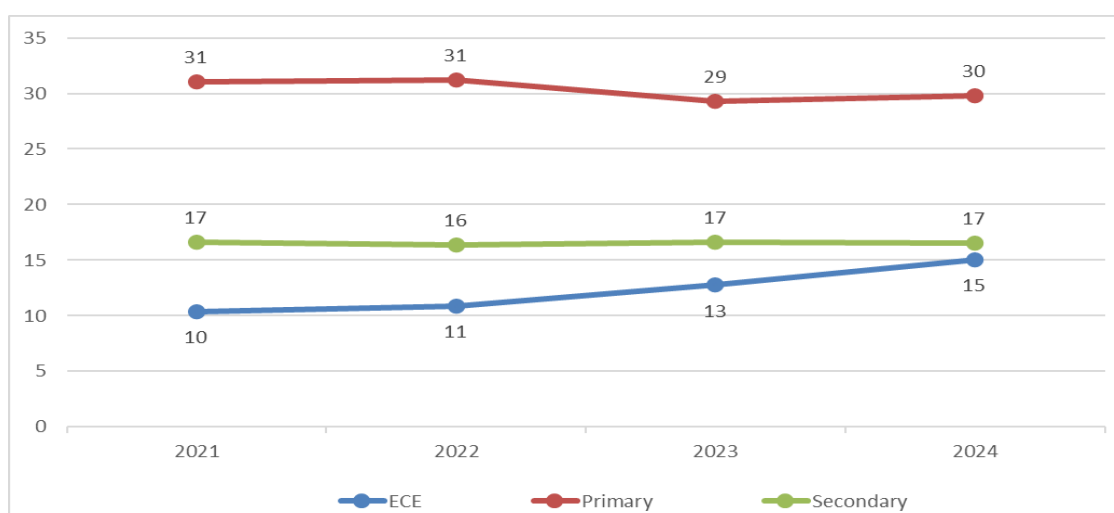
Year	Gender	Principal	Vice-Principal	Total
2019	F	7	7	14
	M	3	5	8
Total		10	12	22
2020	F	1	5	6
	M	1	2	3
Total		2	7	9
2021	F	5	9	14
	M	4	4	8
Total		9	13	22
2022	F	12	8	20
	M	12	10	22
Total		24	18	42
2023	F	1	2	3
	M	4	2	6
Total		5	4	9

A total of 9 Principals and Vice Principals were appraised in 2023 due to the delay in the recruitment of a new Secondary Team Leader. Therefore only 5 Principals and 4 Vice Principals have had their Quality Assurance Performance Appraisals (QAPA) reviews during this year as disaggregated in Table 46.

D4: Student Teacher Ratio (STR) in ECE, Primary and Secondary Schools

The purpose of the student-teacher ratio³ is to measure the number of teachers in relation to the total enrolment by education level. The national Student-teacher ratio by education level is 15 children for 1 teacher in ECE, 30 students for 1 teacher in Primary and 20 students for 1 teacher in Secondary.

Figure 49: ECE, Primary and Secondary levels by STR 2020-2023



³ Student Teacher Ratio is calculated as the total number of students divide by the total number of teachers per school

Overall, the 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 shortage is consistent across the primary levels. Table 47 below shows that the STR ratio for government primary schools from 2022 to 2023 were higher (above 30) than the national recommended ratio. Data also shows that teacher shortage continues to be a pattern for primary schools.

For 2024, student teacher ratio in primary government schools decreased from 1:33 to 1:32 while the secondary ratio remained constant at 1:17 for the last two years.

Table 47: Student teacher ratio by controlling authorities and education levels 2021 - 2024

Primary Schools				
Levels	2021	2022	2023	2024
Government	33	33	33	32
Mission	28	29	23	26
Private	21	21	17	18
Secondary Schools				
Levels	2021	2022	2023	2024
Government	16	16	17	17
Mission	18	17	16	17
Private	11	11	11	13

Section E: School Resources

E1: ECE School Resources

The Annual One Government Grant (OGG) 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 48: School Resources in Primary Education 2024

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%	96%	95%
	Private	100%	100%	100%	100%	100%	100%

Resources for schools are essential in supporting teachers and students' learning. In Table 48 shows that a sufficient number of resources for students and teachers are identified across government, mission and private schools.

Table 49: School Facilities of Primary Education 2024

School Level	School Status	Staffroom	Science Lab	Computer Lab	Library
Primary	Government	100%	8%	52%	93%
	Mission	100%	65%	90%	99%
	Private	100%	77%	100%	100%

Government schools have the least percentage of only 8% primary schools with a science laboratory, compared to 65% mission and 77% of private schools. All private schools (100%) have computer labs while only 90% mission and 52% government schools have these. Furthermore, 100 percent of private and mission schools have access to libraries while government schools only have 93 percent.

Table 50: Sanitation Facilities in Primary Education 2024

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 50 are mandatory under the Minimum Service Standards to ensure healthier school environments.

E3: Secondary School Resources

Table 51: Schools' Resources of Secondary Education 2024

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 OGG continues to contribute to supporting secondary schools in accessing the resources as shown in table 51. The data also shows that government, mission and private secondary schools have sufficient number of resources available to support them as depicted in the table above.

Table 52: Schools' Facilities of Secondary Level 2024

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%

Table 52 shows that all mission and private colleges have access to all facilities including science and computer laboratories. Only 92 percent of government colleges have access to a science lab and computer lab.

Table 53: Sanitation Facilities of Secondary Level 2024

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

All secondary in three controlling authorities have access to sanitation facilities, which is an essential part of Domain 1 of the Minimum Service Standards.

APPENDICES

Appendix Table 1: Number of Schools by Controlling Authorities and Districts 2024

Regions/Districts	Government				Mission				Private				Grand Total
	Pri	Pri-Sec	Sec	Total	Pri	Pri-Sec	Sec	Total	Pri	Pri-Sec	Sec	Total	
Schools Totals	144	0	23	167	23	1	15	39	11	2	1	14	220
Apia Urban Area	22	0	5	27	9	1	7	17	11	2	1	14	58
Vaimauga	11	0	4	15	6	0	3	9	3	0	0	3	27
Faleata	11	0	1	12	3	1	4	8	8	2	1	8	31
Rest of Upolu	74	0	10	84	7	0	4	11	0	0	0	0	95
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	7	0	1	8	0	0	0	0	0	0	0	0	8
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	7	0	4	11	0	0	0	0	67
Faasaleleaga No.1	6	0	1	7	2	0	2	4	0	0	0	0	11
Faasaleleaga No.2	6	0	1	7	3	0	1	4	0	0	0	0	11
Itu Asau No. 1	5	0	1	6	1	0	0	1	0	0	0	0	7
Itu Asau No. 2	4	0	0	4	0	0	0	0	0	0	0	0	4
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 gender and age 2024

Controlling Authorities	Male							Female							Total
	Age 2.5	Age 3	Age 4	Age 5	Age 6	Not Stated	Total	Age 2.5	Age 3	Age 4	Age 5	Age 6	Not Stated	Total	
Totals	53	402	848	878	315	84	2580	69	479	884	775	267	111	2585	5165
MAT (Private)	28	174	436	410	180	65	1293	40	235	460	357	129	85	1306	2599
Methodist	15	119	221	250	69	2	676	15	132	215	254	68	1	685	1361
Faaea EFKS	7	77	108	110	29	0	331	13	82	119	84	33	3	334	665
Catholic	3	30	81	102	30	17	263	1	30	85	73	35	22	246	509
Government	0	2	2	6	7	0	17	0	0	5	7	2	0	14	31

Appendix Table 3: Primary enrolment by gender, year level and age 2024

Age	Gender	Year levels								
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Total
5	Male	1660	141	0	0	0	0	0	0	1801
	Female	1601	140	0	0	0	0	0	0	1741
	Total	3261	281	0	0	0	0	0	0	3542
6	Male	1298	1451	124	0	0	0	0	0	2873
	Female	1102	1354	163	0	0	0	0	0	2619
	Total	2400	2805	287	0	0	0	0	0	5492
7	Male	306	1176	1191	163	0	0	0	0	2836
	Female	215	1163	1129	187	0	0	0	0	2694
	Total	521	2339	2320	350	0	0	0	0	5530
8	Male	8	325	1194	1278	172	0	0	0	2977
	Female	5	240	1078	1206	177	0	0	0	2706
	Total	13	565	2272	2484	349	0	0	0	5683
9	Male	1	37	353	1186	1323	181	0	0	3081
	Female	2	17	252	1028	1293	201	0	0	2793
	Total	3	54	605	2214	2616	382	0	0	5874
10	Male	0	0	38	374	1148	1182	144	8	2894
	Female	0	0	30	271	1041	1222	151	12	2727
	Total	0	0	68	645	2189	2404	295	20	5621
11	Male	0	0	0	48	304	1192	1181	232	2957
	Female	0	0	0	20	219	1031	1228	219	2717
	Total	0	0	0	68	523	2223	2409	451	5674
12	Male	0	0	0	12	45	331	1170	1220	2778
	Female	0	0	0	1	39	237	1049	1243	2569
	Total	0	0	0	13	84	568	2219	2463	5347
13	Male	0	0	0	0	0	39	322	1028	1389
	Female	0	0	0	0	0	14	241	927	1182
	Total	0	0	0	0	0	53	563	1955	2571
14	Male	0	0	0	0	0	4	53	289	346
	Female	0	0	0	0	0	1	19	179	199
	Total	0	0	0	0	0	5	72	468	545
Males		3273	3130	2900	3061	2992	2929	2870	2777	23932
Females		2925	2914	2652	2713	2769	2706	2688	2580	21947
Total		6198	6044	5552	5774	5761	5635	5558	5357	45879

Appendix Table 4: Secondary enrolment by gender, year level and age 2024

Age	Gender	Year levels				
		Year 9	Year 10	Year 11	Year 12	Total
11	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Total	0	0	0	0	0
12	Male	88	0	0	0	88
	Female	124	0	0	0	124
	Total	212	0	0	0	212
13	Male	787	76	8	0	871
	Female	761	83	3	0	847
	Total	1548	159	11	0	1718
14	Male	954	669	97	6	1726
	Female	1049	727	97	21	1894
	Total	2003	1396	194	27	3620
15	Male	348	815	578	84	1825
	Female	298	921	711	128	2058
	Total	646	1736	1289	212	3883
16	Male	80	350	643	488	1561
	Female	70	330	886	697	1983
	Total	150	680	1529	1185	3544
17	Male	20	83	201	813	1117
	Female	16	67	247	1183	1513
	Total	36	150	448	1996	2630
18	Male	0	21	52	420	493
	Female	0	29	45	573	647
	Total	0	50	97	993	1140
19	Male	0	0	7	108	115
	Female	0	0	4	110	114
	Total	0	0	11	218	229
20	Male	0	0	3	11	14
	Female	0	0	1	8	9
	Total	0	0	4	19	23
Males		2277	2014	1589	1930	7810
Females		2318	2157	1994	2720	9189
Total		4595	4171	3583	4650	16999

Appendix Table 5: Enrolment by year level, controlling authority and gender 2024

Levels	Government			Mission			Private			Totals		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Year 1	2449	2221	4670	605	506	1111	219	198	417	3273	2925	6198
Year 2	2408	2218	4626	494	488	982	228	208	436	3130	2914	6044
Year 3	2292	2084	4376	418	403	821	190	165	355	2900	2652	5552
Year 4	2450	2151	4601	458	387	845	153	175	328	3061	2713	5774
Year 5	2382	2225	4607	447	396	843	163	148	311	2992	2769	5761
Year 6	2360	2141	4501	414	385	799	155	180	335	2929	2706	5635
Year 7	2241	2172	4413	490	395	885	139	121	260	2870	2688	5558
Year 8	2239	2026	4265	422	415	837	116	139	255	2777	2580	5357
Primary	18821	17238	36059	3748	3375	7123	1363	1334	2697	23932	21947	45879
Year 9	1438	1436	2874	773	815	1588	66	67	133	2277	2318	4595
Year 10	1278	1284	2562	678	807	1485	58	66	124	2014	2157	4171
Year 11	999	1157	2156	538	773	1311	52	64	116	1589	1994	3583
Year 12	1149	1624	2773	731	1035	1766	50	61	111	1930	2720	4650
Secondary	4864	5501	10365	2720	3430	6150	226	258	484	7810	9189	16999
Total	23685	22739	46424	6468	6805	13273	1589	1592	3181	31742	31136	62878

Appendix Table 6: Enrolment by school level, controlling authority and regions 2024

ECE Centers	Apia Urban Area			Rest of Upolu			Savaii			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Government	17	14	31	0	0	0	0	0	0	17	14	31
Mission	185	181	366	578	615	1193	507	469	976	1270	1265	2535
Private	543	561	1104	577	571	1148	173	174	347	1293	1306	2599
Total	745	756	1501	1155	1186	2341	680	643	1323	2580	2585	5165
Primary	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Government	5715	5195	10910	8042	7355	15397	5064	4688	9752	18821	17238	36059
Mission	1953	1718	3671	1236	1154	2390	559	503	1062	3748	3375	7123
Private	1363	1334	2697	0	0	0	0	0	0	1363	1334	2697
Total	9031	8247	17278	9278	8509	17787	5623	5191	10814	23932	21947	45879
Secondary	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Government	1822	2052	3874	1723	2016	3739	1319	1433	2752	4864	5501	10365
Mission	1275	1763	3038	963	1084	2047	482	583	1065	2720	3430	6150
Private	226	258	484	0	0	0	0	0	0	226	258	484
Total	3323	4073	7396	2686	3100	5786	1801	2016	3817	7810	9189	16999

Appendix Table 7: Number of repeaters in Primary by controlling authority and gender 2024

Controlling Authority	Gender	Year levels								
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Total
Government	Male	88	40	24	16	7	6	9	14	204
	Female	57	20	11	7	5	1	7	10	118
	Total	145	60	35	23	12	7	16	24	322
Mission	Male	26	8	12	6	5	9	12	12	90
	Female	10	4	5	3	3	10	6	6	47
	Total	36	12	17	9	8	19	18	18	137
Private	Male	7	2	0	0	1	0	1	1	12
	Female	3	0	0	0	1	0	0	0	4
	Total	10	2	0	0	2	0	1	1	16
Totals	Male	121	50	36	22	13	15	22	27	306
	Female	70	24	16	10	9	11	13	16	169
	Total	191	74	52	32	22	26	35	43	475

Appendix Table 8: Number of repeaters in Primary by regions and gender 2024

Regions	Gender	Year levels								
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Total
Apia Urban Area	Male	37	12	14	8	9	8	13	18	119
	Female	19	7	6	4	5	10	8	7	66
	Total	56	19	20	12	14	18	21	25	185
Rest of Upolu	Male	54	22	11	10	3	2	5	5	112
	Female	29	7	5	4	3	1	4	3	56
	Total	83	29	16	14	6	3	9	8	168
Savaii	Male	30	16	11	4	1	5	4	4	75
	Female	22	10	5	2	1	0	1	6	47
	Total	52	26	16	6	2	5	5	10	122
Total	Male	121	50	36	22	13	15	22	27	306
	Female	70	24	16	10	9	11	13	16	169
	Total	191	74	52	32	22	26	35	43	475

Appendix Table 9: Number of repeaters in Secondary by controlling authority and gender 2024

Controlling Authority	Gender	School level					
		Year 9	Year 10	Year 11	Year 12	Year 13	Total
Government	Male	16	36	45	41	5	143
	Female	13	24	41	60	2	140
	Total	29	60	86	101	7	283
Mission	Male	12	1	1	3	1	18
	Female	10	6	0	9	0	25
	Total	22	7	1	12	1	43
Private	Male	2	0	0	0	0	2
	Female	1	0	0	1	0	2
	Total	3	0	0	1	0	4
Totals	Male	30	37	46	44	6	163
	Female	24	30	41	70	2	167
	Total	54	67	87	114	8	330

Appendix Table 10: Number of repeaters in Secondary by regions and gender 2024

Regions	Gender	School level					
		Year 9	Year 10	Year 11	Year 12	Year 13	Total
Apia Urban Area	Male	17	31	36	17	3	104
	Female	22	23	31	11	2	89
	Total	39	54	67	28	5	193
Rest of Upolu	Male	6	2	8	3	0	19
	Female	1	3	10	9	0	23
	Total	7	5	18	12	0	42
Savaii	Male	7	4	2	24	3	40
	Female	1	4	0	50	0	55
	Total	8	8	2	74	3	95
Total	Male	30	37	46	44	6	163
	Female	24	30	41	70	2	167
	Total	54	67	87	114	8	330

Appendix Table 11: Total number of ECE, Primary and Secondary by controlling authority and gender 2024

Levels	ECE	Primary	Secondary	Total
Male	2580	23932	7810	34322
Female	2585	21947	9189	33721
Total	5165	45879	16999	68043

ECE Level	Government	Mission	Private	Total
Male	17	1270	1293	2580
Female	14	1265	1306	2585
Total	31	2535	2599	5165

Primary Level	Government	Mission	Private	Total
Male	18821	3748	1363	23932
Female	17238	3375	1334	21947
Total	36059	7123	2697	45879

Secondary Level	Government	Mission	Private	Total
Male	4864	2720	226	7810
Female	5501	3430	258	9189
Total	10365	6150	484	16999

Appendix Table 12: Primary schools enrolment by schools, regions, districts and gender 2024

Controlling Authorities	School Name	Male	Female	Total
Totals		23932	21947	45879
Apia Urban Area		9031	8247	17278
Vaimauga		4395	4044	8439
Government	Fagali'i Primary	80	71	151
	Falefitu Primary	235	197	432
	Lauli'i Primary	180	166	346
	Letogo Primary	115	111	226
	Magiagi Primary	177	151	328
	Moata'a Primary	315	262	577
	Vailele Primary	124	102	226
	Vailima Primary	159	147	306
	Tanugamanono Primary	131	112	243
	Vaivase Primary	400	398	798
	Apia Primary	546	544	1090
Mission	Marist Brothers Primary School	852	0	852
	St. Mary's - Savalalo	0	751	751
	Samoa Adventist School	322	302	624
	All Saints Anglican Primary School	103	80	183
	Divine Mercy Primary School	155	140	295
	Agape Primary School	53	50	103
Private	Vaiala Beach School	117	125	242
	Manumalo Baptist School	81	79	160
	Samoa Primary School	250	256	506
Faleata		4636	4203	8839
Government	Aleisa Primary	261	221	482
	Vaimoso Primary	301	286	587
	Lepea Primary	242	182	424
	Saina/Toamua Primary School	245	281	526
	Vaigaga Primary	228	164	392
	Vailoa Primary (Faleata District)	164	143	307
	Vaimea Primary	600	532	1132
	Vaiusu Primary	202	154	356
	Vaitele Primary	499	522	1021
	Aele Primary School	308	267	575
	St Pauls Academy	203	182	385
Mission	St. Theresa's School - Lepea	185	136	321
	LDS Church Middle School Pesega	115	129	244
	Nuufou Baptist School	168	130	298
Private	Robert Louis Stevenson Primary	213	202	415
	Peace Chapel Christian School	200	188	388
	Robert Louis Stevenson College	31	31	62
	Faatuatua Christian College	18	22	40
	Pesega Fou Primary	135	100	235
	Ah Mu Academy - Pesega	129	153	282
	Aoga Faamasani Amosa	47	43	90
	St Peter Chanel Primary (Moamoa)	142	135	277

Appendix Table 12: Primary schools enrolment by schools, regions, districts and gender 2024 (continue)

Controlling Authorities	School Name	Male	Female	Total
Rest of Upolu		9278	8509	17787
Aana No 1		1784	1696	3480
Government	Faleasiu Primary	246	203	449
	Fasito'outa Primary	187	154	341
	Fasito'otai Primary	150	153	303
	Leulumoega Primary	119	106	225
	Nofoalii Primary	225	224	449
	Satapuala Primary	175	174	349
	Vailu'utai Primary	119	119	238
	Faleatiu Primary	52	40	92
	Moamoa&Tauao'o Primary	189	195	384
Mission	St. Joan of Arc School	169	197	366
	Mt Zion Primary School	153	131	284
Aana No 2		1062	981	2043
Government	Apolima-uta Primary	115	93	208
	Falelatai Primary	112	90	202
	Faleu Primary	52	45	97
	Manono Primary	180	145	325
	Mulifanua Primary	176	195	371
	Pata Primary	48	47	95
	Salua Primary	50	48	98
	Samatau Primary	121	127	248
	Satuimalufilufi Primary	138	120	258
	Siufaga Primary	70	71	141
Aleipata		604	570	1174
Government	Lalomanu Primary	65	70	135
	Lotopue Primary	102	83	185
	Saleaaumua Primary	90	78	168
	Satitua Primary	79	72	151
	Tiavea Primary	108	112	220
	Vailoa Primary (Aleipata District)	49	46	95
	Samusu Primary	111	109	220
Anoamaa No 1		422	370	792
Government	Luatuanuu Primary	105	107	212
	Salelesi Primary	81	61	142
	Saoluafata Primary	95	66	161
	Solosolo Primary	141	136	277
Anoamaa No 2		726	728	1454
Government	Faleapuna Primary	38	38	76
	Falefa Primary	143	141	284
	Falevao Primary	92	101	193
	Lalomauga Primary	69	67	136
	Lufilufi Primary	54	59	113
	Manunu Primary	36	41	77
Mission	St Peter's Falefa	174	166	340
	Sauniatu Primary - LDS	120	115	235

Appendix Table 12: Primary schools enrolment by schools, regions, districts and gender 2024 (continue)

Controlling Authorities	School Name	Male	Female	Total
Fagaloa		165	148	313
Government	Lona Primary	51	40	91
	Sauano Primary	40	46	86
	Taelefaga Primary	53	45	98
	Uafato Primary	21	17	38
Falealili		829	687	1516
Government	Nene Primary	53	52	105
	Saleilua Primary	157	124	281
	Salani Primary	67	60	127
	Salesatele Primary	53	35	88
	Sapoe Primary	38	40	78
	Sapunaoa Primary	60	60	120
	Satalo Primary	44	33	77
	Siumu Primary	258	208	466
Vaovai Primary	99	75	174	
Lefaga		365	365	730
Government	Falease'ela Primary	80	87	167
	Matautu Primary	160	145	305
	Safa'ato'a Primary	58	52	110
	Savaia Primary	67	81	148
Lepa/Lotofaga		364	366	730
Government	Aufaga Primary	88	88	176
	Lepa Primary	53	58	111
	Lotofaga Primary (Lepa/Lotofaga District)	74	89	163
	Matatufu Primary	79	76	155
	Saleapaga Primary	70	55	125
Safata		832	791	1623
Government	Lotofaga Primary (Safata District)	90	92	182
	Mulivai Primary	33	25	58
	Saanapu Primary	148	182	330
	Salamumu Primary	62	44	106
	Sataoa Primary	191	184	375
	Tafitoala Primary	95	82	177
	Vaie'e Primary	100	82	182
Fusi Primary School	113	100	213	
Sagaga		2125	1807	3932
Government	Afega Primary	247	190	437
	Fale'ula Primary	225	189	414
	Le'auva'a Primary	205	186	391
	Levi Primary	130	118	248
	Malie Primary	229	175	404
	Sale'imoa Primary	140	133	273
	Tuana'i Primary	139	91	230
	Utuali'i Primary	190	180	370
Mission	St. Joseph's Primary - Leauvaa	133	133	266
	Baptist Church Primary School	118	80	198
	George Brown Primary School	369	332	701

Appendix Table 12: Primary schools enrolment by schools, regions, districts and gender 2024 (continue)

Controlling Authorities	School Name	Male	Female	Total
Savaii		5623	5191	10814
Faasaleleaga No 1		1189	1141	2330
Government	Iva Primary	166	158	324
	Lalomalava Primary	107	91	198
	Safotulafai Primary	97	90	187
	Salelavalu Primary	139	116	255
	Salelologa Primary	323	339	662
	Sapapalii Primary	96	106	202
Mission	Manumalo Baptist (Savaii)	129	126	255
	St. Theresa's School - Fusi	132	115	247
Faasaleleaga No 2		672	598	1270
Government	Asaga Primary	35	34	69
	Faga Primary	139	115	254
	Lano Primary	83	68	151
	Pu'apu'a Primary	57	68	125
	Sa'asa'ai Primary	78	73	151
	Saipipi Primary School	77	68	145
Mission	Siufaga Primary - SDA	77	55	132
	Vaiola Primary	91	88	179
	LDS Church College-Vaiola	35	29	64
Itu Asau No 1		460	407	867
Government	Asau Primary	121	114	235
	Auala Primary	40	29	69
	Papa/Sataua Primary	67	44	111
	Sataua/Fagasa Primary	127	131	258
	Vaisala Primary	70	50	120
Mission	Asau Baptist & Christian Academy	35	39	74
Itu Asau No 2		373	337	710
Government	Falealupo Primary	125	138	263
	Falelima Primary	64	48	112
	Neiafu Primary	109	81	190
	Tufutafoe Primary	75	70	145
Itu o Tane No 1		487	450	937
Government	Laumoli Primary	85	80	165
	Patamea Primary	96	100	196
	Samalaeulu Primary	123	103	226
	Saleaula Primary	63	71	134
	Tutaga Primary	120	96	216

Appendix Table 12: Primary schools enrolment by schools, regions, districts and gender 2024 (continue)

Controlling Authorities	School Name	Male	Female	Total
	Itu o Tane No 2	593	543	1136
Government	Aopo Primary	39	45	84
	Letui Primary	42	40	82
	Safotu Primary	118	113	231
	Safune Primary	91	63	154
	Samauga Primary	113	110	223
	Sasina Primary	86	88	174
	Paia Primary School	44	33	77
Mission	Sacred Heart - Safotu	60	51	111
	Palauli	1001	916	1917
Government	Gataivai Primary	133	137	270
	Gautavai Primary	62	54	116
	Palauli Primary	257	239	496
	Puleia Primary ma Papa	90	62	152
	Satupaitea Primary	230	211	441
	Sili Primary	166	142	308
	Tafua Primary	63	71	134
	Savaii Sisifo	848	799	1647
Government	Fai'a'ai/Fogatuli Primary	57	62	119
	Gagaemalae Primary	138	124	262
	Sagone Primary	62	63	125
	Salailua Primary	162	156	318
	Samata-i-tai Primary	102	92	194
	Samata-i-uta Primary	91	106	197
	Taga Primary	130	115	245
	V/Fogasavai'i Primary	106	81	187

Appendix Table 13: Secondary schools enrolment by schools, regions, districts and gender 2024

Controlling Authorities	School Name	Male	Female	Total
Totals		7810	9189	16999
Apia Urban Area		3323	4073	7396
Vaimauga		1805	2284	4089
Government	Leifiifi College	486	526	1012
	Vaimauga College	387	444	831
	Avele College	237	229	466
	Samoa College	280	411	691
Mission	Papauta Girls College	1	54	55
	Maluafou College	348	496	844
	Samoa Adventist School	66	124	190
Faleata		1518	1789	3307
Government	Faleata College	432	442	874
Mission	St. Joseph's College	486	0	486
	St. Mary's College	0	522	522
	Chanel College	67	67	134
	LDS Church Middle School Pesega	63	114	177
	LDS Church College-Pesega	244	386	630
Private	Robert Louis Stevenson College	124	105	229
	Faatuatua Christian College	94	143	237
	Aoga Faamasani Amosa	8	10	18
Rest of Upolu		2686	3100	5786
Aana No 1		359	405	764
Government	Aana No. 1 College	112	139	251
Mission	Nu'uausala College	177	157	334
	Paul V1 College	70	109	179
Aana No 2		269	295	564
Government	Aana No.2 College	269	295	564
Aleipata		161	209	370
Government	Aleipata College	161	209	370
Anoamaa No 1		302	312	614
Government	Anoamaa College	302	312	614
Falealili		322	331	653
Government	Falealili College	170	176	346
	Palalaua College	152	155	307
Lefaga		100	128	228
Government	Lefaga College	100	128	228
Lepa/Lotofaga		135	152	287
Government	Lepa/Lotofaga College	135	152	287
Safata		193	242	435
Government	Safata College	193	242	435

Appendix Table 13: Secondary schools enrolment by schools, regions, districts and gender 2024 (continue)

Controlling Authorities	School Name	Male	Female	Total
Sagaga		845	1026	1871
Government	Sagaga College	129	208	337
Mission	Wesley College	406	514	920
	Leulumoega Fou College	310	304	614
Savaii		1801	2016	3817
Faasaleleaga No 1		382	414	796
Government	Mataaeavave College	130	138	268
Mission	Tuasivi College	192	210	402
	Don Bosco College	60	66	126
Faasaleleaga No 2		259	324	583
Government	Amoa College	123	126	249
Mission	LDS Church College-Vaiola	136	198	334
Itu Asau No 1		267	261	528
Government	Itu Asau College	267	261	528
Itu o Tane No 1		146	163	309
Government	Itu-O-Tane No.1 College	146	163	309
Itu o Tane No 2		160	184	344
Government	Alofi o Taa College	160	184	344
Palauli		340	356	696
Government	Palauli College	246	247	493
Mission	Uesiliana College	94	109	203
Savaii Sisifo		247	314	561
Government	Palauli Sisifo College	131	183	314
	Savai'i Sisifo College	116	131	247

Appendix Table 14: Primary schools enrolment by schools, regions, districts and year levels 2024

Controlling Authorities	School Name	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Total
Totals		6198	6044	5552	5774	5761	5635	5558	5357	45879
Apia Urban Area		2313	2290	2045	2145	2159	2150	2095	2081	17278
Vaimauga		1145	1112	945	1073	1035	1111	1017	1001	8439
Government	Fagali'i Primary	17	16	21	21	19	21	15	21	151
	Falefitu Primary	39	50	49	62	54	61	59	58	432
	Lauli'i Primary	39	53	39	40	41	46	50	38	346
	Letogo Primary	31	33	29	35	19	30	29	20	226
	Magiagi Primary	38	41	38	40	41	48	42	40	328
	Moata'a Primary	80	68	64	71	75	78	62	79	577
	Vailele Primary	32	26	25	29	29	30	29	26	226
	Vailima Primary	30	39	30	50	39	27	39	52	306
	Tanugamanono Primary	33	27	24	35	29	41	25	29	243
	Vaivase Primary	95	90	106	90	90	119	101	107	798
Apia Primary	127	110	110	122	155	147	151	168	1090	
Mission	Marist Brothers Primary School	98	104	82	121	116	126	121	84	852
	St.Mary's - Savalalo	99	114	89	108	89	91	78	83	751
	Samoa Adventist School	133	96	63	73	71	70	62	56	624
	All Saints Anglican Primary School	55	31	29	17	19	18	9	5	183
	Divine Mercy Primary School	37	49	43	32	29	32	44	29	295
	Agape Primary School	24	22	7	7	14	11	9	9	103
Private	Vaiala Beach School	30	31	29	32	28	32	30	30	242
	Manumalo Baptist School	24	42	21	24	21	16	8	4	160
	Samoa Primary School	84	70	47	64	57	67	54	63	506
Faleata		1168	1178	1100	1072	1124	1039	1078	1080	8839
Government	Aleisa Primary	76	51	60	64	54	51	63	63	482
	Vaimoso Primary	67	63	65	83	85	78	76	70	587
	Lepea Primary	38	70	48	55	61	56	48	48	424
	Saina/Toamua Primary School	70	65	74	62	70	63	55	67	526
	Vaigaga Primary	51	43	56	57	49	47	54	35	392
	Vailoa Primary (Faleata District)	39	36	46	36	46	39	38	27	307
	Vaimea Primary	153	160	125	135	148	136	120	155	1132
	Vaiusu Primary	47	42	45	57	39	47	35	44	356
	Vaitele Primary	140	127	121	108	153	140	118	114	1021
	Aele Primary School	83	85	70	79	74	63	62	59	575
St Pauls Academy	37	46	59	54	57	34	60	38	385	
Mission	St. Theresa's School - Lepea	45	53	40	35	49	32	36	31	321
	LDS Church Middle School Pesega							110	134	244
	Nuufou Baptist School	43	44	33	39	34	34	34	37	298

Appendix Table 14: Primary schools enrolment by schools, regions, districts and year levels 2024 (continue)

Controlling Authorities	School Name	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Total
Private	Robert Louis Stevenson Primary	62	62	61	52	61	57	60		415
	Peace Chapel Christian School	66	65	62	47	45	58	45		388
	Robert Louis Stevenson College								62	62
	Faatuatua Christian College								40	40
	Pesega Fou Primary	38	59	38	32	32	36			235
	Ah Mu Academy - Pesega	58	58	35	33	24	27	23	24	282
	Aoga Faamasani Amosa	18	15	9	13	14	9	9	3	90
	St Peter Chanel Primary (Moamoa)	37	34	53	31	29	32	32	29	277
Rest of Upolu		2388	2400	2156	2263	2209	2199	2158	2014	17787
Aana No 1		485	454	437	411	480	445	361	407	3480
Government	Faleasiu Primary	59	53	61	45	68	62	39	62	449
	Fasito'outa Primary	38	44	34	58	60	33	35	39	341
	Fasito'otai Primary	46	34	27	31	44	52	39	30	303
	Leulumoega Primary	32	43	35	29	34	21	19	12	225
	Nofoalii Primary	58	62	59	61	46	61	47	55	449
	Satapuala Primary	50	50	45	36	42	51	35	40	349
	Vailu'utai Primary	36	27	24	25	28	30	28	40	238
	Faleatiu Primary	9	12	14	9	15	14	7	12	92
Moamoa&Tauao'o Primary	41	47	51	52	58	39	46	50	384	
Mission	St. Joan of Arc School	48	42	49	44	47	52	41	43	366
	Mt Zion Primary School	68	40	38	21	38	30	25	24	284
Aana No 2		246	281	228	278	264	243	263	240	2043
Government	Apolima-uta Primary	28	24	21	22	28	29	29	27	208
	Falelatai Primary	21	21	20	27	29	28	28	28	202
	Faleu Primary	11	10	12	10	11	11	18	14	97
	Manono Primary	35	56	36	54	37	32	33	42	325
	Mulifanua Primary	41	54	38	50	59	37	59	33	371
	Pata Primary	14	15	7	15	12	9	11	12	95
	Salua Primary	20	13	16	10	6	11	12	10	98
	Samatau Primary	36	34	32	29	37	29	27	24	248
	Satuimalufilufi Primary	27	35	35	33	31	40	31	26	258
	Siufaga Primary	13	19	11	28	14	17	15	24	141
Aleipata		179	157	163	154	141	111	144	125	1174
Government	Lalomanu Primary	34	12	19	15	17	13	13	12	135
	Lotopue Primary	29	22	27	23	21	21	20	22	185
	Saleaamua Primary	23	27	19	22	17	18	18	24	168
	Satitoo Primary	16	24	27	20	18	16	17	13	151
	Tiavea Primary	32	28	30	31	27	18	30	24	220
	Vailoa Primary (Aleipata District)	10	20	12	14	11	9	12	7	95
	Samusu Primary	35	24	29	29	30	16	34	23	220

Appendix Table 14: Primary schools enrolment by schools, regions, districts and year levels 2024 (continue)

Controlling Authorities	School Name	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Total
	Anoamaa No 1	126	120	95	93	88	109	93	68	792
Government	Luatuanuu Primary	37	30	22	22	19	31	28	23	212
	Salelesi Primary	19	26	14	17	17	16	20	13	142
	Saoluafata Primary	27	20	15	22	23	21	22	11	161
	Solosolo Primary	43	44	44	32	29	41	23	21	277
	Anoamaa No 2	214	180	170	188	174	181	190	157	1454
Government	Faleapuna Primary	12	11	10	10	4	5	15	9	76
	Falefa Primary	34	36	42	40	35	34	38	25	284
	Falevao Primary	34	20	19	23	26	23	26	22	193
	Lalomauga Primary	23	16	20	14	18	24	11	10	136
	Lufilufi Primary	15	15	12	12	10	19	15	15	113
	Manunu Primary	12	15	7	15	8	7	11	2	77
Mission	St Peter's Falefa	51	33	33	42	48	40	47	46	340
	Sauniatu Primary - LDS	33	34	27	32	25	29	27	28	235
	Fagaloa	44	47	31	38	33	45	48	27	313
Government	Lona Primary	13	10	10	12	9	16	13	8	91
	Sauano Primary	12	17	9	11	7	13	11	6	86
	Taelefaga Primary	13	12	9	12	10	14	17	11	98
	Uafato Primary	6	8	3	3	7	2	7	2	38
	Falealili	198	193	175	196	193	184	199	178	1516
Government	Nene Primary	16	15	15	9	11	9	13	17	105
	Saleilua Primary	30	48	27	34	36	35	40	31	281
	Salani Primary	12	17	19	17	17	19	15	11	127
	Salesatele Primary	13	8	10	9	10	12	15	11	88
	Sapoe Primary	14	10	8	13	7	8	12	6	78
	Sapunaoa Primary	18	16	15	14	15	17	12	13	120
	Satalo Primary	10	8	9	9	9	7	15	10	77
	Siumu Primary	63	50	53	69	68	55	50	58	466
	Vaovai Primary	22	21	19	22	20	22	27	21	174
	Lefaga	86	92	95	104	83	90	96	84	730
Government	Falease'ela Primary	27	18	13	25	25	20	27	12	167
	Matautu Primary	35	38	40	45	31	39	38	39	305
	Safa'ato'a Primary	9	14	20	9	13	17	13	15	110
	Savaia Primary	15	22	22	25	14	14	18	18	148
	Lepa/Lotofaga	83	95	92	96	87	98	94	85	730
Government	Aufaga Primary	21	22	20	18	18	24	28	25	176
	Lepa Primary	14	16	18	12	14	15	12	10	111
	Lotofaga Primary (Lepa/Lotofaga District)	20	21	24	20	21	24	17	16	163
	Matatufu Primary	15	20	16	29	19	17	22	17	155
	Saleapaga Primary	13	16	14	17	15	18	15	17	125

Appendix Table 14: Primary schools enrolment by schools, regions, districts and year levels 2024 (continue)

Controlling Authorities	School Name	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Total
Safata		202	217	211	205	197	191	193	207	1623
Government	Lotofaga Primary (Safata District)	29	30	23	29	18	15	18	20	182
	Mulivai Primary	6	6	8	6	8	9	6	9	58
	Saanapu Primary	40	50	47	37	42	41	39	34	330
	Salamumu Primary	15	17	9	14	11	12	13	15	106
	Sataoa Primary	51	45	41	53	45	42	49	49	375
	Tafitoala Primary	22	26	24	22	20	23	19	21	177
	Vaie'e Primary	19	20	30	16	22	25	22	28	182
	Fusi Primary School	20	23	29	28	31	24	27	31	213
Sagaga		525	564	459	500	469	502	477	436	3932
Government	Afega Primary	53	61	54	44	49	58	61	57	437
	Fale'ula Primary	51	60	53	55	47	60	50	38	414
	Le'auva'a Primary	54	46	47	54	47	51	54	38	391
	Levi Primary	29	33	29	37	31	32	38	19	248
	Malie Primary	37	66	49	52	50	50	45	55	404
	Sale'imoa Primary	42	36	0	42	47	39	34	33	273
	Tuana'i Primary	14	30	28	28	31	33	35	31	230
	Utuali'i Primary	48	52	42	44	46	50	44	44	370
Mission	St. Joseph's Primary - Leauvaa	40	44	35	34	26	35	23	29	266
	Baptist Church Primary School	26	29	31	27	28	20	16	21	198
	George Brown Primary School	131	107	91	83	67	74	77	71	701
Savaii		1497	1354	1351	1366	1393	1286	1305	1262	10814
Faasaleleaga No 1		383	328	266	289	292	244	277	251	2330
Government	Iva Primary	46	54	45	34	36	23	50	36	324
	Lalomalava Primary	30	21	21	24	27	24	23	28	198
	Safotulafai Primary	23	23	25	26	30	17	18	25	187
	Salelavalu Primary	55	37	33	27	31	29	25	18	255
	Salelologa Primary	97	92	56	85	76	88	89	79	662
	Sapapalii Primary	36	30	27	24	26	20	22	17	202
Mission	Manumalo Baptist (Savaii)	51	36	31	37	35	23	23	19	255
	St. Theresa's School - Fusi	45	35	28	32	31	20	27	29	247
Faasaleleaga No 2		161	166	148	150	163	158	165	159	1270
Government	Asaga Primary	8	9	9	5	4	12	11	11	69
	Faga Primary	31	23	24	41	27	39	34	35	254
	Lano Primary	22	23	17	19	20	17	17	16	151
	Pu'apu'a Primary	15	24	15	12	12	15	11	21	125
	Sa'asa'ai Primary	17	20	20	12	28	14	23	17	151
	Saipipi Primary School	22	18	20	16	22	15	13	19	145
Mission	Siufaga Primary - SDA	17	19	16	14	19	15	21	11	132
	Vaiola Primary	29	30	27	31	31	31			179
	LDS Church College-Vaiola							35	29	64

Appendix Table 14: Primary schools enrolment by schools, regions, districts and year levels 2024 (continue)

Controlling Authorities	School Name	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Total
	Itu Asau No 1	117	100	110	103	120	95	124	98	867
Government	Asau Primary	29	25	27	26	36	25	35	32	235
	Auala Primary	4	14	7	9	7	7	10	11	69
	Papa/Sataua Primary	12	14	14	12	14	13	17	15	111
	Sataua/Fagasa Primary	30	25	36	36	37	32	39	23	258
	Vaisala Primary	18	13	19	14	14	12	17	13	120
Mission	Asau Baptist & Christian Academy	24	9	7	6	12	6	6	4	74
	Itu Asau No 2	92	84	81	101	84	105	83	80	710
Government	Falealupo Primary	26	30	31	38	34	44	28	32	263
	Falelima Primary	16	13	15	17	12	12	14	13	112
	Neiafu Primary	31	18	20	28	19	25	24	25	190
	Tufutafoe Primary	19	23	15	18	19	24	17	10	145
	Itu o Tane No 1	126	124	117	115	120	114	106	115	937
Government	Laumoli Primary	18	19	20	23	25	20	17	23	165
	Patamea Primary	21	35	25	27	19	24	21	24	196
	Samalaeulu Primary	31	24	33	22	28	29	30	29	226
	Saleaula Primary	15	17	17	17	19	17	17	15	134
	Tutaga Primary	41	29	22	26	29	24	21	24	216
	Itu o Tane No 2	143	135	169	139	139	141	131	139	1136
Government	Aopo Primary	10	11	11	8	10	9	14	11	84
	Letui Primary	7	13	15	11	7	11	8	10	82
	Safotu Primary	40	35	34	27	23	27	21	24	231
	Safune Primary	17	20	22	22	24	13	20	16	154
	Samauga Primary	28	19	30	27	22	39	27	31	223
	Sasina Primary	18	20	20	29	25	22	22	18	174
	Paia Primary School	9	6	15	5	13	10	5	14	77
Mission	Sacred Heart - Safotu	14	11	22	10	15	10	14	15	111
	Palauli	253	221	256	268	272	215	231	201	1917
Government	Gataivai Primary	30	31	44	37	40	25	29	34	270
	Gautavai Primary	19	18	19	15	12	14	9	10	116
	Palauli Primary	61	50	70	68	70	59	55	63	496
	Puleia Primary ma Papa	22	18	15	22	24	17	18	16	152
	Satupaitea Primary	59	57	38	59	70	52	63	43	441
	Sili Primary	40	33	53	49	36	35	40	22	308
	Tafua Primary	22	14	17	18	20	13	17	13	134
	Savaii Sisifo	222	196	204	201	203	214	188	219	1647
Government	Fai'a'ai/Fogatuli Primary	20	15	11	12	16	16	16	13	119
	Gagaemalae Primary	44	30	28	40	33	30	24	33	262
	Sagone Primary	26	11	12	15	13	12	17	19	125
	Salailua Primary	31	33	56	32	39	42	35	50	318
	Samata-i-tai Primary	26	32	18	30	24	19	25	20	194
	Samata-i-uta Primary	23	21	25	18	25	34	20	31	197
	Taga Primary	30	28	31	28	38	31	22	37	245
	V/Fogasavai'i Primary	22	26	23	26	15	30	29	16	187

Appendix Table 15: Secondary schools enrolment by schools, regions, districts and year levels 2024

Controlling Authorities	School Name	Year 9	Year 10	Year 11	Year 12	Total
Totals		4595	4171	3583	4650	16999
Apia Urban Area		1868	1801	1605	2122	7396
Vaimauga		984	1013	829	1263	4089
Government	Leifiifi College	248	242	199	323	1012
	Vaimauga College	207	207	159	258	831
	Avele College	121	128	75	142	466
	Samoa College	171	179	177	164	691
Mission	Papauta Girls College	7	12	11	25	55
	Maluafofua College	173	189	167	315	844
	Samoa Adventist School	57	56	41	36	190
Faleata		884	788	776	859	3307
Government	Faleata College	274	220	225	155	874
Mission	St. Joseph's College	134	111	89	152	486
	St. Mary's College	141	124	139	118	522
	Chanel College	25	34	22	53	134
	LDS Church College-Pesega		175	185	270	630
	LDS Church Middle School Pesega	177				177
Private	Robert Louis Stevenson College	62	54	49	64	229
	Faatuatua Christian College	67	66	61	43	237
	Aoga Faamasani Amosa	4	4	6	4	18
Rest of Upolu		1684	1435	1237	1430	5786
Aana No 1		221	212	162	169	764
Government	Aana No. 1 College	85	73	40	53	251
Mission	Nu'uauasala College	103	82	72	77	334
	Paul V1 College	33	57	50	39	179
Aana No 2		178	128	139	119	564
Government	Aana No.2 College	178	128	139	119	564
Aleipata		103	91	76	100	370
Government	Aleipata College	103	91	76	100	370
Anoamaa No 1		182	133	155	144	614
Government	Anoamaa College	182	133	155	144	614
Falealili		173	164	116	200	653
Government	Falealili College	105	86	59	96	346
	Palalaua College	68	78	57	104	307
Lefaga		74	70	44	40	228
Government	Lefaga College	74	70	44	40	228
Lepa/Lotofaga		88	63	55	81	287
Government	Lepa/Lotofaga College	88	63	55	81	287
Safata		115	97	82	141	435
Government	Safata College	115	97	82	141	435

Appendix Table 15: Secondary schools enrolment by schools, regions, districts and year levels 2024 (continue)

Controlling Authorities	School Name	Year 9	Year 10	Year 11	Year 12	Total
Sagaga		550	477	408	436	1871
Government	Sagaga College	99	78	80	80	337
Mission	Wesley College	281	251	198	190	920
	Leulumoega Fou College	170	148	130	166	614
Savaii		1043	935	741	1098	3817
Faasaleleaga No 1		235	192	149	220	796
Government	Mataaeavave College	70	75	42	81	268
Mission	Tuasivi College	113	93	82	114	402
	Don Bosco College	52	24	25	25	126
Faasaleleaga No 2		132	137	116	198	583
Government	Amoa College	61	64	54	70	249
Mission	LDS Church College-Vaiola	71	73	62	128	334
Itu Asau No 1		148	133	99	148	528
Government	Itu Asau College	148	133	99	148	528
Itu o Tane No 1		90	85	68	66	309
Government	Itu-O-Tane No.1 College	90	85	68	66	309
Itu o Tane No 2		88	87	73	96	344
Government	Alofi o Taa College	88	87	73	96	344
Palauli		189	167	138	202	696
Government	Palauli College	138	111	100	144	493
Mission	Uesiliana College	51	56	38	58	203
Savaii Sisifo		161	134	98	168	561
Government	Palauli Sisifo College	94	72	55	93	314
	Savai'i Sisifo College	67	62	43	75	247

Appendix Table 16: Students-Teacher Ratio in Primary level by schools, regions and districts 2024

Controlling Authorities	School Name	Total number of Student	Total number of Teacher	STR
Totals		45879	1540	30
Apia Urban Area		17278	592	29
Vaimauga		8439	289	29
Government	Fagali'i Primary	151	8	19
	Falefitu Primary	432	16	27
	Lauli'i Primary	346	13	27
	Letogo Primary	226	9	25
	Magiagi Primary	328	12	27
	Moata'a Primary	577	17	34
	Vailele Primary	226	8	28
	Vailima Primary	306	9	34
	Tanugamanono Primary	243	9	27
	Vaivase Primary	798	25	32
	Apia Primary	1090	24	45
Mission	Marist Brothers Primary School	852	20	43
	St.Mary's - Savalalo	751	25	30
	Samoa Adventist School	624	19	33
	All Saints Anglican Primary School	183	10	18
	Divine Mercy Primary School	295	12	25
	Agape Primary School	103	5	21
Private	Vaiala Beach School	242	11	22
	Manumalo Baptist School	160	7	23
	Samoa Primary School	506	30	17
Faleata		8839	303	29
Government	Aleisa Primary	482	11	44
	Vaimoso Primary	587	20	29
	Lepea Primary	424	14	30
	Saina/Toamua Primary School	526	16	33
	Vaigaga Primary	392	13	30
	Vailoa Primary (Faleata District)	307	10	31
	Vaimea Primary	1132	24	47
	Vaiusu Primary	356	12	30
	Vaitele Primary	1021	22	46
	Aele Primary School	575	18	32
	St Pauls Academy	385	15	26
Mission	St. Theresa's School - Lepea	321	10	32
	LDS Church Middle School Pesega	244	8	31
	Nuufou Baptist School	298	10	30
Private	Robert Louis Stevenson Primary	415	17	24
	Peace Chapel Christian School	388	15	26
	Robert Louis Stevenson College	62	18	3
	Faatuatua Christian College	40	13	3
	Pesega Fou Primary	235	6	39
	Ah Mu Academy - Pesega	282	12	24
	Aoga Faamasani Amosa	90	6	15
	St Peter Chanel Primary (Moamoa)	277	13	21

Appendix Table 16: Students-Teacher Ratio in Primary level by schools, regions and districts 2024 (continue)

Controlling Authorities	School Name	Total number of Student	Total number of Teacher	STR
Rest of Upolu		17787	534	33
Aana No 1		3480	94	37
Government	Faleasiu Primary	449	12	37
	Fasito'outa Primary	341	9	38
	Fasito'otai Primary	303	6	51
	Leulumoega Primary	225	5	45
	Nofoalii Primary	449	12	37
	Satapuala Primary	349	8	44
	Vailu'utai Primary	238	6	40
	Faleatiu Primary	92	3	31
	Moamoa&Tauao'o Primary	384	8	48
Mission	St. Joan of Arc School	366	15	24
	Mt Zion Primary School	284	10	28
Aana No 2		2043	53	39
Government	Apolima-uta Primary	208	6	35
	Falelatai Primary	202	5	40
	Faleu Primary	97	4	24
	Manono Primary	325	8	41
	Mulifanua Primary	371	9	41
	Pata Primary	95	3	32
	Salua Primary	98	3	33
	Samatau Primary	248	5	50
	Satuimalufilufi Primary	258	6	43
	Siufaga Primary	141	4	35
Aleipata		1174	29	40
Government	Lalomanu Primary	135	4	34
	Lotopue Primary	185	4	46
	Saleaaumua Primary	168	4	42
	Satittoa Primary	151	4	38
	Tiavea Primary	220	5	44
	Vailoa Primary (Aleipata District)	95	3	32
	Samusu Primary	220	5	44
Anoamaa No 1		792	32	25
Government	Luatuanuu Primary	212	8	27
	Salelesi Primary	142	9	16
	Saoluafata Primary	161	6	27
	Solosolo Primary	277	9	31
Anoamaa No 2		1454	49	30
Government	Faleapuna Primary	76	5	15
	Falefa Primary	284	8	36
	Falevao Primary	193	6	32
	Lalomauga Primary	136	5	27
	Lufilufi Primary	113	5	23
	Manunu Primary	77	3	26
Mission	St Peter's Falefa	340	9	38
	Sauniatu Primary - LDS	235	8	29

Appendix Table 16: Students-Teacher Ratio in Primary level by schools, regions and districts 2024 (continue)

Controlling Authorities	School Name	Total number of Student	Total number of Teacher	STR
Fagaloa		313	8	39
Government	Lona Primary	91	3	30
	Sauano Primary	86	2	43
	Taelefaga Primary	98	2	49
	Uafato Primary	38	1	38
Falealili		1516	48	32
Government	Nene Primary	105	4	26
	Saleilua Primary	281	7	40
	Salani Primary	127	4	32
	Salesatele Primary	88	4	22
	Sapoe Primary	78	3	26
	Sapunaoa Primary	120	4	30
	Satalo Primary	77	4	19
	Siumu Primary	466	11	42
Vaovai Primary	174	7	25	
Lefaga		730	22	33
Government	Falease'ela Primary	167	6	28
	Matautu Primary	305	7	44
	Safa'ato'a Primary	110	3	37
	Savaia Primary	148	6	25
Lepa/Lotofaga		730	26	28
Government	Aufaga Primary	176	8	22
	Lepa Primary	111	4	28
	Lotofaga Primary (Lepa/Lotofaga District)	163	5	33
	Matatufu Primary	155	5	31
	Saleapaga Primary	125	4	31
Safata		1623	48	34
Government	Lotofaga Primary (Safata District)	182	5	36
	Mulivai Primary	58	3	19
	Saanapu Primary	330	10	33
	Salamumu Primary	106	4	27
	Sataoa Primary	375	8	47
	Tafitoala Primary	177	6	30
	Vaie'e Primary	182	6	30
	Fusi Primary School	213	6	36
Sagaga		3932	125	31
Government	Afega Primary	437	14	31
	Fale'ula Primary	414	10	41
	Le'auva'a Primary	391	10	39
	Levi Primary	248	8	31
	Malie Primary	404	12	34
	Sale'imoa Primary	273	9	30
	Tuana'i Primary	230	5	46
	Utuali'i Primary	370	9	41
Mission	St. Joseph's Primary - Leauvaa	266	18	15
	Baptist Church Primary School	198	6	33
	George Brown Primary School	701	24	29

Appendix Table 16: Students-Teacher Ratio in Primary level by schools, regions and districts 2024 (continue)

Controlling Authorities	School Name	Total number of Student	Total number of Teacher	STR
Savaii		10814	414	26
Faasaleleaga No 1		2330	77	30
Government	Iva Primary	324	11	29
	Lalomalava Primary	198	7	28
	Safotulafai Primary	187	9	21
	Salelavalu Primary	255	7	36
	Salelologa Primary	662	19	35
	Sapapalii Primary	202	8	25
Mission	Manumalo Baptist (Savaii)	255	8	32
	St. Theresa's School - Fusi	247	8	31
Faasaleleaga No 2		1270	72	18
Government	Asaga Primary	69	4	17
	Faga Primary	254	8	32
	Lano Primary	151	7	22
	Pu'apu'a Primary	125	7	18
	Sa'asa'ai Primary	151	5	30
	Saipipi Primary School	145	6	24
Mission	Siufaga Primary - SDA	132	7	19
	Vaiola Primary	179	6	30
	LDS Church College-Vaiola	64	22	3
Itu Asau No 1		867	36	24
Government	Asau Primary	235	7	34
	Auala Primary	69	5	14
	Papa/Sataua Primary	111	6	19
	Sataua/Fagasa Primary	258	7	37
	Vaisala Primary	120	4	30
Mission	Asau Baptist & Christian Academy	74	7	11
Itu Asau No 2		710	24	30
Government	Falealupo Primary	263	7	38
	Falelima Primary	112	5	22
	Neiafu Primary	190	7	27
	Tufutafoe Primary	145	5	29
Itu o Tane No 1		937	37	25
Government	Laumoli Primary	165	8	21
	Patamea Primary	196	7	28
	Samalaeulu Primary	226	8	28
	Saleaula Primary	134	6	22
	Tutaga Primary	216	8	27

Appendix Table 16: Students-Teacher Ratio in Primary level by schools, regions and districts 2024 (continue)

Controlling Authorities	School Name	Total number of Student	Total number of Teacher	STR
Itu o Tane No 2		1136	56	20
Government	Aopo Primary	84	4	21
	Letui Primary	82	4	21
	Safotu Primary	231	10	23
	Safune Primary	154	7	22
	Samauga Primary	223	9	25
	Sasina Primary	174	7	25
	Paia Primary School	77	4	19
Mission	Sacred Heart - Safotu	111	11	10
Palauli		1917	64	30
Government	Gataivai Primary	270	9	30
	Gautavai Primary	116	5	23
	Palauli Primary	496	14	35
	Puleia Primary ma Papa	152	6	25
	Satupaitea Primary	441	15	29
	Sili Primary	308	10	31
	Tafua Primary	134	5	27
Savaii Sisifo		1647	48	34
Government	Fai'a'ai/Fogatuli Primary	119	4	30
	Gagaemalae Primary	262	7	37
	Sagone Primary	125	4	31
	Salailua Primary	318	8	40
	Samata-i-tai Primary	194	6	32
	Samata-i-uta Primary	197	9	22
	Taga Primary	245	4	61
	V/Fogasavai'i Primary	187	6	31

Appendix Table 16: Students-Teacher Ratio in Secondary level by schools, regions and districts 2024

Controlling Authorities	School Name	Total number of Student	Total number of Teacher	STR
Totals		16999	1029	17
Apia Urban Area		7396	442	17
Vaimauga		4089	255	16
Government	Leifiifi College	1012	55	18
	Vaimauga College	831	38	22
	Avele College	466	50	9
	Samoa College	691	34	20
Mission	Papauta Girls College	55	17	3
	Maluafou College	844	42	20
	Samoa Adventist School	190	19	10
Faleata		3307	187	18
Government	Faleata College	874	47	19
Mission	St. Joseph's College	486	27	18
	St. Mary's College	522	25	21
	Chanel College	134	10	13
	LDS Church Middle School Pesega	177	16	11
	LDS Church College-Pesega	630	25	25
Private	Robert Louis Stevenson College	229	18	13
	Faatuatua Christian College	237	13	18
	Aoga Faamasani Amosa	18	6	3
Rest of Upolu		5786	338	17
Aana No 1		764	57	13
Government	Aana No. 1 College	251	29	9
Mission	Nu'uausala College	334	19	18
	Paul V1 College	179	9	20
Aana No 2		564	30	19
Government	Aana No.2 College	564	30	19
Aleipata		370	19	19
Government	Aleipata College	370	19	19
Anoamaa No 1		614	30	20
Government	Anoamaa College	614	30	20
Falealili		653	44	15
Government	Falealili College	346	21	16
	Palalaua College	307	23	13
Lefaga		228	22	10
Government	Lefaga College	228	22	10
Lepa/Lotofaga		287	19	15
Government	Lepa/Lotofaga College	287	19	15

Appendix Table 16: Students-Teacher Ratio in Secondary level by schools, regions and districts 2024 (continue)

Controlling Authorities	School Name	Total number of Student	Total number of Teacher	STR
Safata		435	18	24
Government	Safata College	435	18	24
Sagaga		1871	99	19
Government	Sagaga College	337	30	11
Mission	Wesley College	920	40	23
	Leulumoega Fou College	614	29	21
Savaii		3817	249	15
Faasaleleaga No 1		796	72	11
Government	Mataaeveve College	268	24	11
Mission	Tuasivi College	402	23	17
	Don Bosco College	126	25	5
Faasaleleaga No 2		583	46	13
Government	Amoa College	249	24	10
Mission	LDS Church College-Vaiola	334	22	15
Itu Asau No 1		528	24	22
Government	Itu Asau College	528	24	22
Itu o Tane No 1		309	20	15
Government	Itu-O-Tane No.1 College	309	20	15
Itu o Tane No 2		344	21	16
Government	Alofi o Taoa College	344	21	16
Palauli		696	40	17
Government	Palauli College	493	23	21
Mission	Uesiliana College	203	17	12
Savaii Sisifo		561	26	22
Government	Palauli Sisifo College	314	13	24
	Savai'i Sisifo College	247	13	19