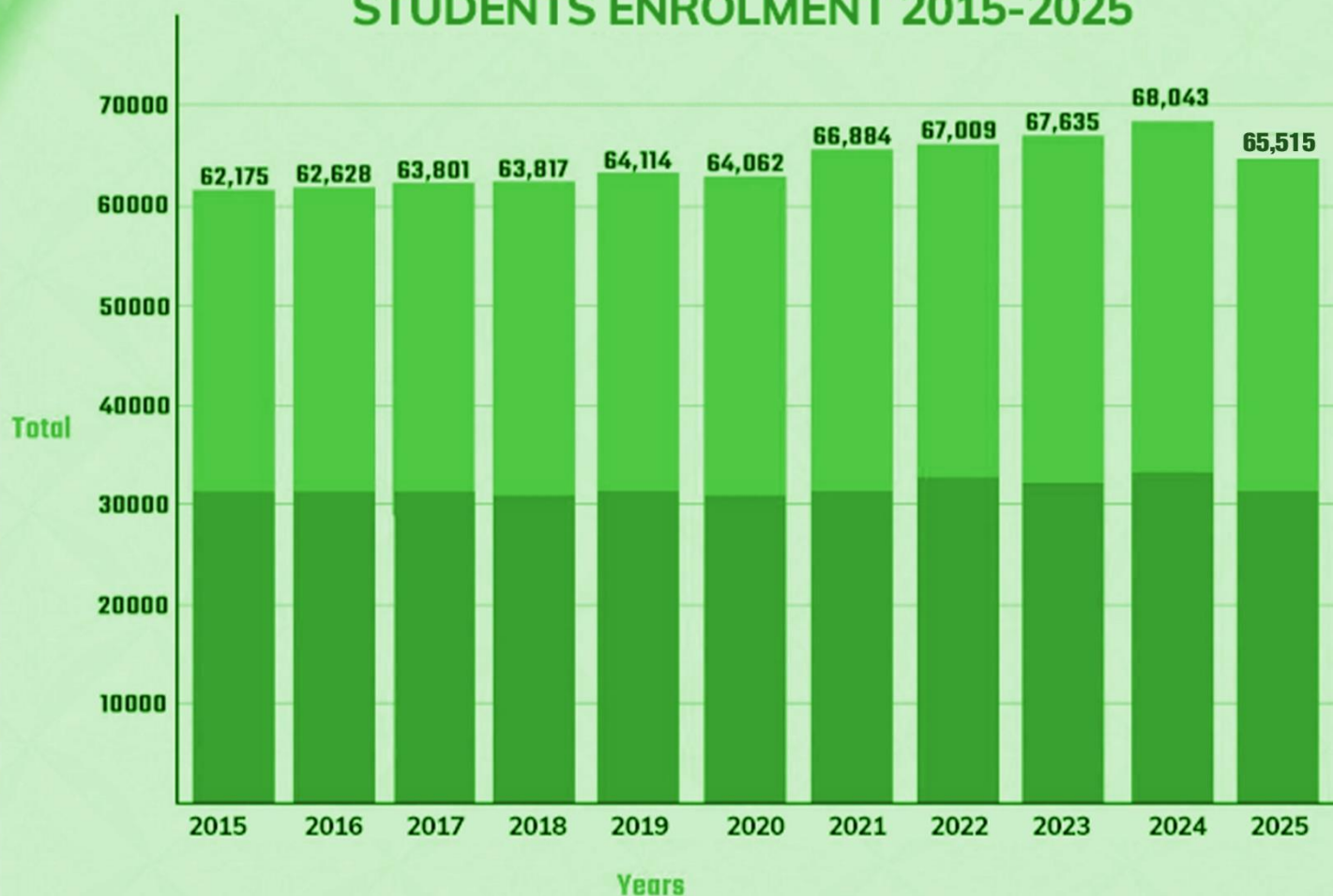




MINISTRY OF
EDUCATION AND CULTURE

EDUCATION STATISTICAL DIGEST

STUDENTS ENROLMENT 2015-2025



SAMOA, 2025

EDUCATION AT A GLANCE



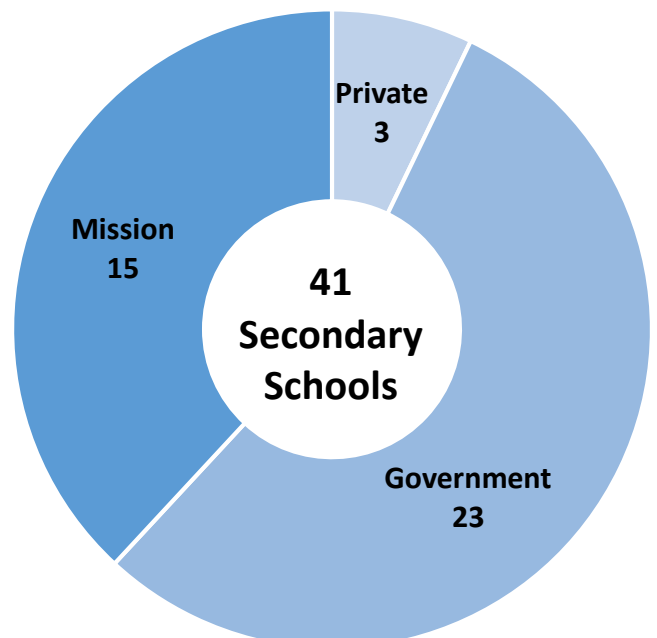
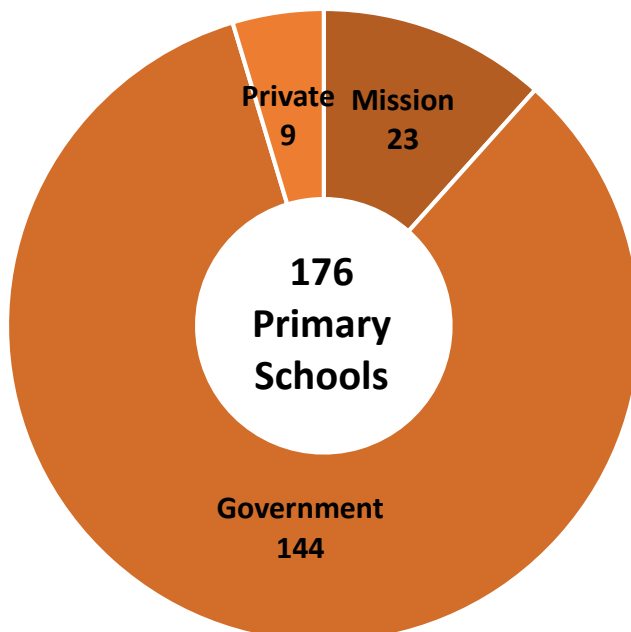
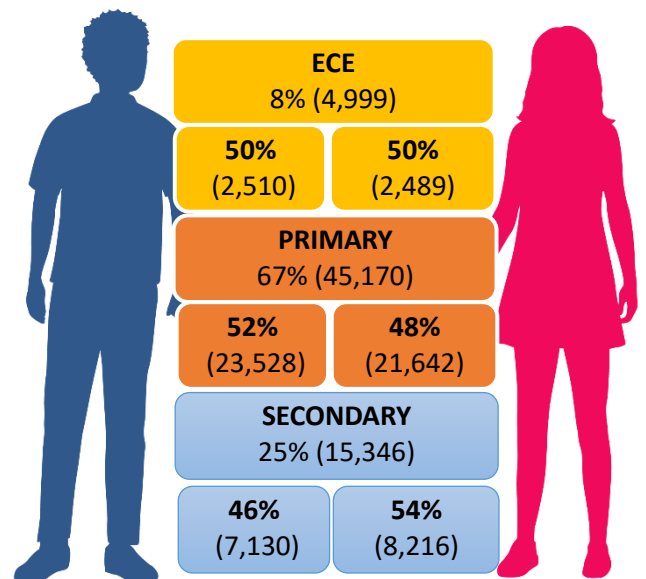
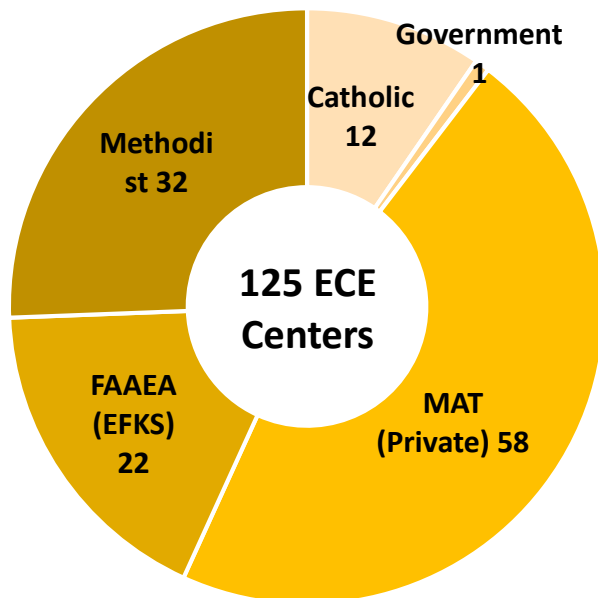
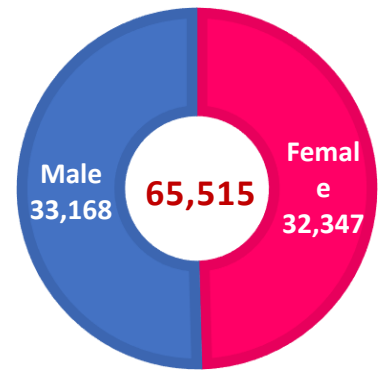
125 ECE centers



176 Primary schools



41 Secondary Schools



EDUCATION AT A GLANCE



ECE Enrolment

• MAT (Private)

Male = 1,277 (50.9%)
Female = 1,264 (50.8%)
Total = 2,541

• Methodist

Male = 666 (26.5%)
Female = 661 (26.6%)
Total = 1,327

• Faaea (EFKS)

Male = 273 (10.9%)
Female = 290 (11.7%)
Total = 563

• Catholic

Male = 279 (11.1%)
Female = 264 (10.6%)
Total = 543

• Government

Male = 15 (0.6%)
Female = 10 (0.4%)
Total = 25



Primary Enrolment

• Government

Male = 18,568 (78.9%)
Female = 16,953 (78.3%)
Total = 35,521

• Mission

Male = 3,606 (15.3%)
Female = 3,329 (15.4%)
Total = 6,935

• Private

Male = 1,354 (5.8%)
Female = 1,360 (6.3%)
Total = 2,714



Secondary Enrolment

• Government

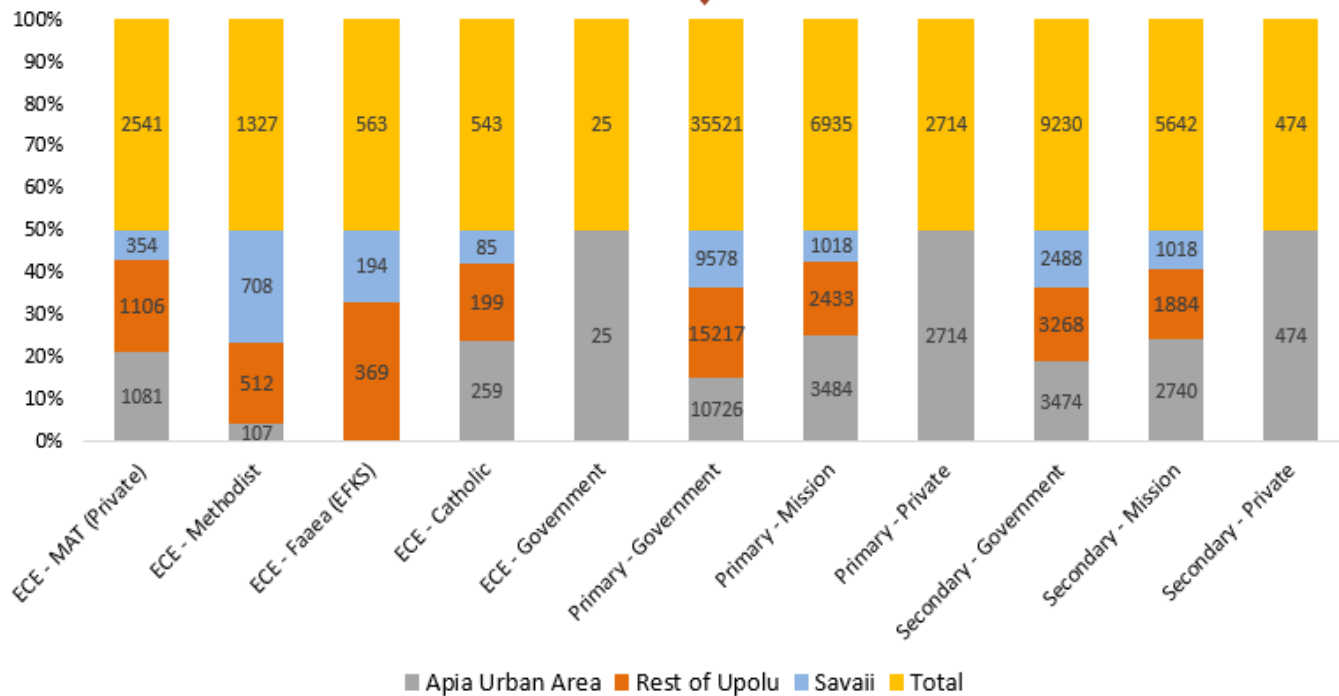
Male = 4,403 (61.8%)
Female = 4,827 (58.8%)
Total = 9,230

• Mission

Male = 2,506 (35.1%)
Female = 3,136 (38.2%)
Total = 5,642

• Private

Male = 221 (3.1%)
Female = 253 (3.1%)
Total = 474



EDUCATION AT A GLANCE



ECE Teacher's Registration

- **MAT (Private)**
Male = 3 (60.0%)
Female = 148 (44.7%)
Total = 151
- **Methodist**
Male = 1 (20.0%)
Female = 108 (32.6%)
Total = 109
- **Faaea (EFKS)**
Male = 0 (0.0%)
Female = 48 (14.5%)
Total = 48
- **Catholic**
Male = 1 (20.0%)
Female = 26 (7.9%)
Total = 27
- **Government**
Male = 0 (0.0%)
Female = 1 (0.3%)
Total = 1



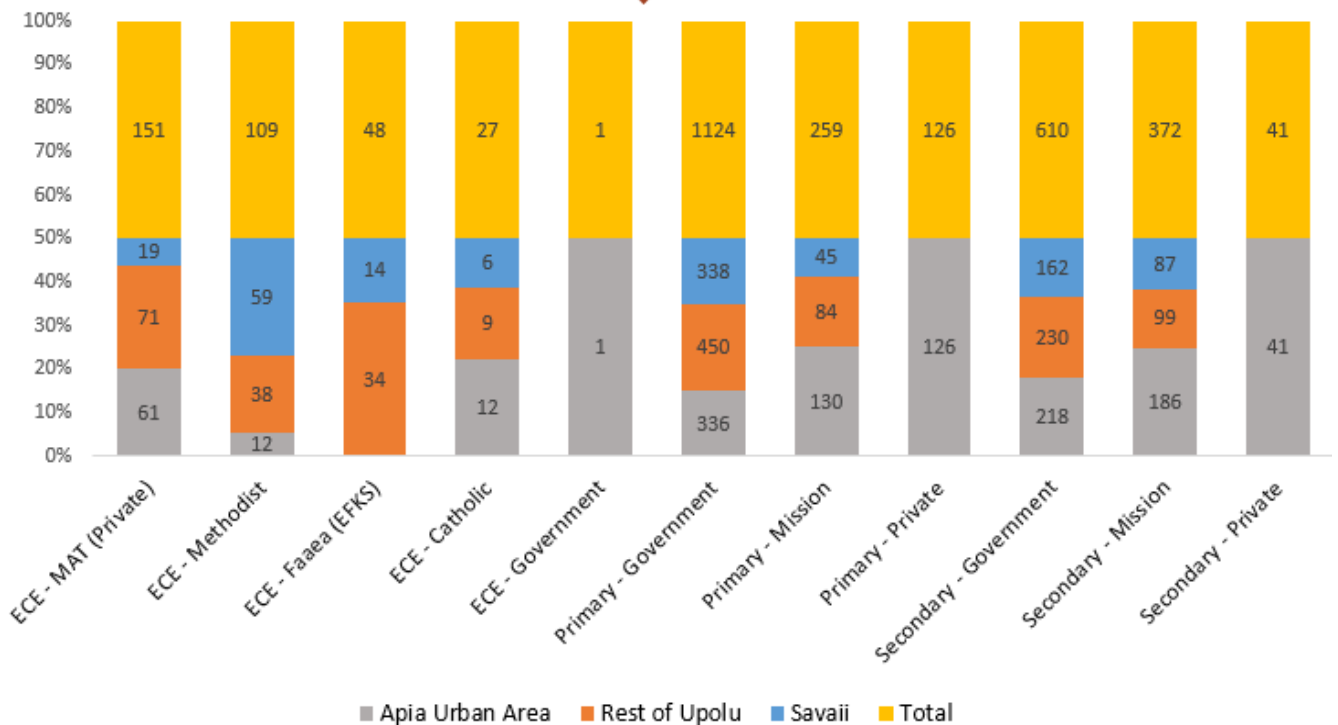
Primary Teacher's Registration

- **Government**
Male = 198 (79.2%)
Female = 926 (73.6%)
Total = 1,124
- **Mission**
Male = 36 (14.4%)
Female = 223 (17.7%)
Total = 259
- **Private**
Male = 16 (6.4%)
Female = 110 (8.7%)
Total = 126



Secondary Teacher's Registration

- **Government**
Male = 213 (53.9%)
Female = 397 (63.2%)
Total = 610
- **Mission**
Male = 164 (41.5%)
Female = 208 (33.1%)
Total = 372
- **Private**
Male = 18 (4.6%)
Female = 23 (3.7%)
Total = 41



Map of Samoa – School Locations

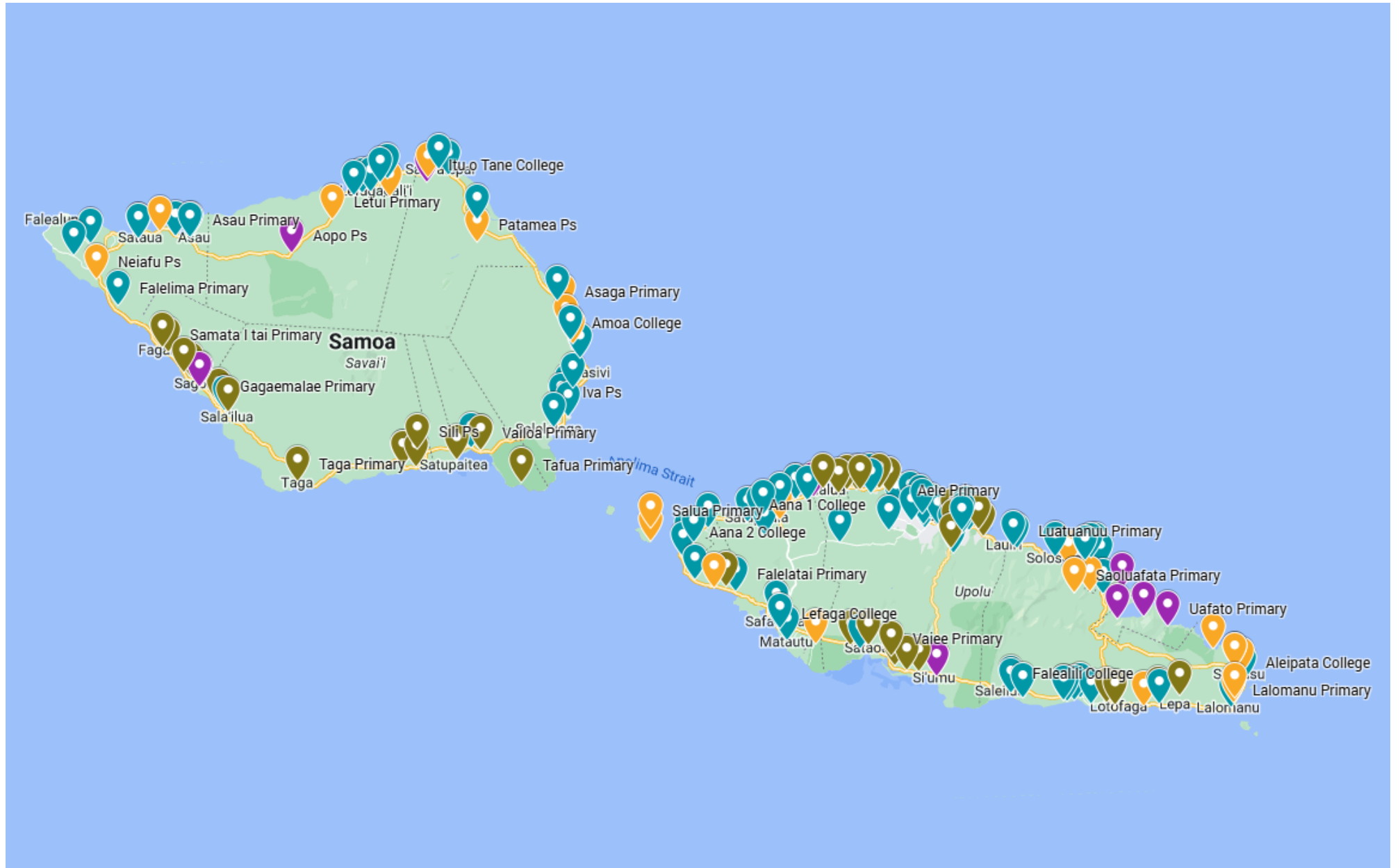


Table 1 below shows that out of the 217 primary and secondary schools, there are 167 government schools, 38 mission schools and 12 private schools. The total number of primary schools is 176 and secondary schools is 41. Regional variations revealed that majority of schools are located in the Rest of Upolu region.

Table 1: Total number of schools in Samoa by controlling authorities and regions 2025

Schools Levels	Apia Urban Area	Rest of Upolu	Savaii	Total
TOTAL SCHOOLS	55	95	67	217
GOVERNMENT SCHOOLS				
Primary	22	74	48	144
Secondary	5	10	8	23
Total GS	27	84	56	167
MISSION SCHOOLS				
Primary	9	7	7	23
Secondary	7	4	4	15
Total MS	16	11	11	38
PRIVATE SCHOOLS				
Primary	9	0	0	9
Secondary	3	0	0	3
Total PS	12	0	0	12

Table 2 below shows that there are 1734 teachers teaching in government schools, 631 in mission schools and 167 in private schools. The table also shows that the majority of teachers are teaching in Apia Urban area region and in Government schools.

Table 2: Total number of teachers by controlling authorities and regions 2025

Schools Levels	Apia Urban Area	Rest of Upolu	Savaii	Total
TOTAL TEACHERS	1037	863	632	2532
GOVERNMENT SCHOOLS				
Primary	336	450	338	1124
Secondary	218	230	162	610
Total GS	554	680	500	1734
MISSION SCHOOLS				
Primary	130	84	45	259
Secondary	186	99	87	372
Total MS	316	183	132	631
PRIVATE SCHOOLS				
Primary	126	0	0	126
Secondary	41	0	0	41
Total PS	167	0	0	167

FOREWORD



I am pleased to present the 21st edition of the **Ministry of Education and Culture's (MEC) Education Statistical Digest for 2025**. This publication provides a comprehensive overview of Samoa's Early Childhood Education (ECE), Primary and Secondary subsectors, highlighting key data on students and teachers, completion and participation rates and trends that demonstrate the ongoing progress of our education system.

The Digest supports national planning and meets regional and international reporting obligations, reinforcing Samoa's commitment to high education standards and ensuring that every learner has the opportunity to thrive. The progress documented here reflects the dedication of teachers, educators and staff enabled by the collaboration of stakeholders and partners across the education sector.

This edition supports the reporting requirements of the Ministry's Corporate Plan, Education Sector Plan and key performance indicators. Together, these frameworks focus on improving learner outcomes, strengthening data driven decision making and enhancing system wide accountability reflecting progress of Samoa's commitments to Sustainable Development Goal 4, promoting inclusive and equitable quality education for all.

Data for this Digest are drawn from the Ministry's Education Management Information System (EMIS) and collected through the annual school census of registered ECE centers, Primary and Secondary schools. These insights are essential for informed policy-making, resource planning and monitoring progress toward the Pathway for the Development of Samoa (PDS) 2021-2026, particularly the Key Strategic Outcome on "Improved Social Development."

I extend my sincere appreciation to School Support Advisors (SSAs), principals, teachers, parents, communities and all stakeholders for their ongoing support in strengthening Samoa's education system.

As we implement our new strategic plans, the Ministry remains committed to fostering an education system that empowers every learner to reach their full potential and contributes to the sustainable development of our nation.

Soifua ma ia manuia

Hon. Aiono Alec Ekeroma

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

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

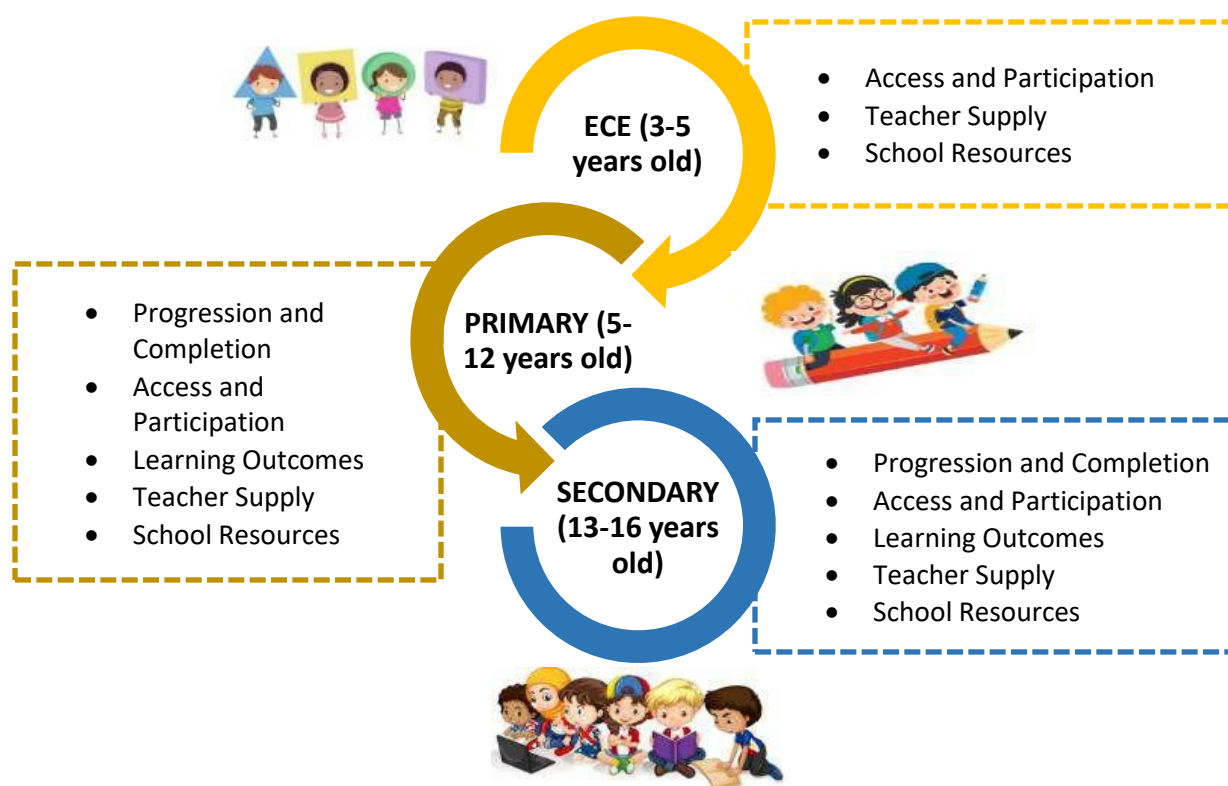
INTRODUCTION

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

The Annual School Census data collection is conducted in the second week of March of every year 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 second 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 third 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 2023 was the final year for Year 12 Samoa School Certificate examinations (SSC) examinations which meant there were no more SSC exams in 2024. The Year 12 Samoa Secondary Leaving Certificate (SSLC) examinations are used to determine the Year 12 (formerly known as Year 13) students' competency to enter into Tertiary Education including NUS and other PSET institutions. From 2024 onward, only the SSLC has continued based on the new four year level secondary curriculum.

Secondary exams for SNJSC Year 10 and SSLC for Year 12 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

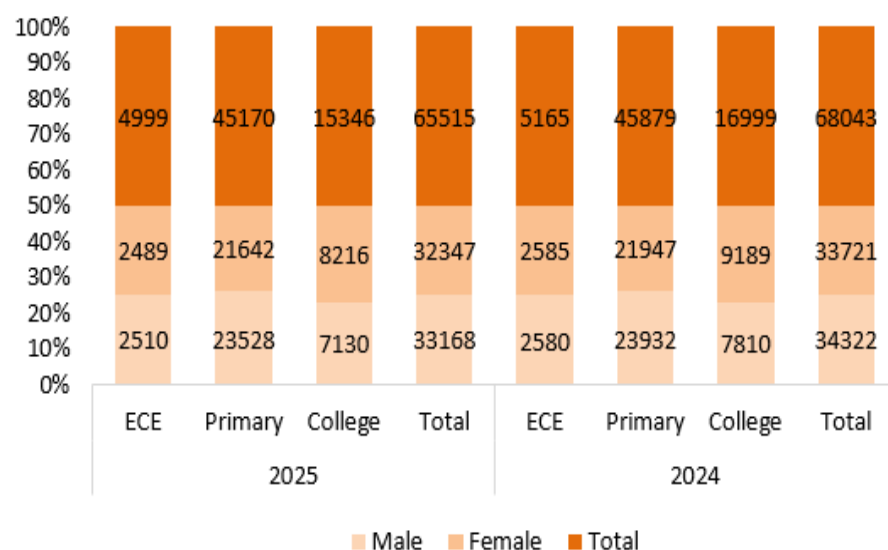
The overarching 2030 Agenda for Sustainable Development education goal (SDG 4) commits to providing inclusive and equitable quality education at all levels. This ensures access to and completion of quality education for all children and youth through free, publicly funded, inclusive, and equitable quality 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 2025 Snapshot

A1.1 Enrolment by school censuses, regions, levels, age and gender

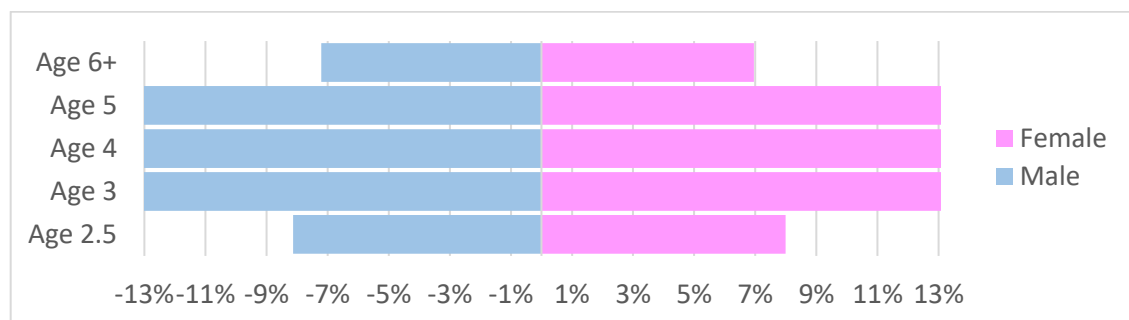
Figure 1: Total student enrolment by educational level and gender 2025



A total of 65,515 student enrolled during the school census conducted on the 14th March 2025, 33,168 males and 32,347 females, marking the first decline in enrolment history. Compared to 2024, a decrease of 4 percent was noted or a decline of 2,528 students. By gender, total males decreased to 33,168 in 2025 from 34,322 in 2024, a total of 1,154 males reduce in school enrolment. The similar pattern was also reflected for females with the reduction by 4 percent (1,374). Figure 1 shows that there is substantial decrease in enrolment 2025 in Primary and Secondary levels.

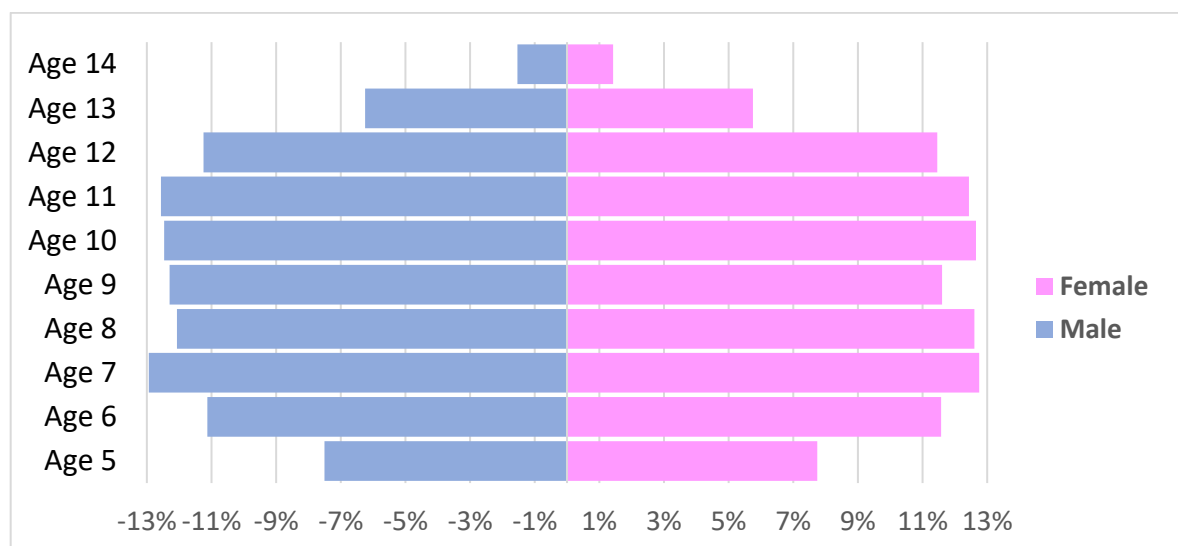
The enrolment pyramid delineates gender distribution patterns across early childhood age groups with 3 to 5 years old constituting the official ECE cohort. Figure 2 reveals a balanced gender distribution within the official ECE cohort, where males and females show near-equal representation. Adjacent age groups (2.5 and 6 years old) exhibit notable gender disparities, signaling potential enrolment gaps outside the core ECE range.

Figure 2: Early Childhood enrolment by age and gender 2025



Samoa's Primary level enrolment pyramid reveals significant gender disparities that intensify as student progress through foundational education. Within the official primary cohort, younger students age 5-7 demonstrate balanced gender representation, reflecting equitable access to foundational education. However, middle primary years (ages 8-10) and upper primary (ages 11-12) mark a critical inflection point where female enrolment begins to consistently surpass males.

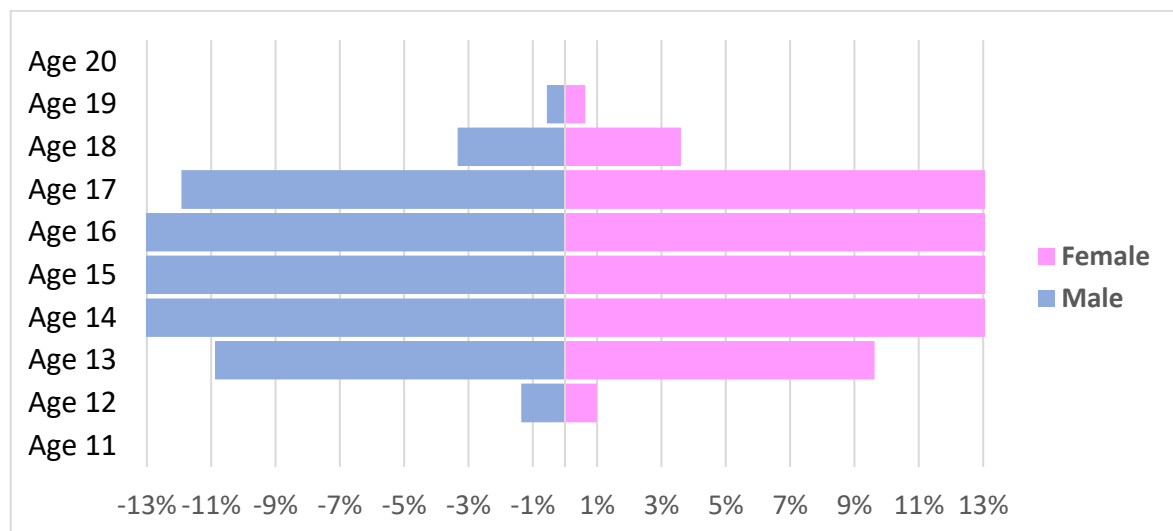
Figure 3: Primary schools enrolment by age and gender 2025



The official school age for secondary education is 13-16 years old. The Secondary level enrolment pyramid as shown in Figure 4 reveals entrenched female dominance across the official secondary cohort, marking the culmination of gender disparities first observed in

primary education.

Figure 4: Secondary schools enrolment by age and gender 2025



The regional distribution of student across ECE, Primary and Secondary levels as shown in Table 3 below reveals significant geographic disparities and evolving gender patterns in Samoa’s education system. Primary education dominates with 45,170 students, followed by Secondary (15,346) and ECE (4,999).

Apia Urban region hosts 25,074 students accounting for 38.3 percent of Samoa’s total enrolment, marginally ahead of Rest of Upolu region by just 76 students. By gender, males lead by a mere 26 students enrolled in ECE and this gap widens with 8,727 males enrolled in Primary education. This pattern indicates that male students enrolled in Apia Urban region are disproportionately lost from the education system between early childhood and secondary levels with the most significant attrition occurring during the transition from Primary to Secondary education.

Rest of Upolu region mirrors Apia Urban region in scale, enrolling 24,998 students (38.1 percent of total enrolment) yet presents a distinct gender challenge. Unlike Apia Urban region, where gender imbalance peaks in Secondary education, Rest of Upolu experiences its disparity at the Primary level and this gap narrows to a moderate female lead (2,688) in Secondary level.

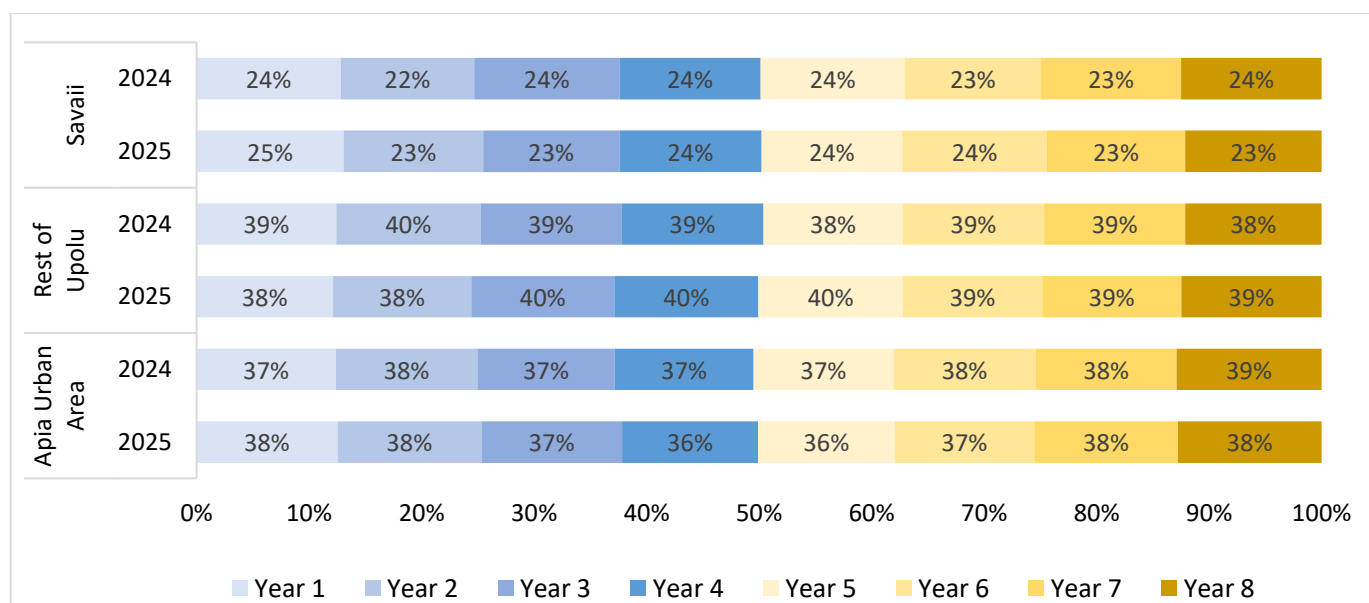
Savaii’s enrolment of 15,443 students (23.6%) is substantially smaller than Upolu’s regions, yet it demonstrates unique strength in gender equity. By gender, males lead in both ECE and Primary levels (688 and 5515), remarkably, Secondary education achieves near parity (1803 females/1703 males) representing a 14 percentage point reversal from Primary to Secondary levels.

Table 3: Enrolment by school levels, region and gender 2025

Regions	ECE			Primary			Secondary		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Totals	2510	2489	4999	23528	21642	45170	7130	8216	15346
Apia Urban Area	744	718	1462	8727	8197	16924	2963	3725	6688
Rest of Upolu	1078	1118	2196	9286	8364	17650	2464	2688	5152
Savaii	688	653	1341	5515	5081	10596	1703	1803	3506

Figure 5 presents the percentage distribution across year 1 to year 8 for the three regions over the last two years. The result show a high degree of consistency with only minimal changes occurring from one year to the next. Savaii records the lowest proportions among the three regions with values generally falling between 22 percent and 25 percent for both years. The changes observed between 2024 and 2025 are negligible, typically amounting to no more than a one-percentage-point shift in either direction. In comparison, the Rest of Upolu consistently reports the highest percentages, most of which lie within the 38 percent to 40 percent range. Similar to Savaii, the year-to-year variations for this region are very small indicating that the distribution remains stable over time. The Apia Urban region falls in the middle with percentages mostly between 36 percent and 39 percent and likewise shows only slight variations between the two years.

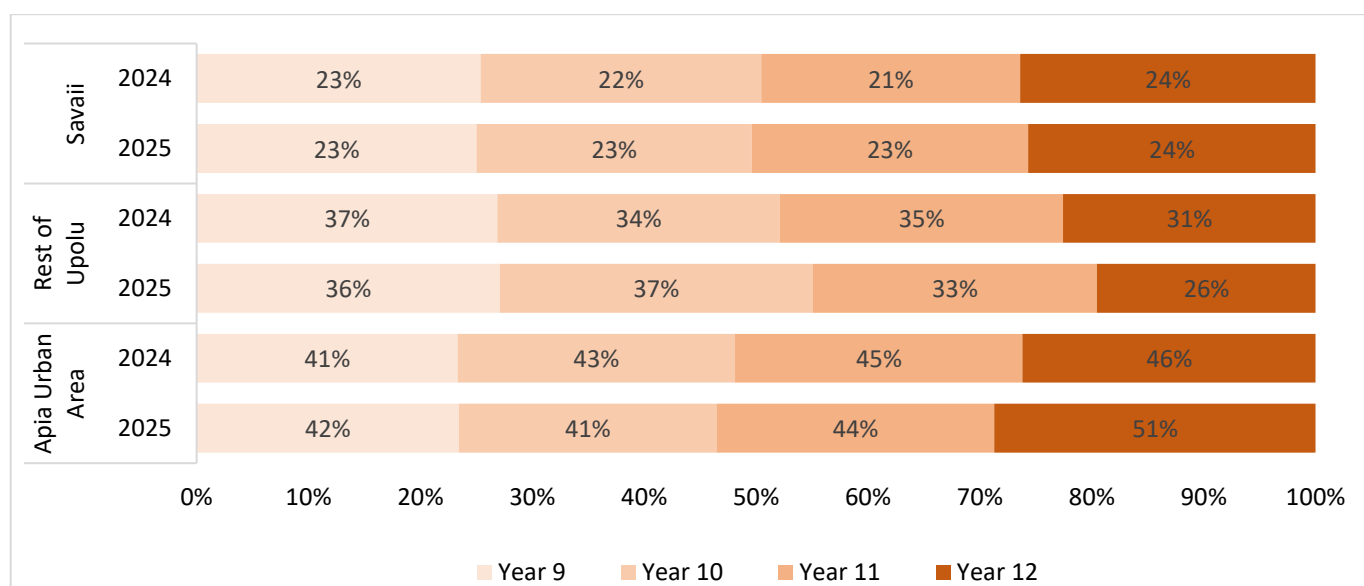
Figure 5: Primary schools enrolment by region and levels 2024-2025



For Secondary education, the results shows in Figure 6 reveals that Savaii consistently displays the lowest proportions across all secondary levels with values ranging between 21 percent and 24 percent in both years. The difference between 2024 and 2025 are minimal with each level increasing or decreasing by only about one percentage point, indicating a steady enrolment distribution over time. In contrast, the Rest of

Upolu region records noticeable higher proportions especially at year 9 and year 10. Its values fall mostly between 31 percent and 37 percent and although there are slight shifts between 2024 and 2025, these changes remain modest. Level year 10 shows a slight increase whereas year 11 and year 12 decrease somewhat, but the overall pattern of this region having mid-grange proportions remains consistent. The Apia urban region shows highest presentation across year 9 to year 12 with proportions ranging from 41 percent to 51 percent. This region also shows small year-to-year variation with a slight increase in year 9 and year 12 for 2025, while year 10 and year 11 decline slightly. Despite these shifts, the distribution continues to reflect the urban area's po'ition as the dominant contributor to secondary level numbers.

Figure 6: Secondary schools enrolment by region and levels 2024-2025



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 2021, 2022 and 2025. 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 29 percent compared to the NER 25 percent reveals a modest decline by 1 percentage point from 2024.

In 2025 an ECE GPI¹ rate of more than 1 indicates the parity result in favour of females and this has been maintained since 2021 as shown in Table 7.

Table 4: GER, NER and GPI in ECE 2021 - 2025

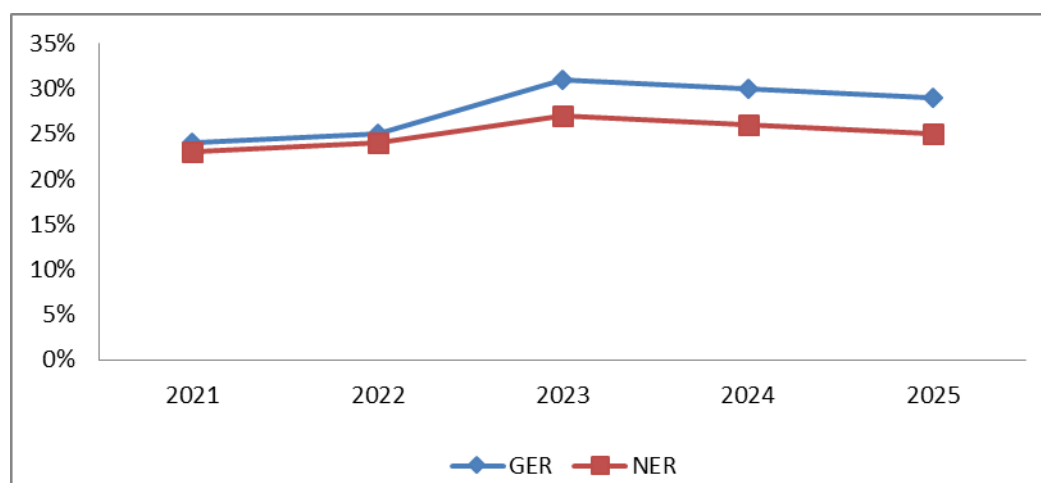
Years	GER ECE				NER ECE			
	Male	Female	Total	GPI	Male	Female	Total	GPI
2021	23%	25%	24%	1.11	22%	24%	23%	1.11
2022	23%	26%	25%	1.11	23%	25%	24%	1.08
2023	29%	32%	31%	1.10	26%	28%	27%	1.08
2024	29%	31%	30%	1.07	25%	27%	26%	1.08
2025	28%	30%	29%	1.07	24%	25%	25%	1.04

Figure 7 illustrates a further decline in both the GER & NER in ECE from 2023 to 2025, 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 National Council of Eearly Childhood Education (NCECE) are reflected in this report. Despite the 2019 legislation ammendments 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 three ECE centers this year. Additionally, 2 ECE centers noted as temporary closure due to ongoing renovations of their schools facilities were also not counted during the verification 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 7: Percentage distribution of GER, NER in ECE 2021 - 2025



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.

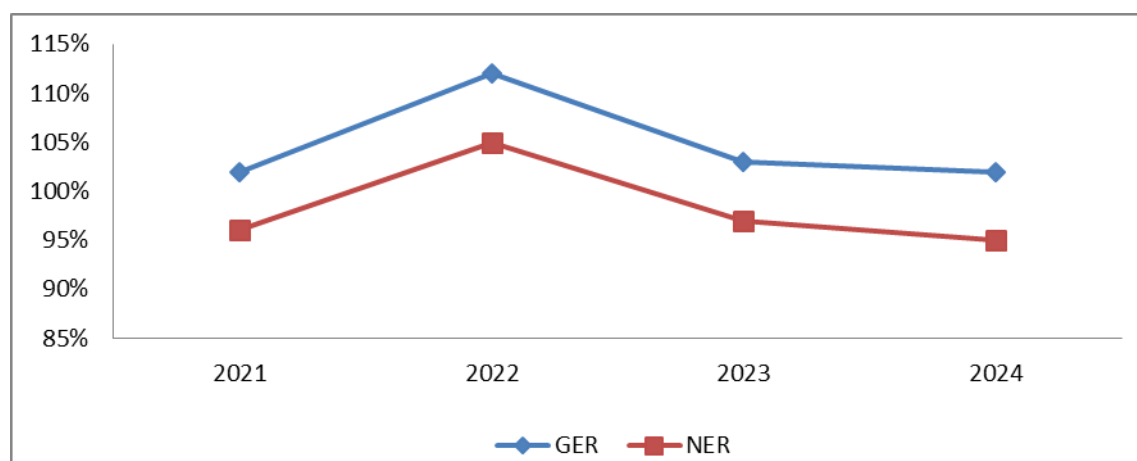
Notably, Table 8 and Figure 8 shows that GER for the first time in 2025 recorded below 100 percent which indicates that there are children who are not enrolled in school regardless of age. NER continue to drop to 4 percent indicating that only 91 percent of students from aged 5-12 years old are in primary 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 5: GER, NER and GPI in Primary education 2021 - 2025

Years	GER Primary				NER Primary			
	Male	Female	Total	GPI	Male	Female	Total	GPI
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%	1.02	94%	96%	95%	1.02
2025	98%	99%	99%	1.02	90%	92%	91%	1.02

Figure 8: Percentage distribution of GER and NER in Primary 2021 - 2025



A2.3: GER & NER in Secondary Education

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

The percentage for GER shows a huge decrease of 11 percent this year from 95 percent in 2024 to 84 percent in 2025. This indicates that many children are not enrolled in secondary education regardless of age. NER continues to decline from 71 percent in 2024 to 69 percent this year. This 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 students at the official age.

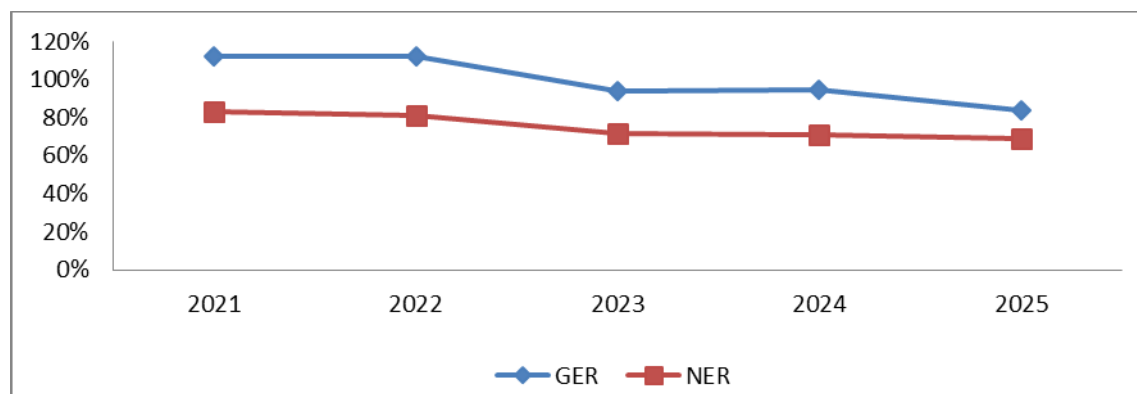
Table 6: GER, NER and GPI in Secondary education 2021 - 2025

Year	GER Secondary				NER Secondary			
	Male	Female	Total	GPI	Male	Female	Total	GPI
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
2025	75%	95%	84%	1.27	62%	77%	69%	1.25

Overall, female continue to dominate both GER and NER since 2021 as indicated in Table 6. However, the gaps continue to reduce slightly each year with GER recorded a gap of 20 percent in 2025, compare to 2021 where it was 28 percent. Similarly for NER, the gap for 2025 is recorded as

15 percent compare to 17 percent in 2021.

Figure 9: Percentage distribution of GER and NER in Secondary 2021 - 2025



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

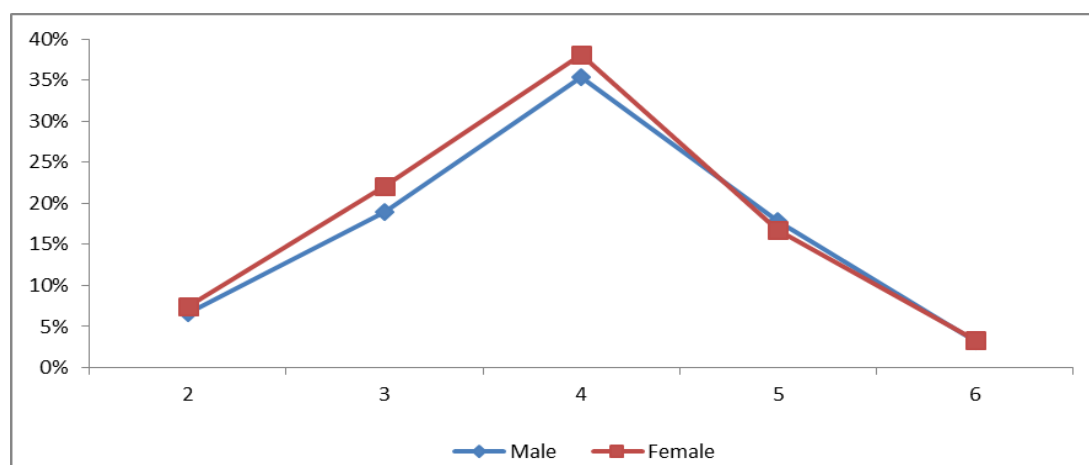
The highest percentages of student enrolled is in age 4, which corresponds to 37 percent and this is in parallel to the Education Amendment Act 2019 where all the four years old must be enrolled in an ECE center. The data also reveals that 17 percent of children age 5 years old and 3 percent of 6 years old are still attending ECE schools.

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

Table 7: Age Specific Enrolment (ASER) and GPI in ECE 2025

ASER in ECE				
Age	Male	Female	Total	GPI
2	7%	8%	7%	1.14
3	19%	22%	20%	1.17
4	35%	38%	37%	1.08
5	18%	17%	17%	0.94
6	3%	3%	3%	1.03

Figure 10: Percentage distribution of ASER in ECE 2025



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 aged 11 – 12 years old (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 (60 percent) is an indication that some student completed aged 5 (17 percent) still attending ECE education.

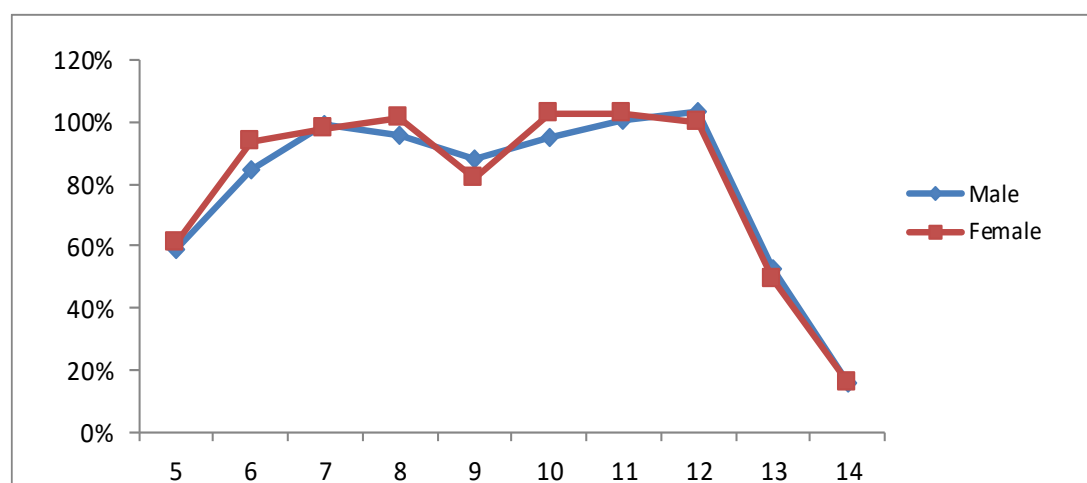
Table 8: Age Specific Enrolment (ASER) and GPI in Primary education 2025

Age	ASER in Primary			GPI
	Male	Female	Total	
5	59%	61%	60%	1.04
6	84%	94%	89%	1.11
7	99%	98%	99%	0.99
8	95%	101%	98%	1.06
9	88%	82%	85%	0.93
10	95%	103%	99%	1.08
11	101%	103%	102%	1.02
12	103%	100%	102%	0.97
13	52%	49%	51%	0.94
14	15%	15%	15%	0.99

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 11: Percentage distribution of ASER in Primary education 2025



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

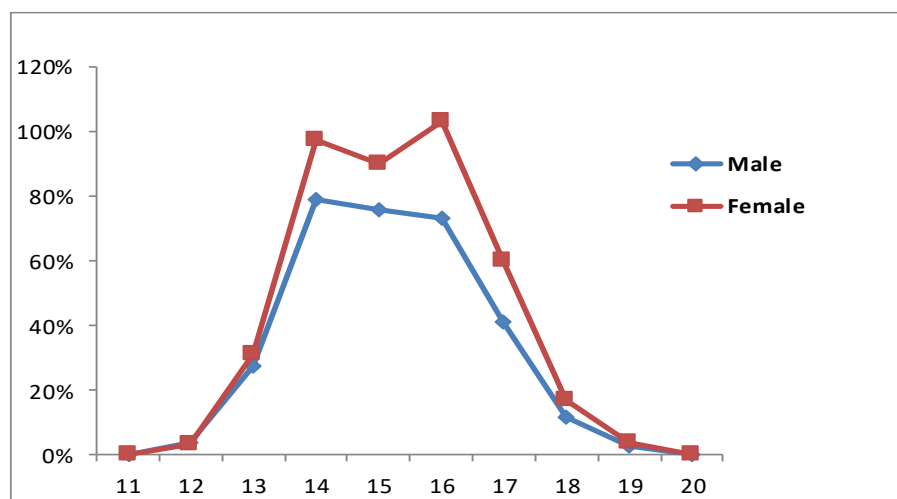
Table 9 and Figure 12 below displays ASER in secondary level showing the access of students from ages 12 to 20 compared to its population.

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.

Table 9: Age Specific Enrolment (ASER) and GPI in Secondary education

ASER in Secondary				
Age	Male	Female	Total	GPI
12	4%	3%	4%	0.86
13	28%	31%	29%	1.13
14	79%	97%	87%	1.24
15	76%	90%	83%	1.19
16	73%	103%	87%	1.41
17	41%	60%	50%	1.47
18	12%	17%	14%	1.43
19	3%	4%	3%	1.49
20	0%	0%	0%	0.59

Figure 12: Percentage distribution of ASER in Secondary education



Age 12 accounts for 4 percent of Secondary ASER in Table 9 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 12). 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 10: NIR and GPI in ECE 2021 - 2025

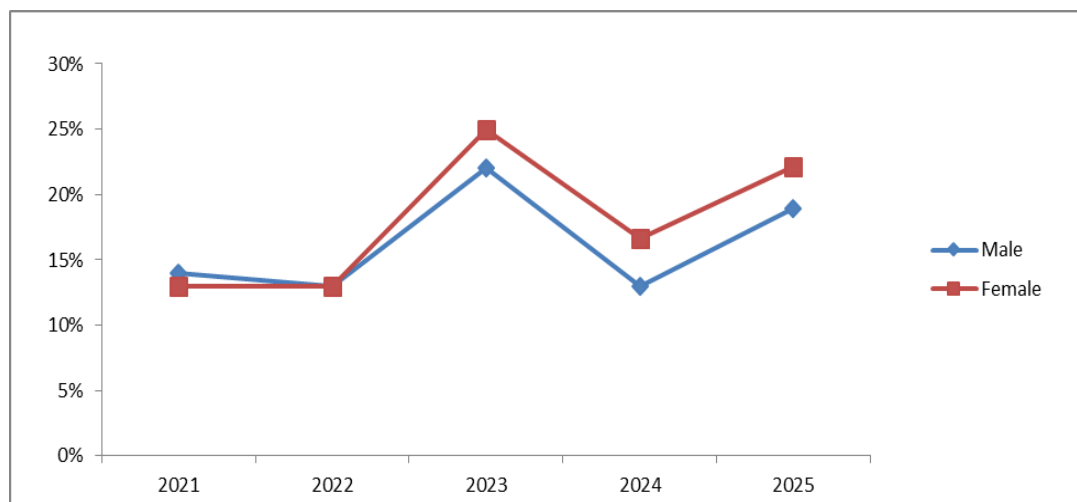
Years	NIR ECE			
	Male	Female	Total	GPI
2021	14%	13%	13%	0.93
2022	13%	13%	13%	1.00
2023	22%	25%	23%	1.14
2024	13%	17%	15%	1.31
2025	19%	22%	20%	1.16

Table 10 and Figure 13 show that in this year census, the number of new entrants enrolled in registered ECE centers increased by 5 percent, however, 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 high intake for ECE, 20 percent for 2025 compared to 15 percent in 2024.

Figure 13: Percentage distribution of NIR in ECE 2021 - 2025



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.

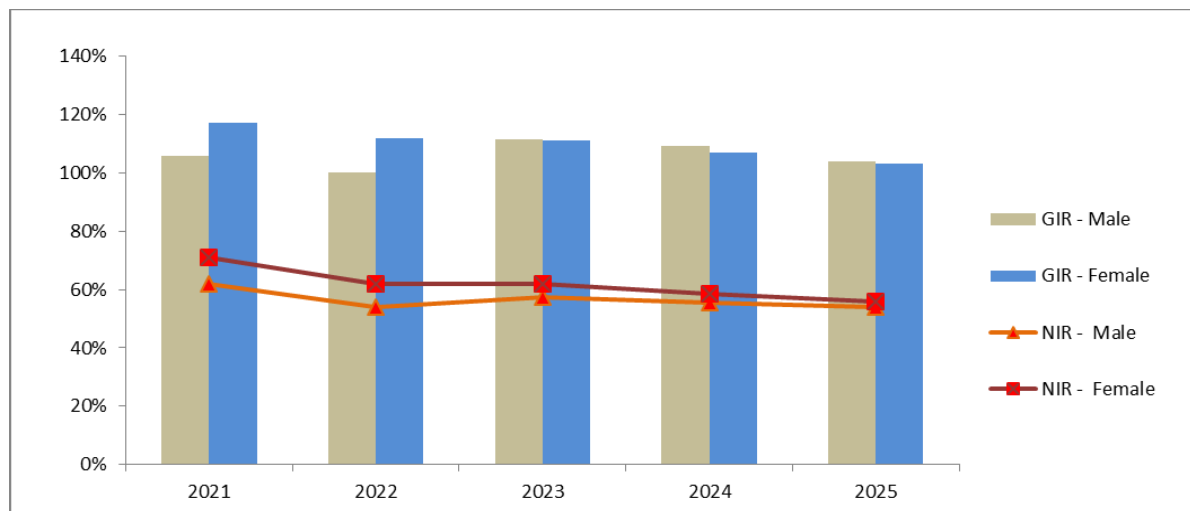
Table 11 reveals that GIR remains above 100 percent over the last five years reflecting that there were children more than five years old in the entrance year level of primary education. This can be due to children repeating the same level and/or late enrolment within the academic year. It is also an indication that many students that are above the official primary age are still in Year 1.

Table 11: NIR, GIR and GPI in the first-year level (Year 1) of Primary 2021 - 2025

Year	GIR Primary				NIR Primary			
	Male	Female	Total	GPI	Male	Female	Total	GPI
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	58%	62%	60%	1.08
2024	109%	107%	108%	0.98	55%	59%	57%	1.06
2025	104%	103%	103%	0.98	54%	56%	55%	1.02

The NIR for 2025 has decreased by 2 percent when comparing to the previous school census. However, only 17 percent of 5 years old students are enrolled in ECE as reported in Table 7 (ASER in ECE). Presumably, the remaining 28 percent are either enrolled in ECE centers not registered with NCECE or not in school at all.

Figure 14: GIR and NIR in the first-year level (Year 1) of Primary 2021 - 2025



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 12: GIR, NIR and GPI in the final year level (Year 8) of Primary 2021 - 2025

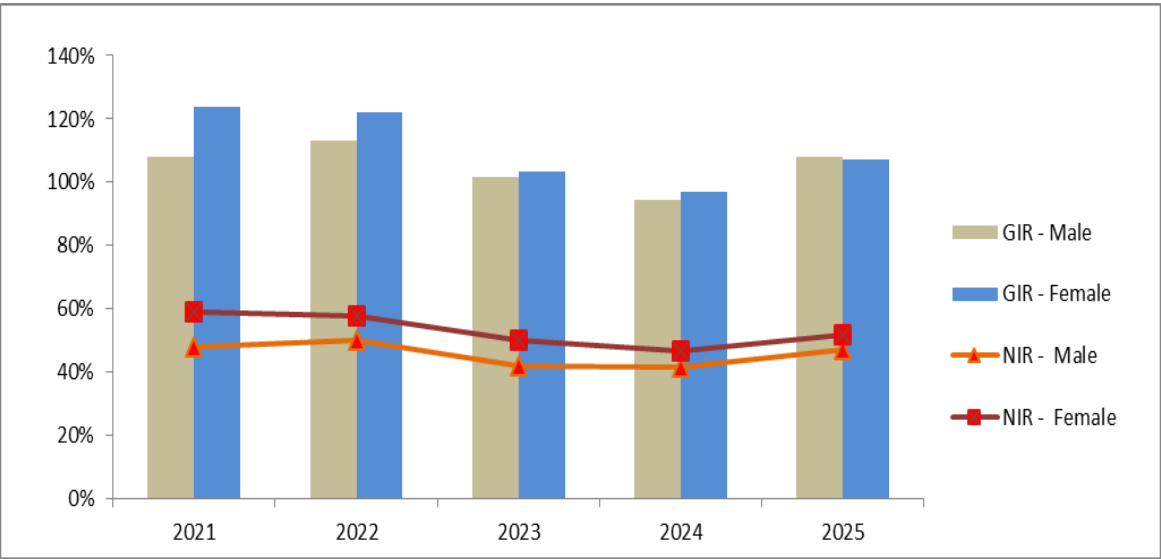
Year	GIR for Final Year (Year 8)				NIR for Final Year (Year 8)			
	Male	Female	Total	GPI	Male	Female	Total	GPI
2021	108%	124%	115%	0.93	48%	59%	53%	1.24
2022	113%	122%	117%	1.08	50%	58%	54%	1.17
2023	102%	103%	103%	1.02	42%	50%	46%	1.20
2024	95%	97%	96%	1.03	42%	47%	44%	1.13
2025	108%	107%	108%	0.99	47%	52%	50%	1.10

Table 12 shows that the GIR increase to 12 percent in 2025 from the lowest recorded for the first time in 2024. Again, the GIR remains above 100 percent reflects that there are students who are not of the official primary school-entrance enrolled in year 8.

This same pattern recorded for NIR reflecting the increased by 6 percent for student in the official age (age 12) who are in the final year of primary level (Year 8) as shown in Figure 15

below. GIR is always higher than NIR as there are students who are outside of the official age enrolling in Year 8.

Figure 15: GIR and NIR in the final year level (Year 8) of Primary education 2021 - 2025



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 2023 - 2025

Table 13 shows that since 2023, the PR remained constant at 95-99 percent for levels year 3 to year 7. For year 2, there's a decrease by 2 percent from 2024 to 2025 indicating that most student did not progress to this year level in 2025. Progression rate for year 8 increased to 2 percent since 2023 reflecting that there are student progress to this year level in 2025.

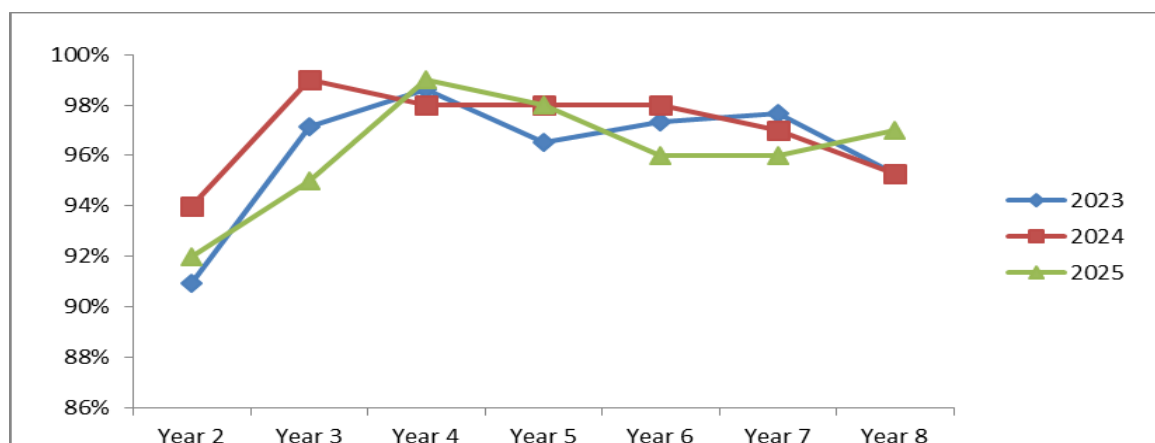
Figure 16 shows that, there are students who did not progress to the next year level and this can be due to many reasons and not limited to starting school late and or drop out and later returned and/or younger than the official age range for that level.

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

Table 13: Progression rate and GPI in Primary education 2023 - 2025

2023					2024				2025			
Year Level	Male	Female	Total	GPI	Male	Female	Total	GPI	Male	Female	Total	GPI
Year 2	89%	93%	91%	1.05	92%	97%	94%	1.04	91%	94%	92%	1.04
Year 3	96%	98%	97%	1.02	100%	98%	99%	0.97	95%	96%	95%	1.01
Year 4	99%	98%	99%	0.98	99%	96%	98%	0.98	100%	98%	99%	0.98
Year 5	96%	97%	97%	1.02	98%	99%	98%	1.01	97%	99%	98%	1.02
Year 6	96%	98%	97%	1.02	99%	98%	98%	0.99	95%	97%	96%	1.02
Year 7	99%	97%	98%	0.98	97%	97%	97%	1.00	97%	95%	96%	0.98
Year 8	94%	97%	95%	1.03	95%	96%	95%	1.01	96%	98%	97%	1.02

Figure 16: Primary progression rate 2023 - 2025



B1.2 Progression Rate in Secondary 2023 - 2025

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

Table 14 and Figure 17 shows that the 2025 enrolment reflects the progression rate for year 9 and year 10 remains constant since 2023. The progression rate for year 11 slightly declined from 85 percent in 2024 to 79 percent in 2025 and can be attributed to some students gradually dropping out the education system as they move within and across year level. For year 12, it progression rate further dropped substantially and this is due to the cohort from 2020 and 2021 that completes the four-year level system for the first time in 2024.

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

Figure 17: Secondary progression rate 2023 - 2025

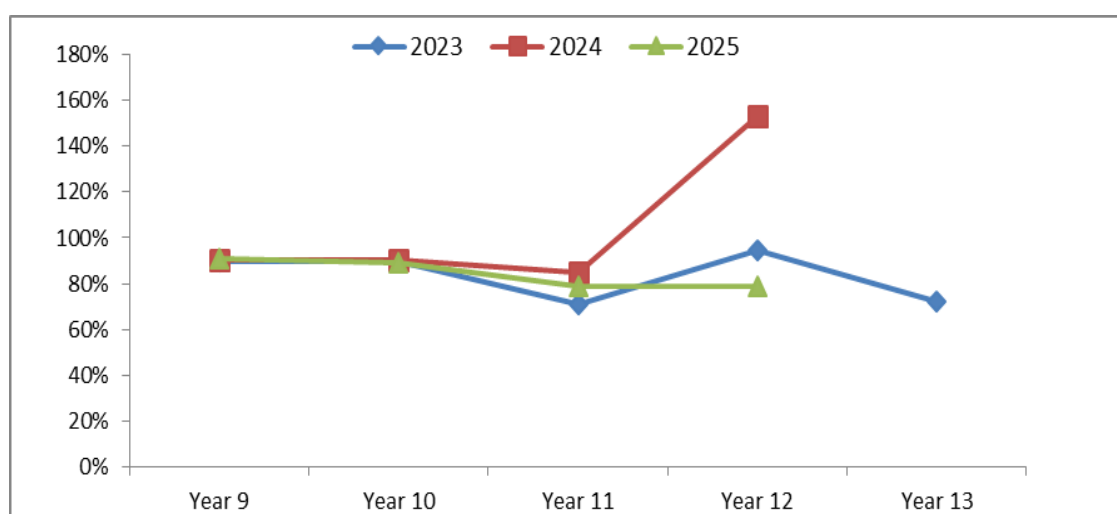


Table 14: Progression rate and GPI in Secondary education 2023 - 2025

Year Level	2023				2024				2025			
	Male	Female	Total	GPI	Male	Female	Total	GPI	Male	Female	Total	GPI
Year 9	85%	96%	90%	1.13	89%	92%	91%	1.04	87%	94%	91%	1.08
Year 10	88%	91%	90%	1.04	89%	91%	90%	1.03	86%	92%	89%	1.07
Year 11	68%	74%	71%	1.08	80%	89%	85%	1.10	71%	86%	79%	1.22
Year 12	80%	107%	94%	1.34	139%	165%	153%	1.19	73%	84%	79%	1.17
Year 13	64%	79%	72%	1.22	4 year level				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 2023 - 2025

The 2025 enrolment results revealed that repetition rate is higher in levels year 1 and year 8 and progressively decreases at other year levels of primary.

For level year 1, repetition rate remain constant to 3 percent since 2024 the same trend experienced in level year 5 and year 6. Figure 18 shows the higher repetition rate from year 1 to year 2 and this is due to the fact that only 92 percent of students progressed to the level year 2 in 2025 hence it denotes that not all year one children progress. The same trend also reflects for level year 8 as it shows that repetition rate increased to 1.3 percent in 2025 since 2023. Presumable, the rest either remained in year 1 and/or year 8, did not return to school or migrate overseas to name a few reasons.

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

Figure 18: Primary repetition rate 2023 - 2025

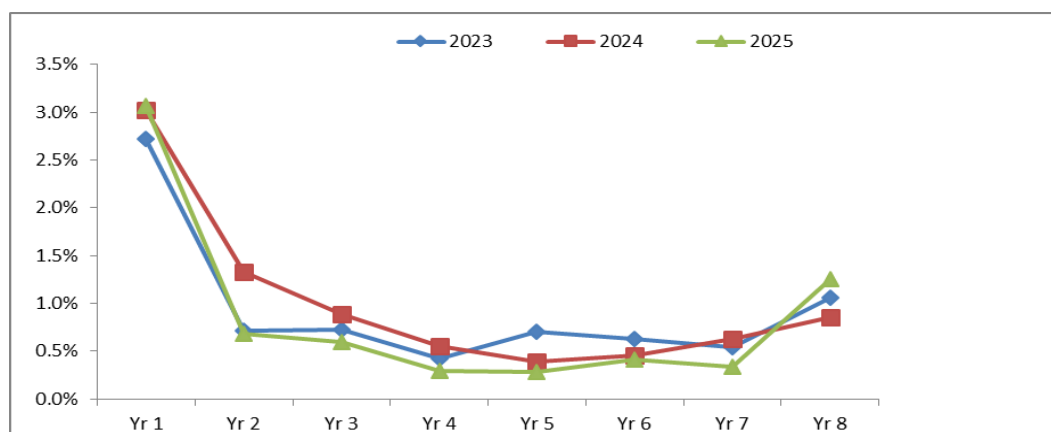


Table 15: Primary repetition rate and GPI 2023 - 2025

Year Level	2023				2024				2025			
	Male	Female	Total	GPI	Male	Female	Total	GPI	Male	Female	Total	GPI
Year 1	3.7%	1.6%	2.7%	0.44	3.6%	2.3%	3.0%	0.64	3.2%	2.9%	3.1%	0.91
Year 2	0.9%	0.5%	0.7%	0.48	1.8%	0.9%	1.3%	0.51	0.8%	0.5%	0.7%	0.69
Year 3	1.0%	0.4%	0.7%	0.41	1.2%	0.6%	0.9%	0.49	0.7%	0.5%	0.6%	0.71
Year 4	0.6%	0.2%	0.4%	0.34	0.7%	0.4%	0.5%	0.50	0.4%	0.1%	0.3%	0.35
Year 5	0.8%	0.6%	0.7%	0.77	0.4%	0.3%	0.4%	0.74	0.4%	0.1%	0.3%	0.36
Year 6	0.6%	0.6%	0.6%	0.96	0.5%	0.4%	0.5%	0.78	0.5%	0.3%	0.4%	0.47
Year 7	0.7%	0.3%	0.5%	0.42	0.8%	0.5%	0.6%	0.64	0.5%	0.2%	0.3%	0.38
Year 8	1.2%	0.9%	1.1%	0.76	1.1%	0.6%	0.9%	0.60	1.2%	1.4%	1.3%	1.18
Total	1.2%	0.6%	1.0%	0.53	1.3%	0.8%	1.0%	0.59	1.0%	0.8%	0.9%	0.78

B2.2 Repetition Rate (RR) in Secondary 2023 – 2025

The 2025 enrolment results revealed that repetition rate remain constant for level year 9, slightly increase for level year 10 and starting to decline for levels year 11 to year 12.

Figure 19 shows the trend of the repetition rate in year 12 declined by 3 percentage point in 2025 from the highest repetition rate recorded for the first time 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.

The decrease by 0.4 percent repetition rate in year 11 is the result of the concurrent system of transitioning directly to year 11 and then year 12.

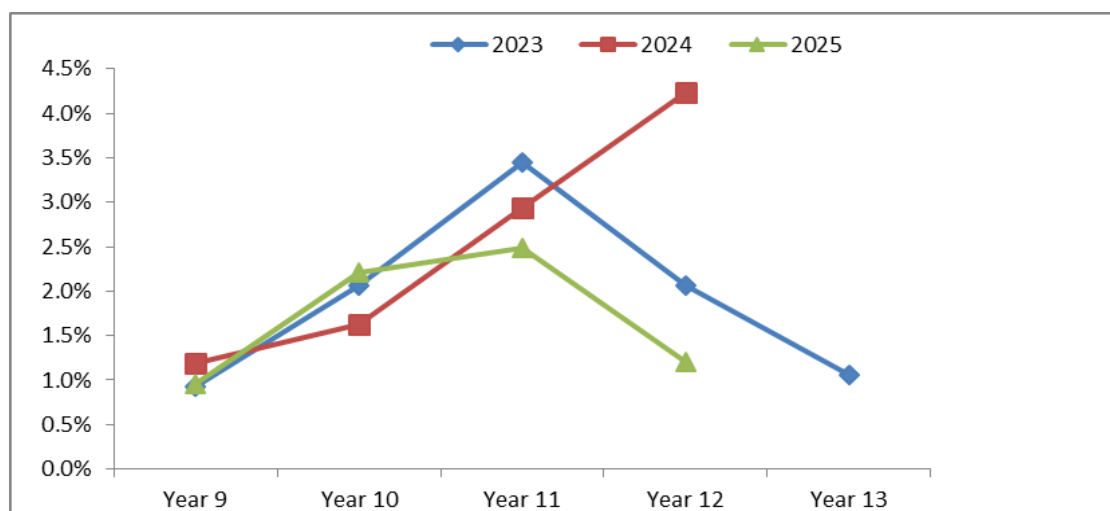
Students repeating years 9 and 10 remain constant at 1 and 2 percent respectively from years 2024 to 2025.

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

Table 16: Secondary repetition rate and GPI 2023 - 2025

Year Level	2023				2024				2025			
	Male	Female	Total	GPI	Male	Female	Total	GPI	Male	Female	Total	GPI
Year 9	1.4%	0.5%	0.9%	0.36	1.4%	1.0%	1.2%	0.76	1.1%	0.9%	1.0%	0.82
Year 10	2.3%	1.9%	2.1%	0.83	1.9%	1.4%	1.6%	0.71	2.6%	1.8%	2.2%	0.69
Year 11	3.9%	3.0%	3.5%	0.76	3.4%	2.6%	2.9%	0.75	3.0%	2.1%	2.5%	0.71
Year 12	2.1%	2.1%	2.1%	1.00	4.2%	4.3%	4.2%	1.02	1.7%	0.8%	1.2%	0.49
Year 13	1.3%	0.9%	1.1%	0.68								
Total	2.2%	1.6%	1.9%	0.73	2.4%	2.1%	2.3%	0.87	2.0%	1.3%	1.7%	0.67

Figure 19: Secondary repetition rate 2023 - 2025



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 2021 - 2025

The ESLR data for the primary level reflects a 5-year trend provides a range of information.

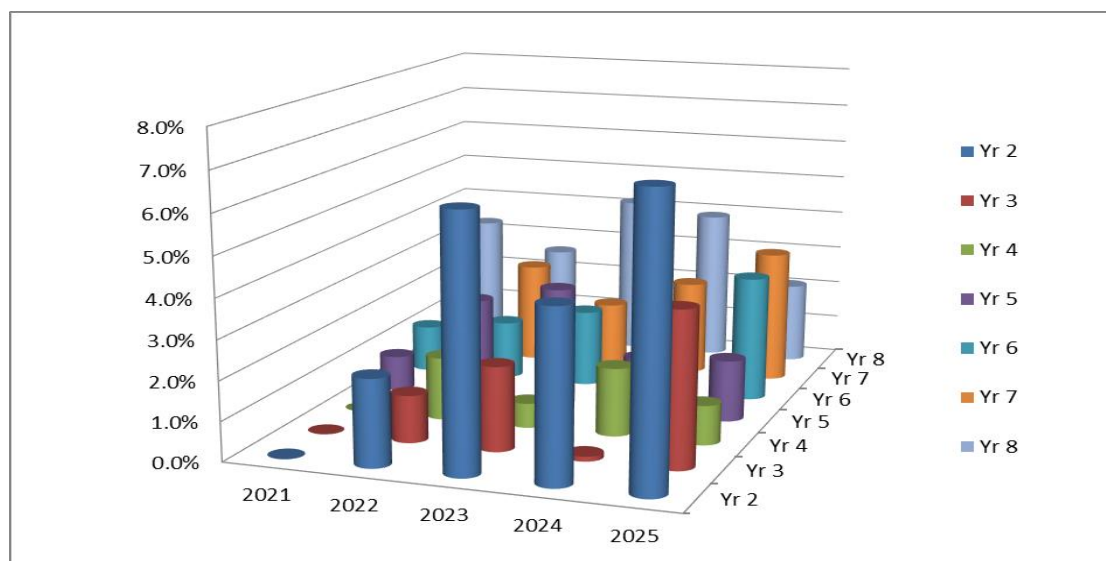
The ESLR recorded for level year 2 increased by 3 percentage point from 2024 indicating more students leaving this level of education without completion. Similarly, level year 3 also increased by 4 percentage point from 2024 as shown in Table 17 and Figure 20.

There is an improvement noted with rates for levels year 4 and year 8 in this year enrolment, however, 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 17: Early School Leaver Rate (ESLR) in Primary 2021 - 2025

Year Level	2021	2022	2023	2024	2025
Yr 2	0.0%	2.2%	6.3%	4.3%	7.1%
Yr 3	0.0%	1.2%	2.1%	0.1%	3.9%
Yr 4	0.0%	1.6%	0.6%	1.7%	1.0%
Yr 5	0.9%	2.6%	3.1%	1.4%	1.6%
Yr 6	1.2%	1.5%	2.0%	1.2%	3.2%
Yr 7	1.0%	2.6%	1.7%	2.4%	3.4%
Yr 8	3.3%	2.6%	4.2%	3.9%	2.1%

Figure 20: ESLR in Primary education 2021 - 2025



B3.2: Early School Leaver Rate (ESLR) in Secondary 2021 – 2025

Similar patterns are observed for the ESLR in secondary education. For year 9, it has increased to 8.3 percent in 2025 from 8.2 percent in 2024. For year 10 it has also increased to 8.7 percent in 2025 compared to 8.1 percent in 2024 and increased further by 7 percentage point in 2025 for level year 11.

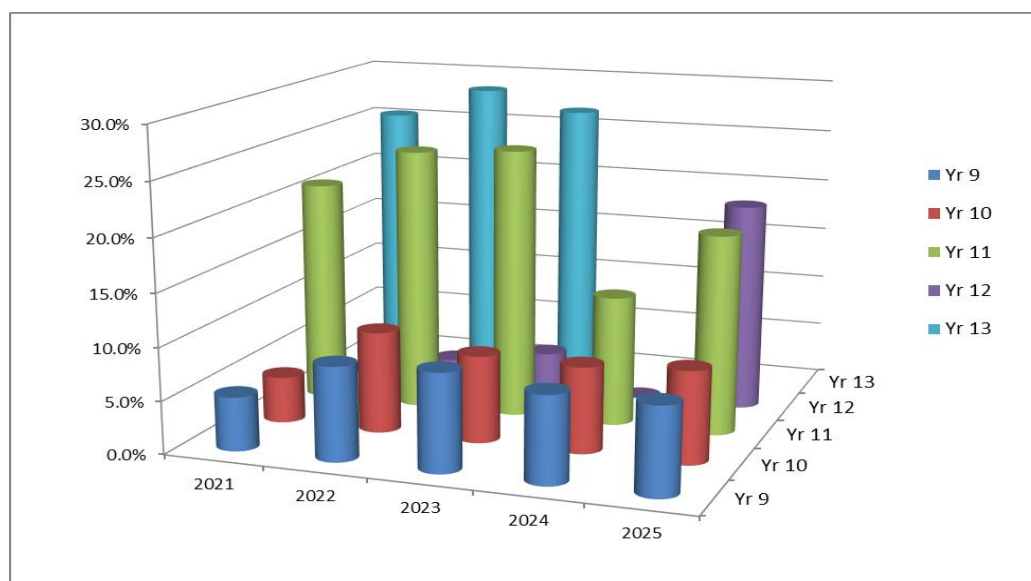
Table 18 shows ESLR marked with * (asterisk) for level year 12 in 2024 as a result of four-year-level transformation in the Secondary Education System has commenced. The ESLR for level year 12 can be compare to the next Digest due to the fact that this year enrolment was the first time as the four-year level system completes its first cohort since 2022.

Table 18: Early School Leaver Rate (ESLR) in Secondary 2021 - 2025

Year Level	2021	2022	2023	2024	2025
Yr 9	5.1%	8.9%	9.3%	8.2%	8.3%
Yr 10	4.4%	9.6%	8.3%	8.1%	8.7%
Yr 11	21.1%	24.9%	25.5%	12.3%	18.9%
Yr 12	0.0%	2.1%	3.6%	*0%	19.8%
Yr 13	25.3%	28.3%	26.5%		

*Note: Early School Leaver Rates (ELSR) 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 21: ESLR in Secondary education 2021 - 2025



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 2021 – 2025

Table 19: Retention Rate for Primary and Secondary 2021 - 2025

Primary				
Year	Male	Female	Total	GPI
2021	80%	86%	83%	1.08
2022	83%	87%	85%	1.04
2023	82%	86%	84%	1.05
2024	84%	83%	83%	1.00
2025	88%	90%	89%	1.03

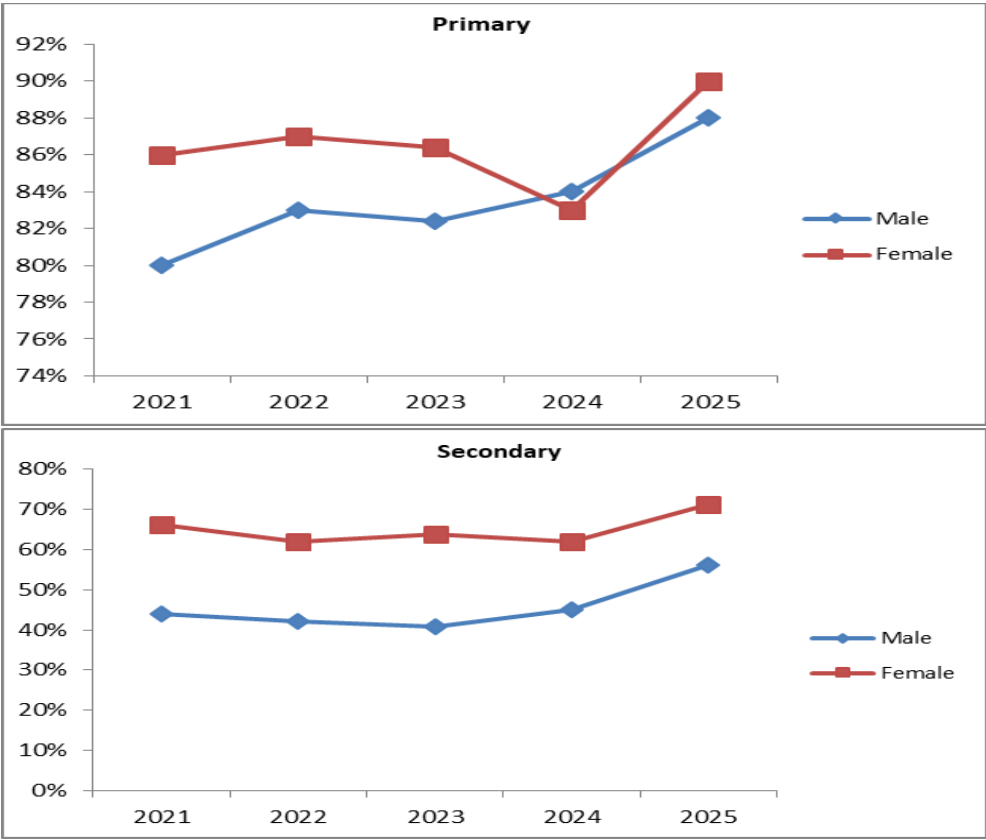
Secondary				
Year	Male	Female	Total	GPI
2021	44%	66%	55%	1.50
2022	42%	62%	52%	1.47
2023	41%	64%	52%	1.56
2024	45%	62%	54%	1.37
2025	56%	71%	64%	1.27

The percentage of primary students who are able to reach year 8 is increasing since 2021. The enrolment reveals a slightly higher rate of retention (89 percent) could be noticed with a high proportion of ESLR as indicated by the results of 2.1 percent in Year 8 (Table 17).

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. Notably, the increased by 10 percentage point retention rate recorded in 2025 for the first time. However, the low retention rate for secondary level is experienced as more students prefer to take other pathways or leave school early due to various reasons.

Figure 22 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 level.

Figure 22: Retention Rate in Primary and Secondary 2021 - 2025



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.

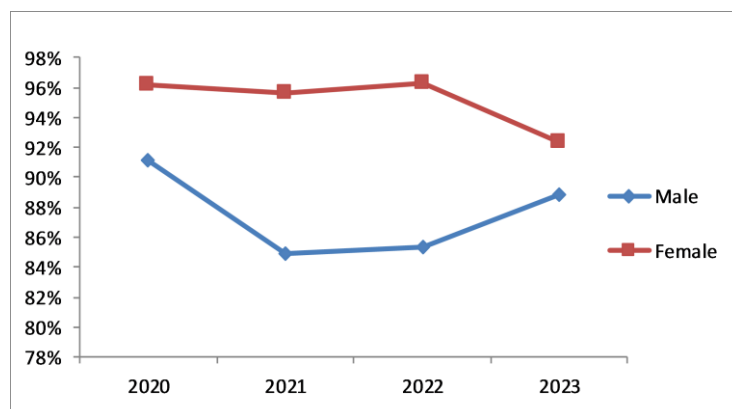
Data provided in Table 20 indicates the percentage of Year 8 student who successfully transition into Year 9 the first year of secondary school. It reveals that the transition rates of Year 8 into Year 9 remains constant at 90 percent since 2022. Trends over the last four years if compared to 2025 reflects a relatively positive upwards trend of students who transition in 2025. Transition rates somewhat correlate with the ESLR for Year 9 as reflected in Table 18.

For 2025, there is gender disparity shown in the transition rate from Year 8 to Year 9 where GPI is more than 1, reflecting more female transition than their counterpart.

Table 20: Transition Rate from Primary to Secondary (Year 8 - Year 9) 2021 - 2025

Transition Rate (Primary to Secondary)				
Year	Male	Female	Total	GPI
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
2025	87.4%	94.4%	90.8%	1.1

Figure 23: Transition Rate trend from Primary to Secondary 2021 - 2025



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

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

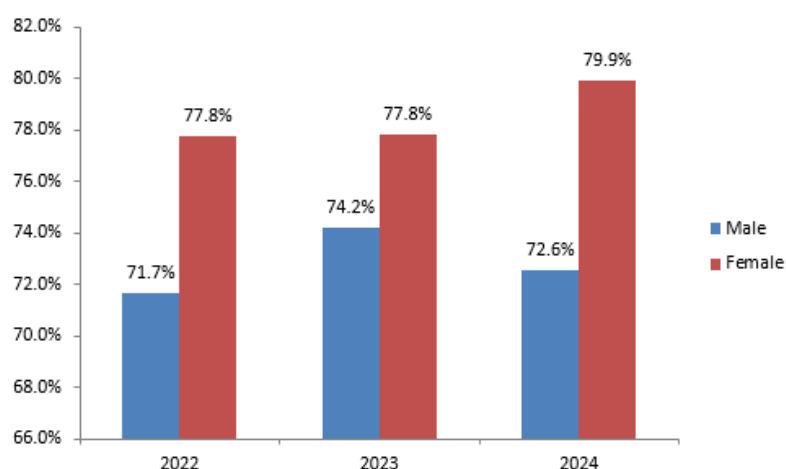
The number of Year 8 students who completed and sat Year 8 national examination (SNAPE) from primary education. PCCR is calculated by dividing the number of new entrants (enrollment minus repeaters) in the last year level of primary education, regardless of age, by the population at the entrance age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

Table 21 shows that there is a slight decrease in primary cohort completion rate by 0.4 percent for 2024 compared to 2023. However, the completion rate for 2024 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.

Figure 24: Primary Cohort Completion Rate 2022 - 2024

Table 21: Primary Cohort Completion Rate 2022 - 2024

Primary Cohort Completion Rate			
Year	Male	Female	Total
2022	71.7%	77.8%	75.7%
2023	74.2%	77.8%	76.0%
2024	72.6%	79.9%	75.6%



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 22 shows that Secondary Cohort Completion Rate for Year 12 slightly increased by 3 percent and remained at above 50 percent since 2022. The transformation of the five-year level to four-year level in the secondary education system has commenced in 2024 hence the reason why there is no year 13 recorded.

Table 22: Secondary Cohort Completion Rate 2022 - 2024

CR in Secondary Education			
Year	Gender	Year 12	Year 13
2022	Male	49%	39%
	Female	75%	58%
	TOTAL	65%	47%
2023	Male	44%	33%
	Female	59%	57%
	TOTAL	52%	45%
2024	Male	46%	
	Female	63%	
	TOTAL	55%	

Figure 25: Secondary Cohort Completion Rate 2022 - 2024

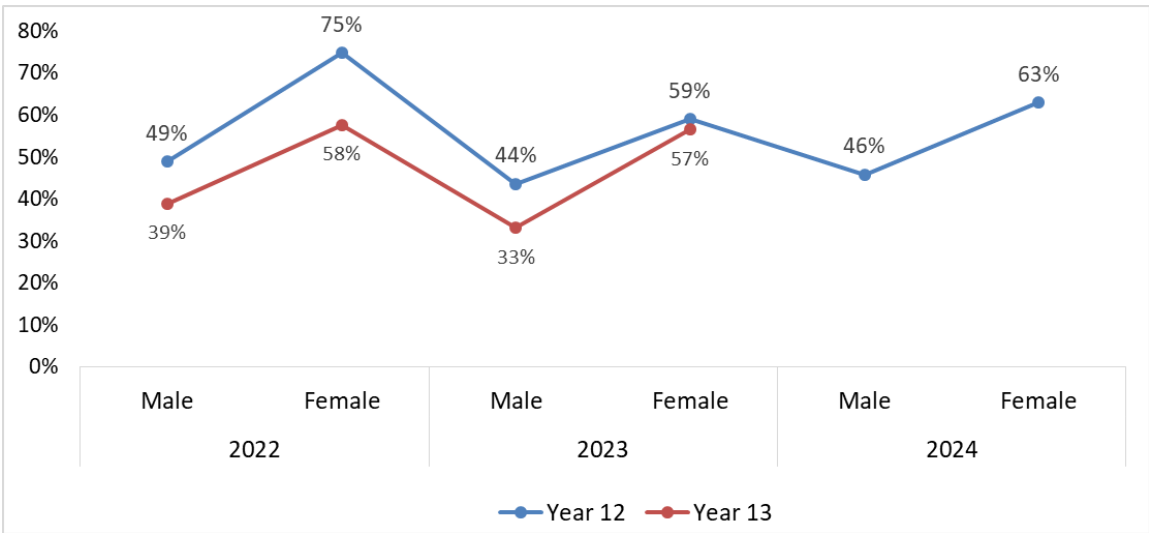


Figure 25 reveals the trend for males who sat Year 12 SSC examinations have been maintained its percentage above 40 percent over the last three years. The trend for females sat the same exam fluctuated with 75 percent recorded in 2022. However, the proportion of completion rate in secondary level is still low and this indicates that not all students who enrolled in Year 12 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 23 indicates a significant decrease in the enrollment of students with disabilities in 2024, from 441 in 2024 to 361 in 2025. This rising trend in 2024 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 two 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 2023, 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 2025 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.

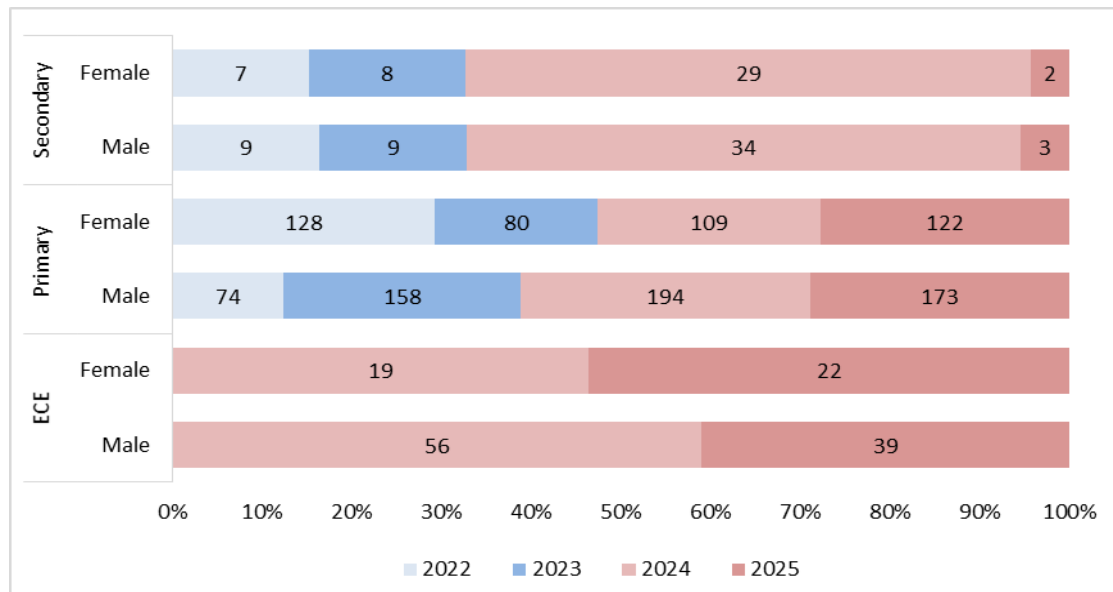
Table 23: Students with disability in Primary and Secondary 2022 - 2025

School Level	Gender	2022	2023	2024	2025
ECE	Male			56	39
	Female			19	22
	Total			75	61
Primary	Male	74	158	194	173
	Female	128	80	109	122
	Total	202	238	303	295
Secondary	Male	9	9	34	3
	Female	7	8	29	2
	Total	16	17	63	5
Totals		218	255	441	361

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.

Figure 26: Number of students with disability in Primary and Secondary 2022 - 2025



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

Section C: National Assessments - Learning Outcomes

C1: Primary Assessments

The National Primary Assessments include the national diagnostic testing to begin at Year 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 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 results as shown in Figure 27, reveals that the percentages of students who are not yet working towards expected level (L1) for all 4 subjects have decreased, which means more students have moved up to next level up at Developing level (L2), working towards expected levels in 2024 compared to 2023.

Majority of Year 4 students are working towards the expected level or are at the Developing level (L2) for all 4 subjects in 2024. Notable are the increases of percentages of students at L3 & L4 for Gagana Samoa and English, with an increase of 8.05 % for English, from 6.29% to

14.34% whereas for Gagana Samoa, the increase is much higher at 11.82% , from 3.74% to 15.56%.

For Science and Mathematics, although the percentages of students at Level 1 decreased and more students moved up to Level 2, the percentage of students at Levels 3 & 4 decreased slightly by 1.19% and 4.56% respectively.

The aforementioned improvements can be attributed partly to (i) many initiatives and strategies put in place to improve learning especially literacy skills and (ii) translation in full of the questions and multiple choice answers to Gagana Samoa for Year 4 Science and Mathematics.

Figure 27: SPELL Year 4 by subjects 2023 - 2024

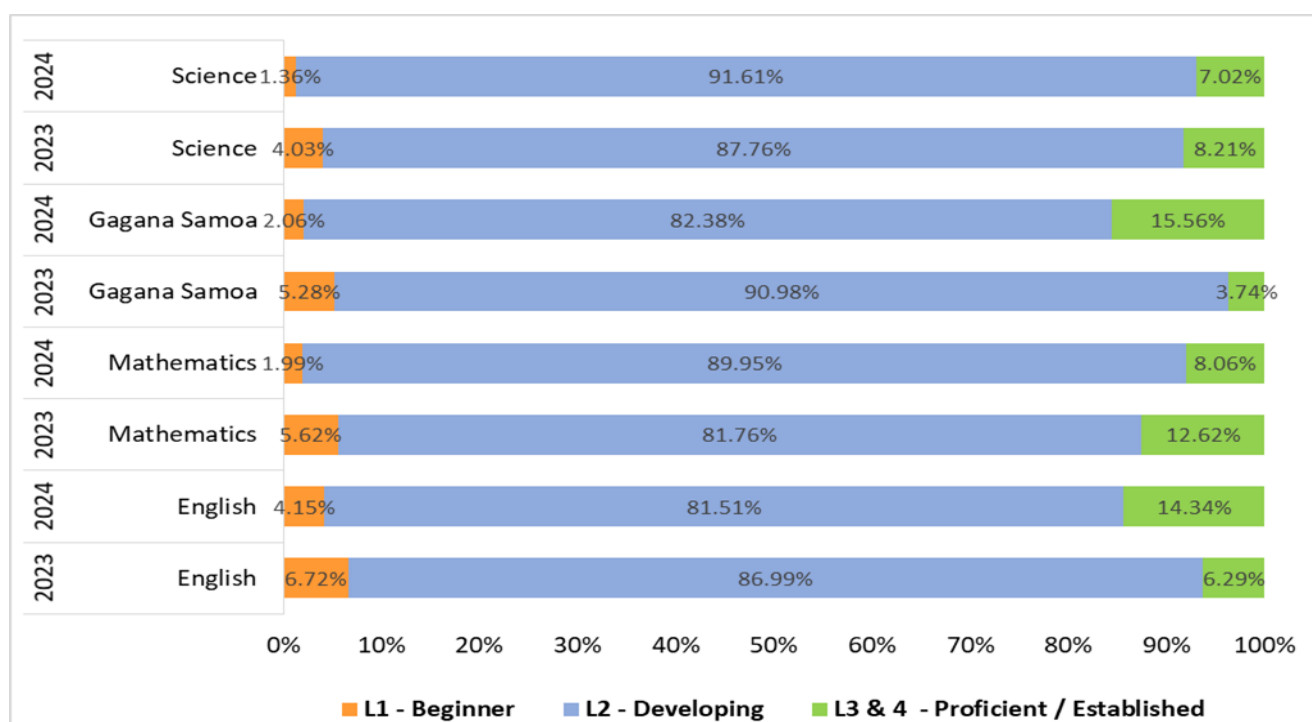


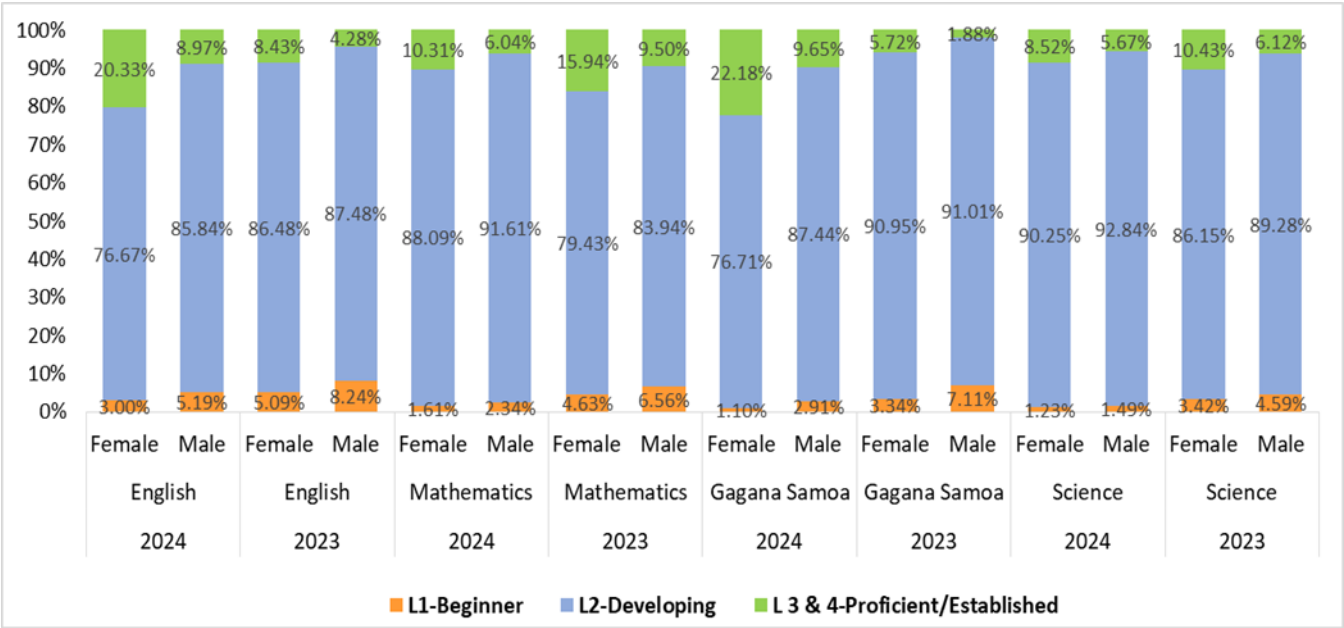
Figure 28 below compares 2-year trends of attainment levels for males and females in SPELL Year 4 Assessments in all the four subjects.

In all these four subjects, the number of females students who achieved L3 & L4 continue to be higher than the number of male students in both 2023 and 2024. The percentage of students who are not yet working towards the expected levels (L1) has gone even lower in 2024 compared to 2023 for two consecutive years at an average of around 2% 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 by approximately 10% and 2% respectively respectively for girls and boys, is noted, in the proportion of girls and boys at working towards expected levels (L2) from 2023 to 2024 for English subject. This is followed by an increase in the proportion of girls and boys by approximately 12% and 5% respectively, working at expected levels (L3&L4). This means more girls were able to move up to L3 & L4 For English, compared to boys in 2024.

A similar trends as the above trend for English are also noted for girls and boys who were at working at expected levels (L3 &L4) in the other three subjects, especially for Gagana Samoa for which an increase by approximately 16% is noted in number of girls at levels 3 and 4, compared to boys at an 8% increase. Needless to say, the increases are indeed some positive indication that students are progressing up at the right direction, particularly for the core language subjects English and Gagana Samoa, which are considered at this Year 4 level to be fundamental foundation to successful learning of other subjects.

Figure 28: SPELL Year 4 subjects by gender 2023 - 2024



C1.2: 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 29 present results of the SPELL Year 6 assessments. The bar chart shows the majority of students achieved level 2 (L2) and resulting in either decrease or increase in percentages of students achieving the lowest level (L1) in 2024. This means more of Year 6 students are now progressing up to level 2 in all four subjects, however for Gagana Samoa, Mathematics and English, some minimal increases in percentages of students at Level 1 (L1) are noted. Notable are the decline in numbers of students at level 3 and level 4 in all four subjects in 2024 compared to 2023 for Year 6, which is quite the opposite to Year 4 results. Despite this decline at Levels 3 & 4, it is encouraging to note that majority of Year 6 students were at Developing Level, a positive progression as these students move up to next year level.

These are indicators for the Ministry to continue to make decisions and implement strategies to inform areas that need to be strengthened for teaching and learning in the next year and going forward for Year 6, inclusive of national assessment strategies to move Year 6 results to more students at L3 and L4

Figure 29: SPELL Year 6 by subjects 2023 - 2024

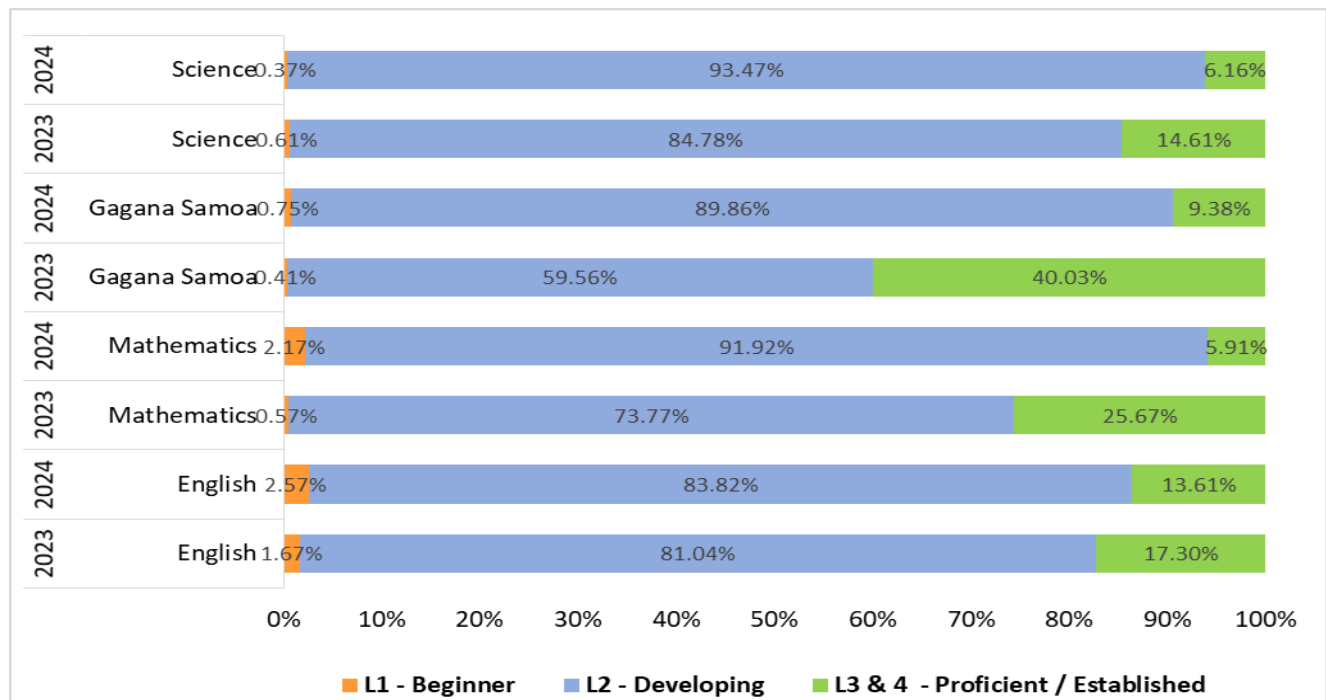


Figure 30 below is a comparison of 2023 and 2024 achievement levels of female and male students in all four subjects assessed. It is apparent that girls continue to outperform boys in all 4 subjects, with percentages of girls achieving L3 and L4 much higher than those for boys. In other words, majority of the boys are at level 2 (L2) and a few still at level 1 (L1) compared to a bit lower numbers for girls at Level 2. A trend for Year 6 can be that the performances of girls and boys are generally the same with minimal percentages at level 1 and majority at level 2 for all subjects in 2024.

For English, a decrease by approximately 5% of girls at Levels 3 & 4 is noted in 2024 compared to 2023. The same pattern is noted for boys at Levels 3 & 4 with a decrease of approximately 2%. Girls who are not yet working towards expected level L1 slightly increased by 1% in 2024 compared to 2023 and likewise for boys.

For Mathematics subject, the proportions of boys and girls achieved levels 3 & 4 decreased from 19.83% to 4.53% for boys and 31.74% to 7.43% for girls in 2024. Majority of both genders achieved Level 2 with more than 90% .

A similar trend is also noted in Gagana Samoa where the percentages of both girls and boys at levels 3 and 4 decreased in 2024 compared to 2023 and more of both genders are at level 2.

For the Science subject, it is similar trend as the other three subjects assessed. But unlike the other subjects, the number of girls and also boys at Level 1 for Science actually decreased, while the number of students at level 2 increased for both genders in 2024 compared to 2023. These are small but positive progression for majority of students learning Science at this year level.

Figure 30: SPELL Year 6 subjects by gender 2023 - 2024

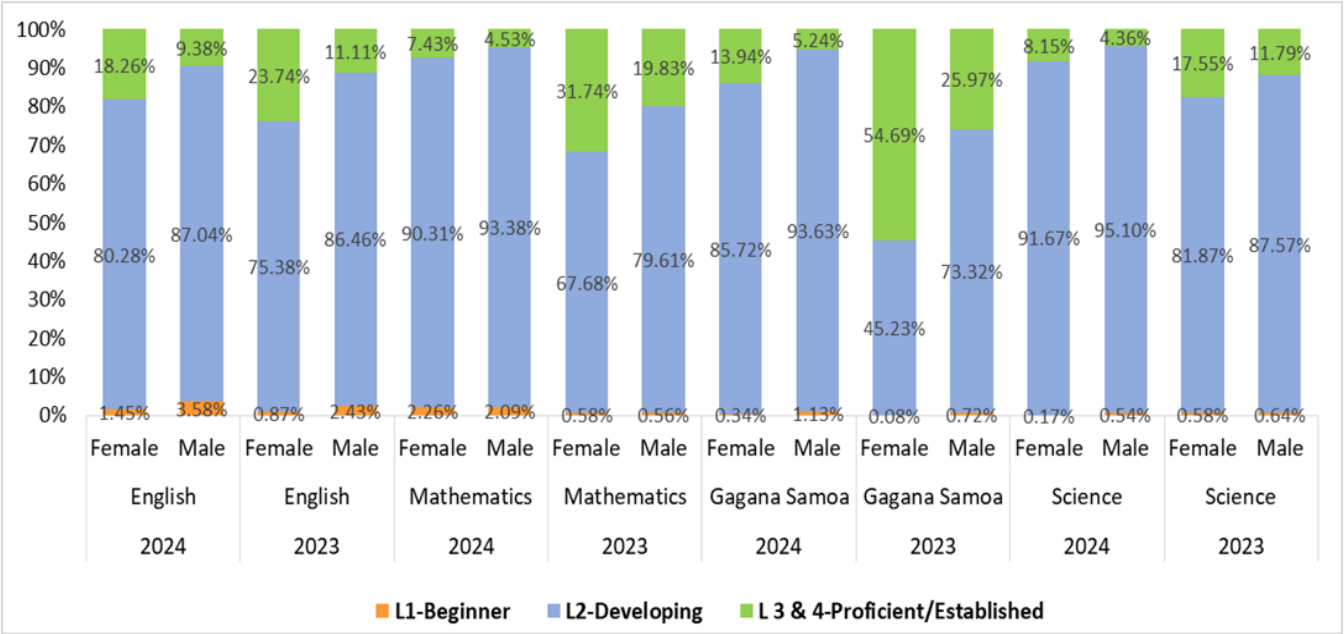


Table 27 reveals that in the four subject areas, girls continue to outperform boys in terms of numbers at each achievement level. The Gender Achievement Gaps (GAGs) table below however shows that the GAGs are not so much differences or are the same from 2022 to 2024, particularly for Gagana Samoa, Mathematics and Science.

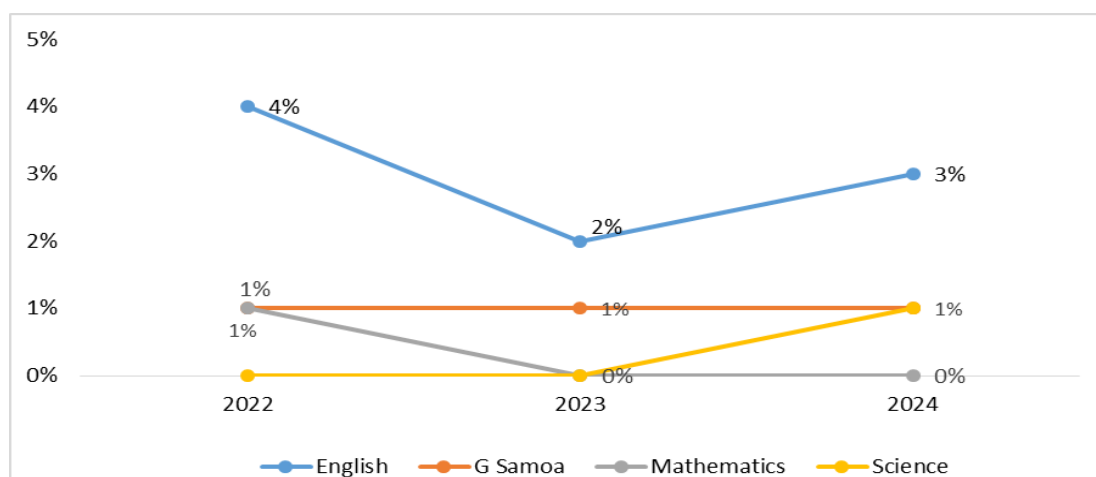
It is important to note the fact that the number of girls is way more than the number of boys in this year level and so it is understandable that number of girls outperforming boys would always be higher.

Table 24: SPELL Year 6 Gender Achievement Gaps (GAGs) at Working towards and at expected levels (L3&L4) 2022 - 2024

Census	English			Gagana Samoa			Mathematics			Science		
	Female	Male	GAGs	Female	Male	GAGs	Female	Male	GAGs	Female	Male	GAGs
2022	97%	93%	4%	100%	99%	1%	99%	98%	1%	99%	99%	0%
2023	99%	98%	2%	100%	99%	1%	99%	99%	0%	99%	99%	0%
2024	99%	96%	3%	100%	99%	1%	98%	98%	0%	100%	99%	1%

Figure 31 below shows that a proportion of Gender Achievement Gaps (1 percent) for Gagana Samoa remain constant since 2022. It is notable that year 2024 has seen a slight increase in Gender Achievement Gaps for English from 2 percent to 3 percent and for Mathematics, it remained constant at 0% from 2023 to 2024. For Science , a slight increase from 0% to 1%.

Figure 31: Gender Achievement Gaps (GAGs) at SPELL Year 6 2022 - 2024



C1.3: Year 8 SNAPE Assessment

SNAPE Year 8 is 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 32 shows that each subject has varying percentages of students achieving respective levels in 2024 compared to 2023, but notable is the fact that 4 out of 7 subjects show increases in percentages of students achieving L3 and 4. These subjects are HPE, Science, Gagana Samoa and English. Despite the decreases in percentages of students at Levels 3 and 4 for other 3 subjects, namely Visual Arts, Social Studies and Mathematics, it is encouraging to note increases in number of students moving up to level 2 in 2024 compared to 2023. Very few students (an average of 1% remain at level 1 for all 7 subjects).

For English Year 8, percentage of the students at L2 dropped from 80.61% in 2023 to 67.62 % in 2024. The number of students meeting L3&L4 has increased from 18.83% to 31.69%.

Number of students at L1 increased slightly by 0.12% in 2024 compared to 2023. Which means more Year 8 students progressed to level 3& 4 in 2024 compared to 2023.

For Gagana Samoa, the results are the most positive compared to other subjects with lesser students at level 1 as well as level 2 and more students at levels 3 and 4, in 2024 compared to 2023. It is encouraging to note that for both language subjects, namely English and Gagana Samoa which are the fundamental foundational subjects for successful learning of other subjects, more and more students are progressing to Levels 3 and 4.

For Mathematics, number of students at L1 increased slightly by 0.9% in 2024 compared to 2023 while more students achieved L2, an increase of about 5% from 87.05% in 2023 to 91.72% in 2024. The percentages at Levels 3 and 4 decreased also by about 5% from 12.79% in 2023 to 7.56% in 2024. Social Studies and Visual Arts have similar trend as Mathematics.

For Science, it is the opposite of the trend for Mathematics, with increase by 8% of students at levels 3 and 4 in 2024 compared to 2023. With more students moving up to levels 3 and 4, lesser students are noted at both level 2 and level 1 in 2024 compared to 2023. Similar pattern for HPE, with a markedly increase of about 28% of students at levels 3 and 4 in 2024 compared to 2023 and with more students moving up to these said levels, lesser students are noted to be at level 2.

Figure 32: SNAPE Year 8 by subjects 2023 - 2024

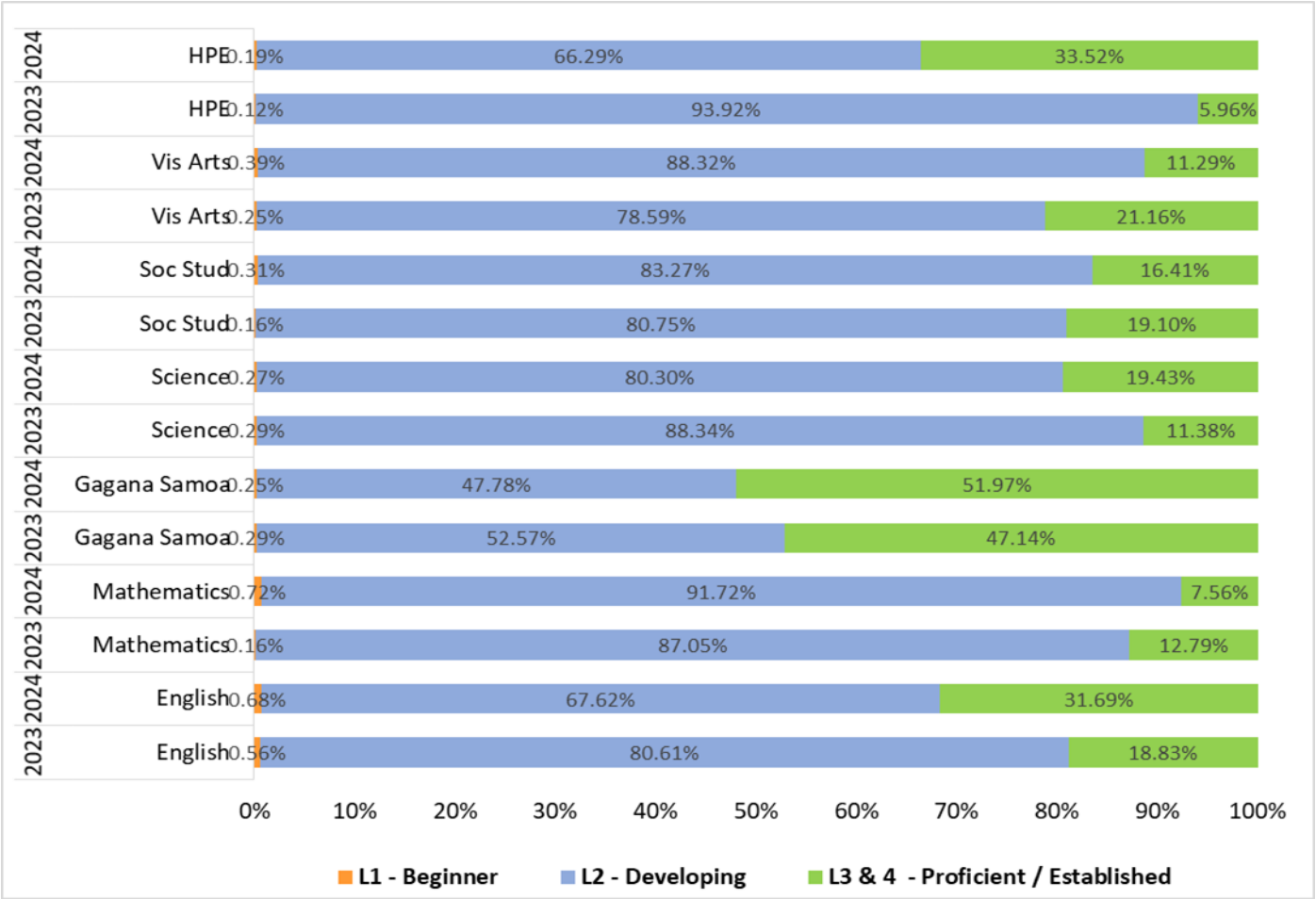
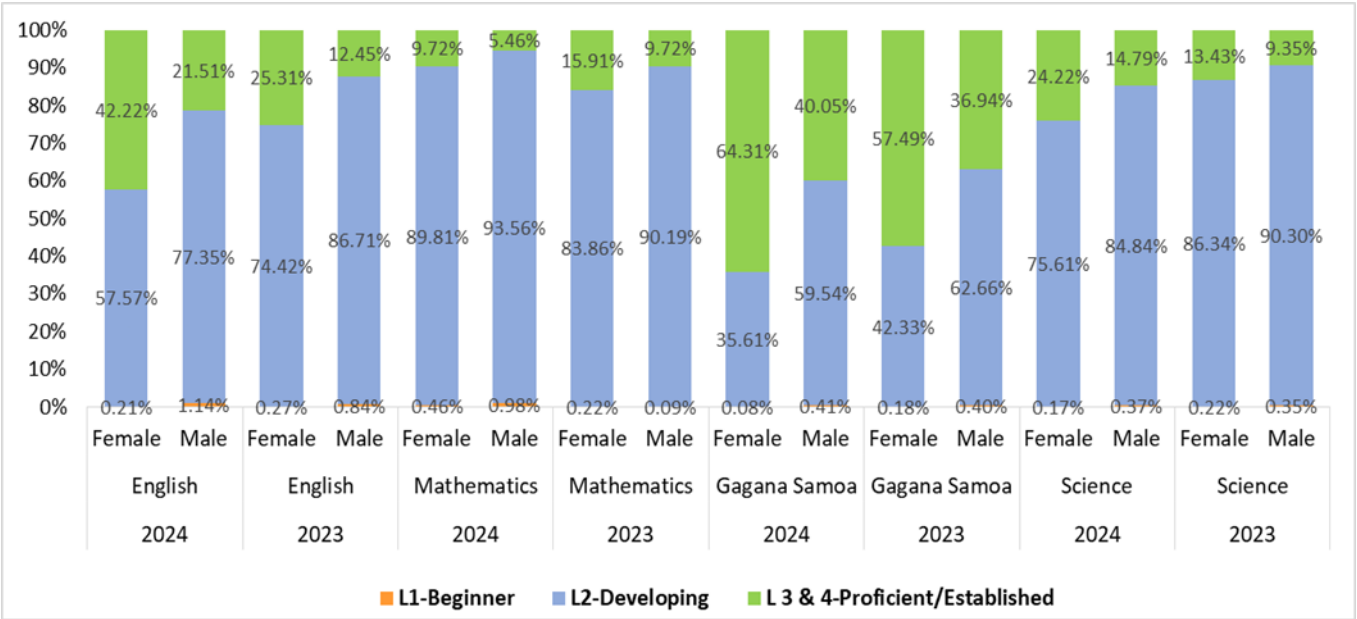


Figure 33 below presents the comparison of 2023 and 2024 achievement levels of female and male in all seven subjects assessed during the SNAPE Year 8. It shows that like Year 4 and Year 6, girls continue to outperform boys in all subjects. It further reveals that the majority of both genders achieved Level 2 in 2024 in all subjects, except for Gagana Samoa for which more girls achieved levels 3 and 4 (64.31%), and only very small proportions of students achieved the lowest level 1 (L1) in all the 4 subjects shown in 2024.

Significant increases in the proportions of males and females meeting Levels 3 and 4 for English, Science and Gagana Samoa in 2024 and this is followed by a decline in the proportion of students who achieved proficient and established levels (L3&L4) in Mathematics in 2024 for both genders.

Figure 33: SNAPE Year 8 by subjects and gender 2023 - 2024



Significant increase in the number of girls at L3 and L4 for Gagana Samoa from about 58 percent in 2023 to 64 percent in 2024. Number of boys also decreased from 37 percent in 2023 to 40% in 2024. Students at L2 decreased for both genders from 2023 to 2024. Similar pattern is observed in the percentages at each level of boys and girls for the Science and English subjects.

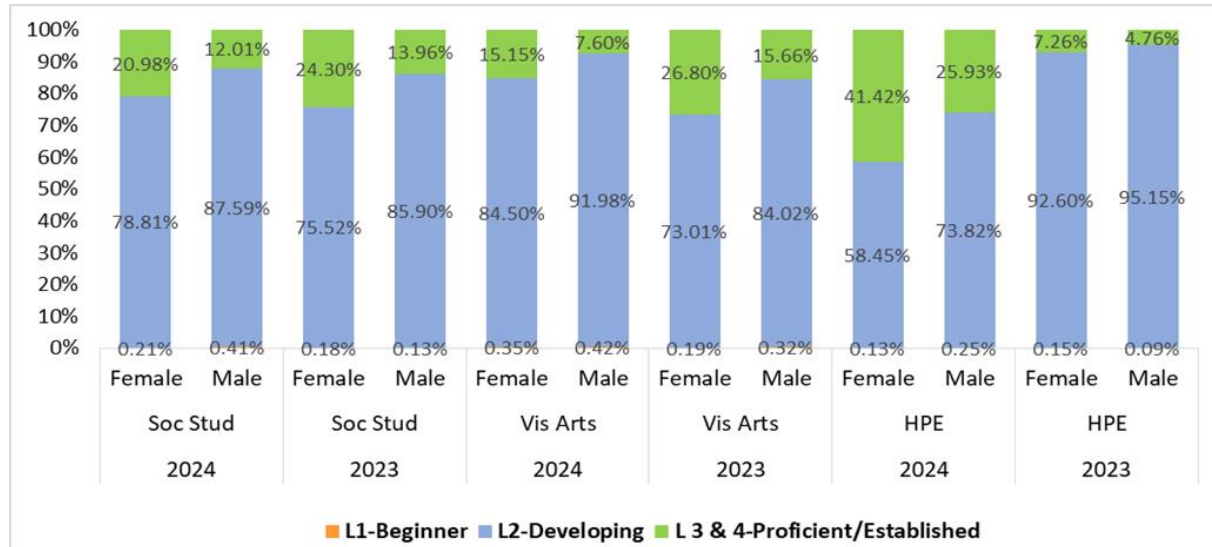
Figure 34 below presented the SNAPE Year 8 results in Social Studies, Visual Arts and HPE. It shows that the majority of both genders achieved Level 2 in all subjects and very small proportions of students achieved the lowest level 1 (L1) in these 3 subjects in 2024 and 2023.

For Social Studies, although the percentages of students at levels 3 and level 4 decreased, the percentages at level 2 increased for both genders in 2024 compared to 2023. Similar pattern is noted for Visual Arts.

Significant increase in percentage of girls achieving levels 3 and 4 in HPE in 2024 , with an increase from only 7.26% in 2023 to an impressive 41.42% in 2024 for girls and from 4.76% to 25.93% for boys.

The improvements noted for these 3 subjects and also Science and Mathematics can be partly attributed or linked to the significant improvements in the language or literacy subjects, namely Gagana Samoa and English.

Figure 34: SNAPE Year 8 by subjects and gender 2023 – 2024 (con't)



The results presented in Figure 35 shows the achievement gap between males and females who sat the Year 8 SNAPE exams in 2023 - 2024.

It is interesting to note that results indicated females did better than males in all the 7 curriculum subjects for 2024 SNAPE assessment.

In comparison to the 2023 assessment results, the proportion for gender achievement gap shows that more females achieved passing rates than males in all the 7 subjects but this has been reversed in 2024.

Figure 35: SNAPE Year 8 results Gender Achievement Gap 2023 - 2024

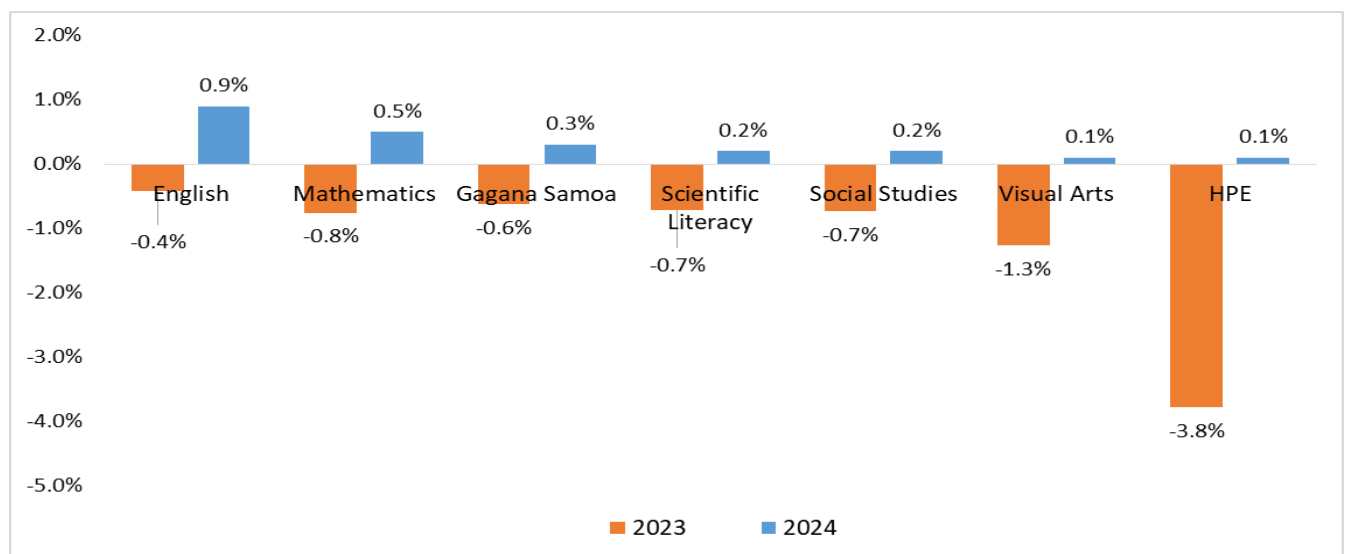
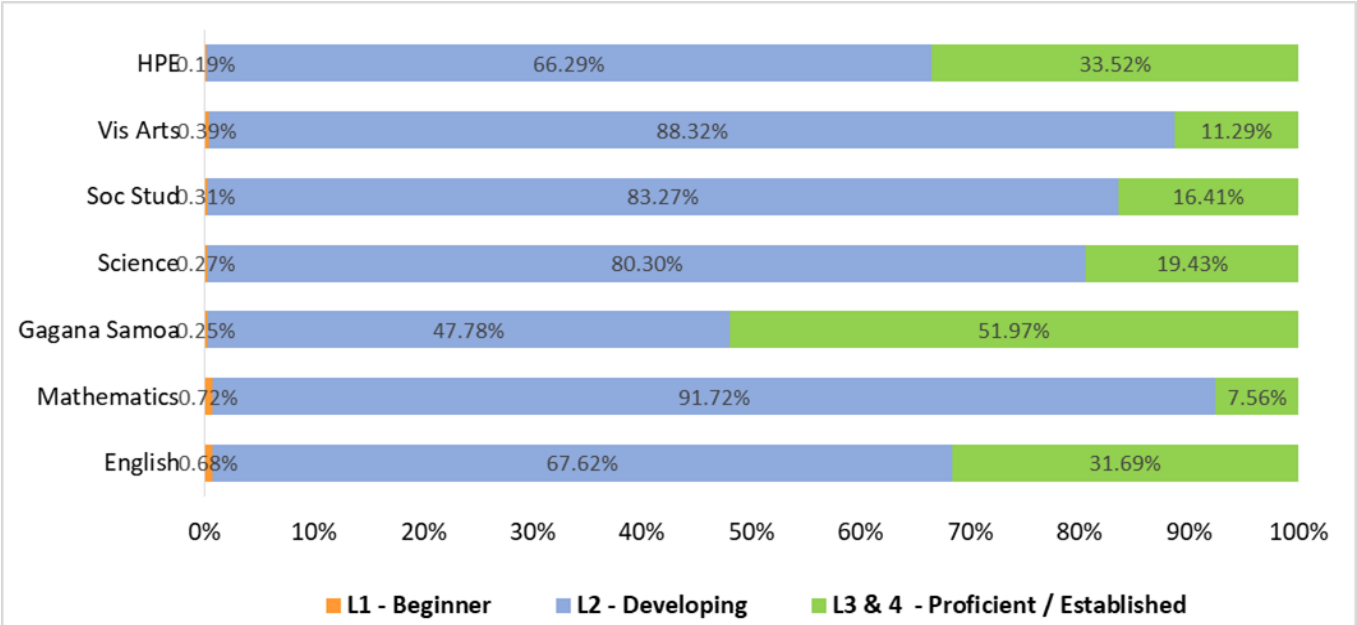


Figure 36 is for 2024 results only. It shows that Gagana Samoa has the highest rate of students who achieved Level 3 and 4 at 51.97%, followed by HPE, English, Science, Social Studies, Visual Arts and Mathematics in decreasing order. Significant numbers of students are at level 2 for 6 of the 7 subjects assessed and very minimal percentages of students are still at level 1. The 2024 results were a small but positive improvement compared to 2022 and even 2023.

Figure 36: SNAPE Year 8 results trend by Scale of Achievements Levels and subjects 2024



C2: Secondary Examinations

In the year 2022, the Ministry for the first time implemented the Year 10 Samoa National Junior School Certificate (SNJSC) examinations, in accordance with 4-year level curriculums for the Secondary Schools. Hence, this year’s Digest will be the third time for analyzing results from Year 10 SNJSC exams.

The now Year 12 Samoa Secondary Leaving Certificate (SSLC) examinations are used to determine the Year 12 (formerly known as Year 13) students’ competency to enter into Tertiary Education including the NUS and many other PSET institutions.

Year 2023 was the final year for Year 12 Samoa School Certificate (SSC) examinations which meant there were no more of SSC exams in 2024. Samoa Secondary Leaving Certificate (SSLC) examinations continued in 2024 with exam questions the 4-year level curriculums.

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

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 41 national examinations³ should be taken by students in Year 10 and Year 12 of all secondary schools every year in 2024.

For SNJSC Year 10, 20 subjects are offered and are assessed while 21 subjects are for SSLC Year 12 level. These are the 4-year level subjects, categorized under 4 Learning pathways of TVET, Arts, Commerce and Science, with Communication English, General Mathematics and General Science as new subjects offered and assessed at SSLC Year 12 level for the first time in 2024. Hence the increase of exams from 18 to 21 in 2024.

Figures 37 shows the Year 10 Samoa National Junior School Certificate (SNJSC) results in 2024 versus 2023. It reveals that majority of students are still at the beginner level (level 1) for ALL 20 subjects assessed with some subjects with 100% at beginner level. Compared to 2023, there are some decreases in these numbers of students at level 1 for 9 out of the 20 subjects but for most subjects (12 subjects), the numbers of students at level 1 actually went up in 2024 compared to 2023. Generally, the results for SNJSC Year 10 did not show any significant improvements at all in 2024. The Year 10 is external assessments (exams) only and the poor results is a clear indication of either the quality of the teaching of the 4 year-level curriculums or the not teaching to full potential the curriculums 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 performances of students per learning category or pathway show that students did not perform worst in TVET subjects, followed by Arts subjects, Science subjects and then Commerce subjects.

The year 10 continues to be a major concern for the Ministry, for which significant support and innovative strategies should be in place to improve the percentages of students achieving higher levels going forward.

³ 20 exams for SNJSC and 21 exams for SSLC

Figure 37: SNJSC Year 10 results by subjects 2023 - 2024

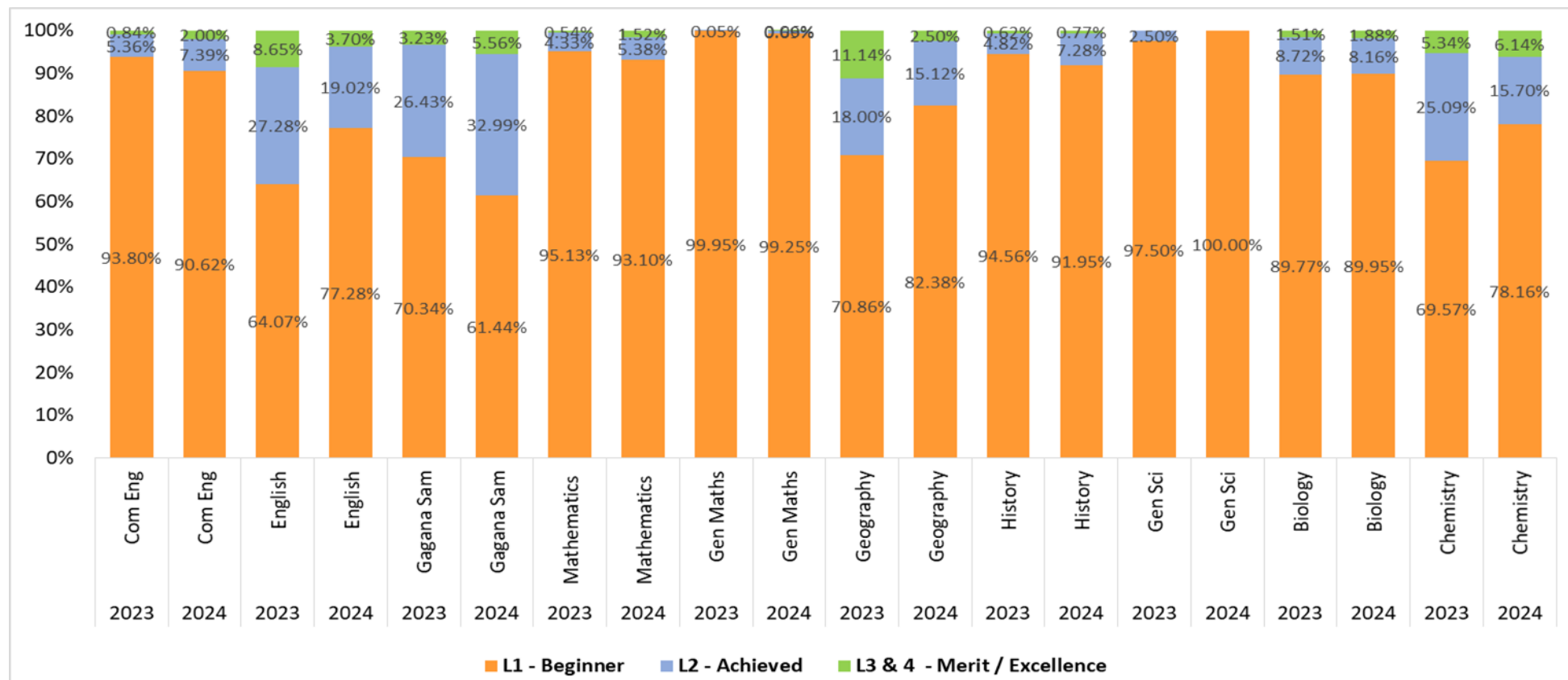
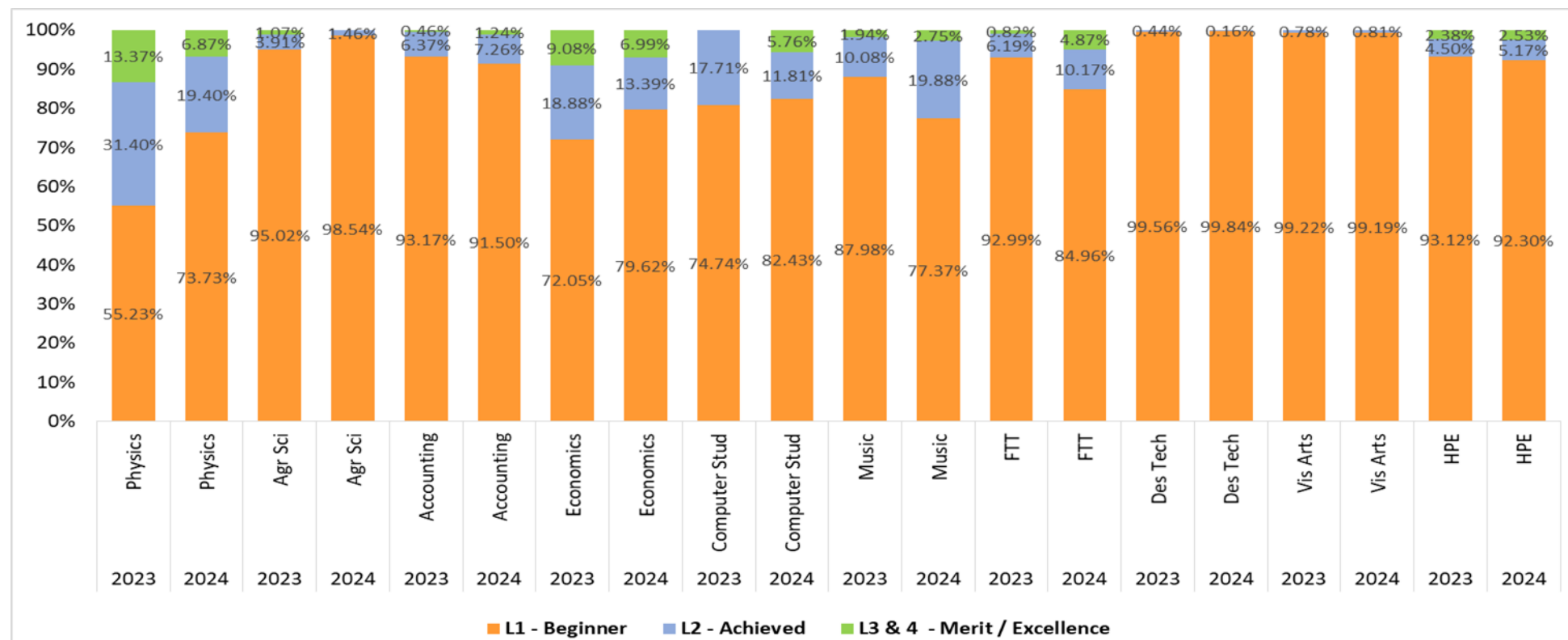


Figure 37: Year 10 SNJSC results by subjects 2023 – 2024 (con't)



Figures 38 to Figures 41 are the segregation of the results for each subject into girls and boys to compare gender performances in each subject in 2024 and 2023. Overall, girls continue to do better than boys in all except 4 subjects. Boys performed better in Mathematics, Physics, Accounting and Economics than boys in 2024. For the core and fundamental language subjects, namely English/Communication English and Gagana Samoa, girls continue to do significantly better than boys. For Commerce subjects, boys continued to do better than girls in both subjects (Accounting and Economics) in 2024 compared to 2023. Girls did better than boys in Arts subjects which are History and Geography. For the Science subjects,

both girls and boys did not do well in General Science with all at beginner level, girls did better in Chemistry than boys in 2024, boys did better than girls in Physics and basically the same performances for Biology for both genders.

Figure 38: SNJSC Year 10 Core Subjects – Achievement level distribution by gender 2023 - 2024

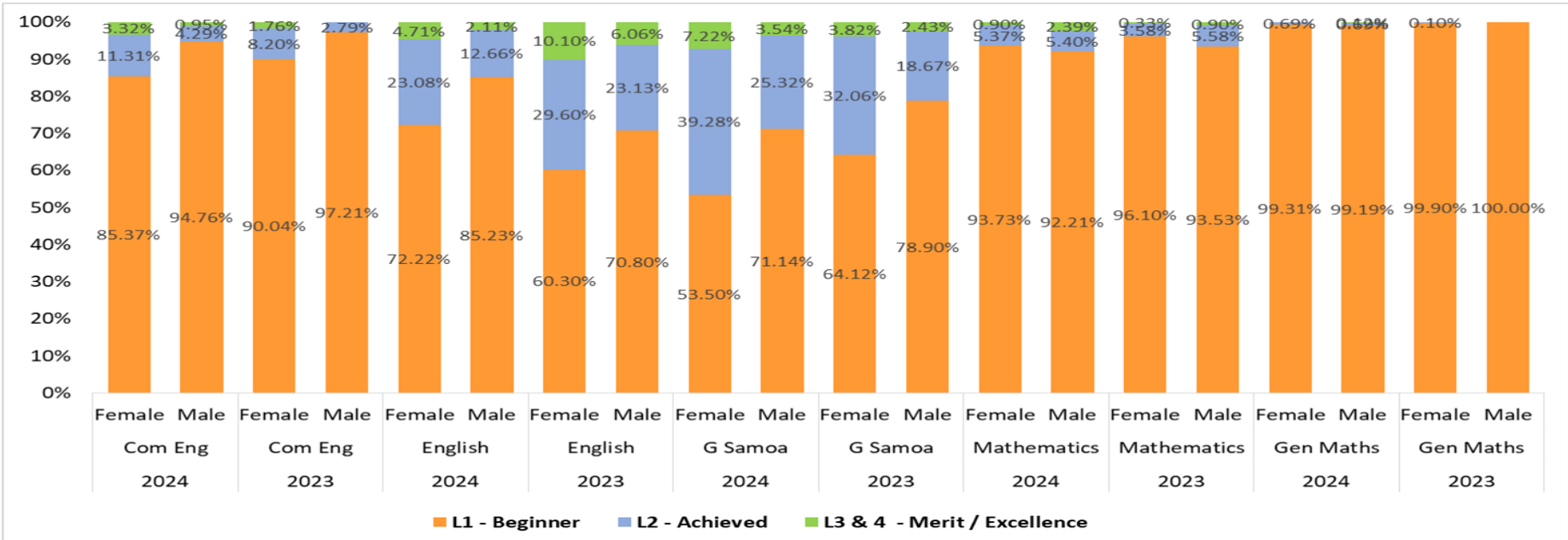


Figure 39: SNJSC Year 10 Commerce and Arts Subjects – Achievement level distribution by gender 2023 - 2024

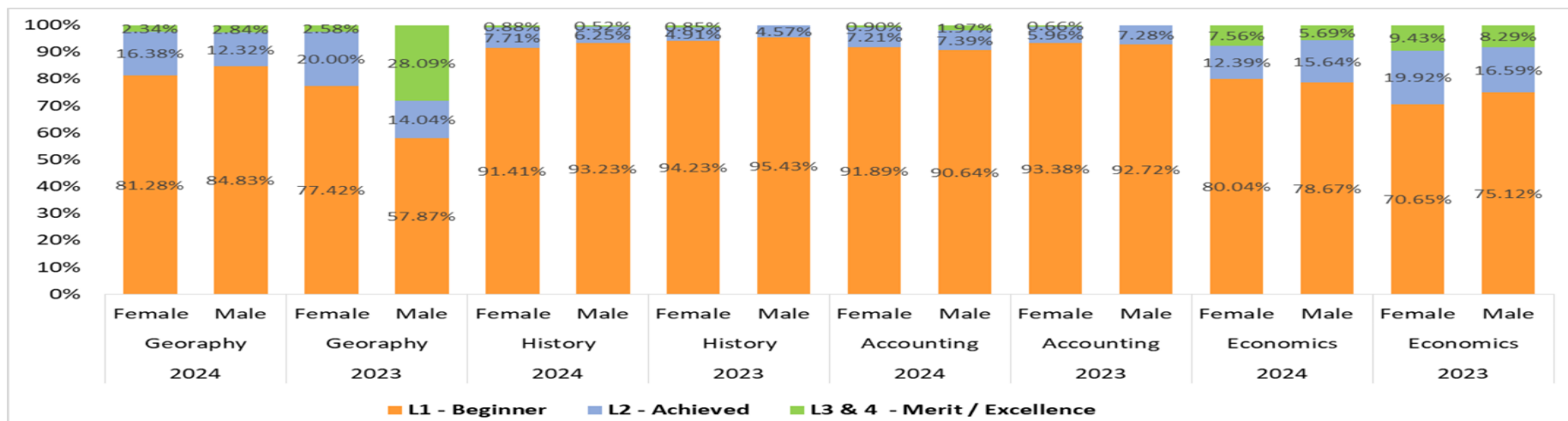


Figure 40: SNJSC Year 10 Science Subjects – Achievement level distribution by gender 2023 - 2024

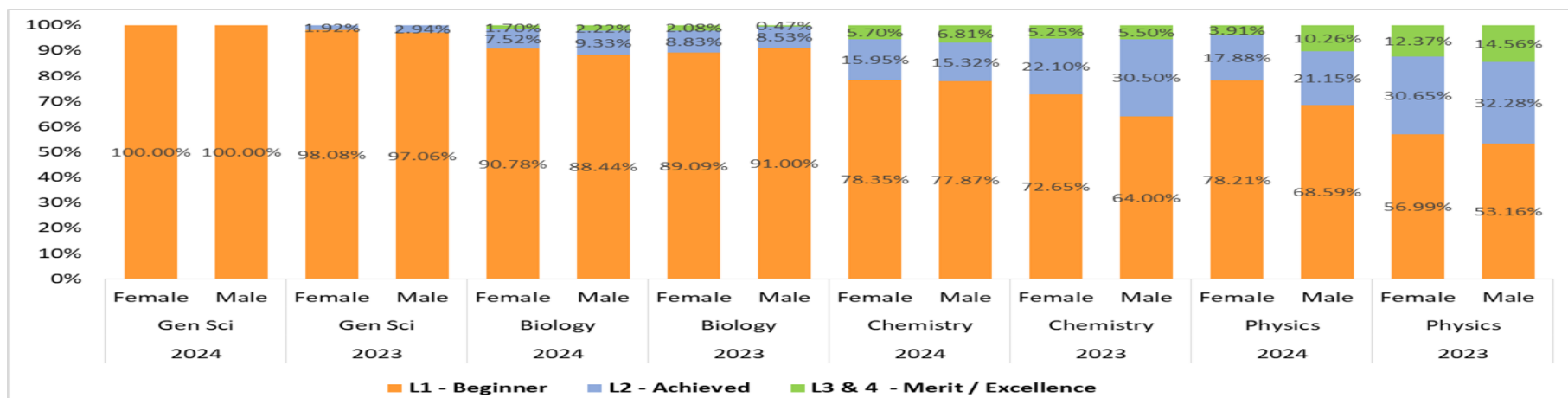
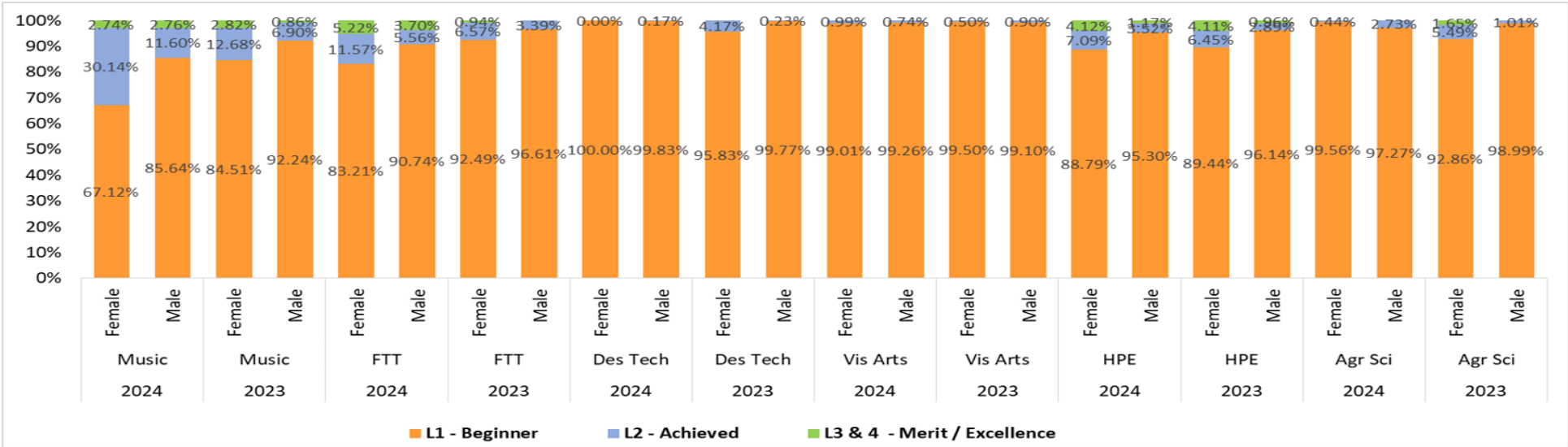


Figure 41: SNJSC Year 10 TVET Subjects – Achievement level distribution by gender 2023 - 2024



C2.2: Year 12 Samoa Secondary Leaving (SSLC) Examinations

This exam is a certificated national assessment which defines the competence of a student to enter post secondary education or Foundation level at tertiary institutions such as the NUS and the USP. The SSLC final results are a combination of both the Internal Assessment component and the national external examination component.

Figure 42 shows the results of the 2024 national SSLC examinations for 21 subjects assessed. As mentioned earlier, 3 new subjects were offered and assessed at this level as continuation of these subjects from Year 10 level. Except for Development Studies and Gagana Samoa, majority (i.e. more than 50%) of students are at beginner level for all subjects with the worst performed subjects as Mathematics and General Mathematics.

Even with the offer of two English subjects (Communication English and English) , two Mathematics (General Mathematics and Mathematics), it did not show any significant differences in the results in 2024.

Figure 42: SSLC Year 12 results by subjects 2024

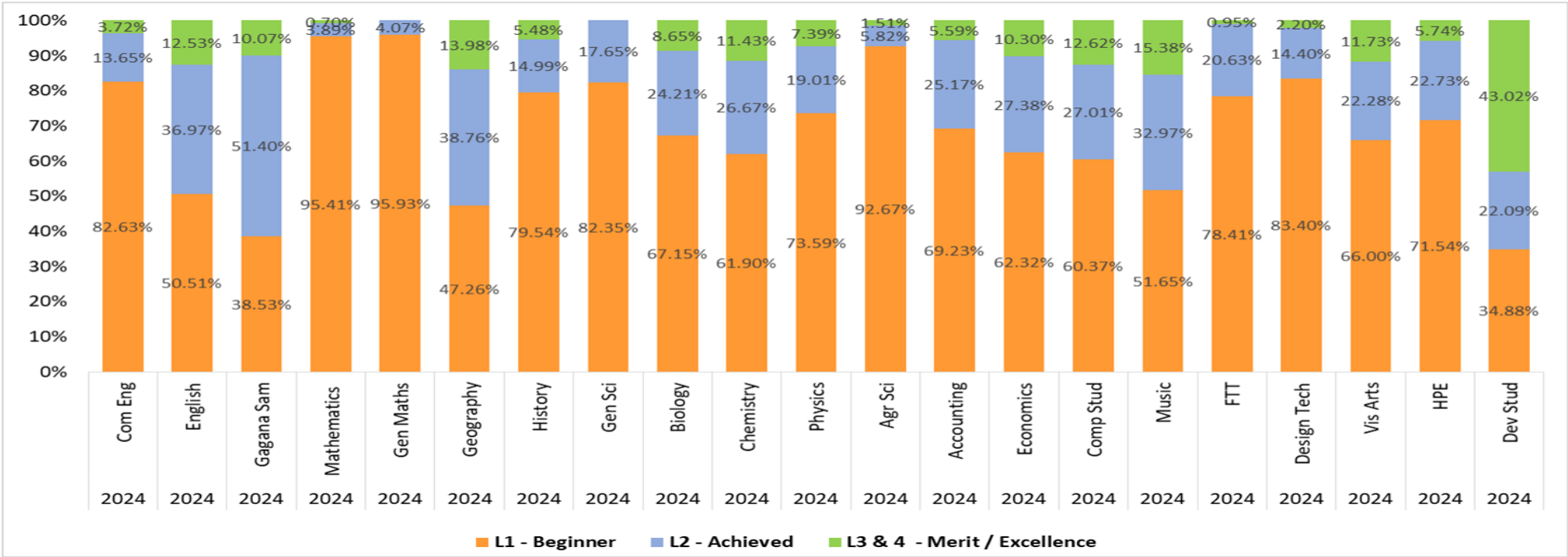
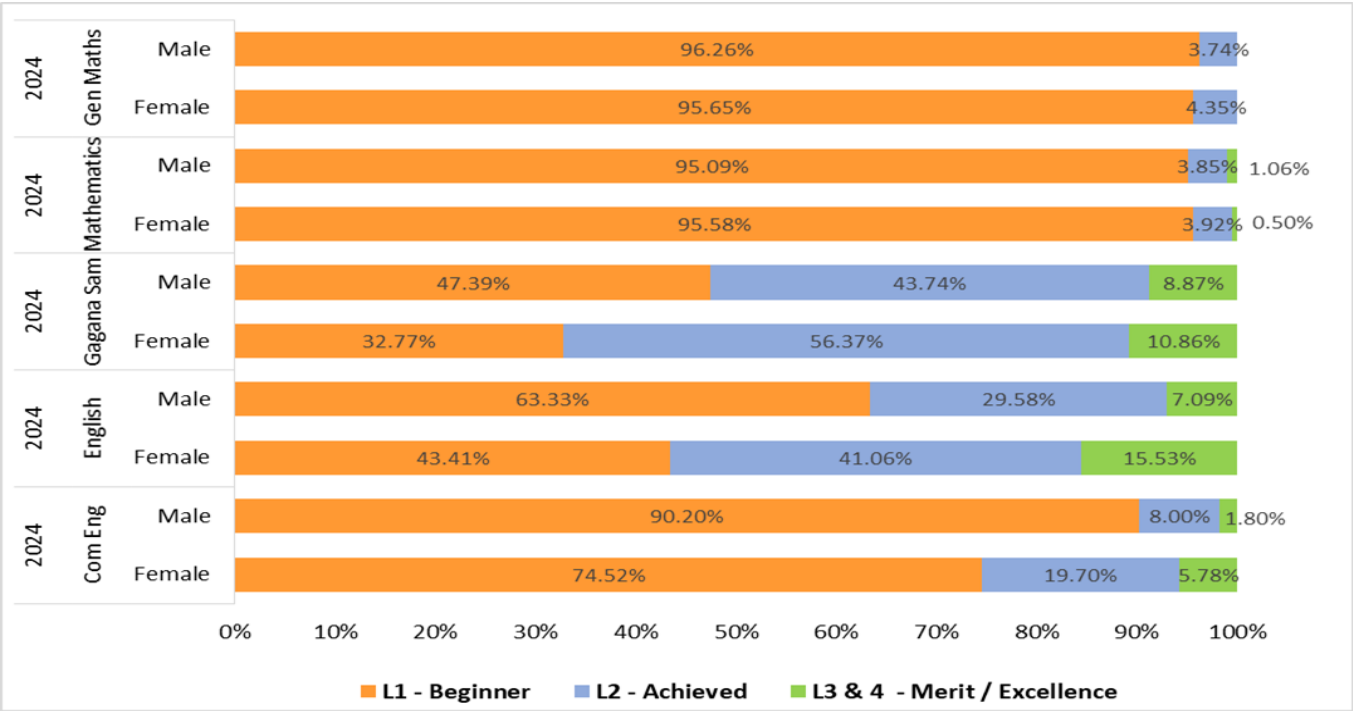


Figure 43 to Figure 47 show the segregation to girls and boys of the results in 2024.

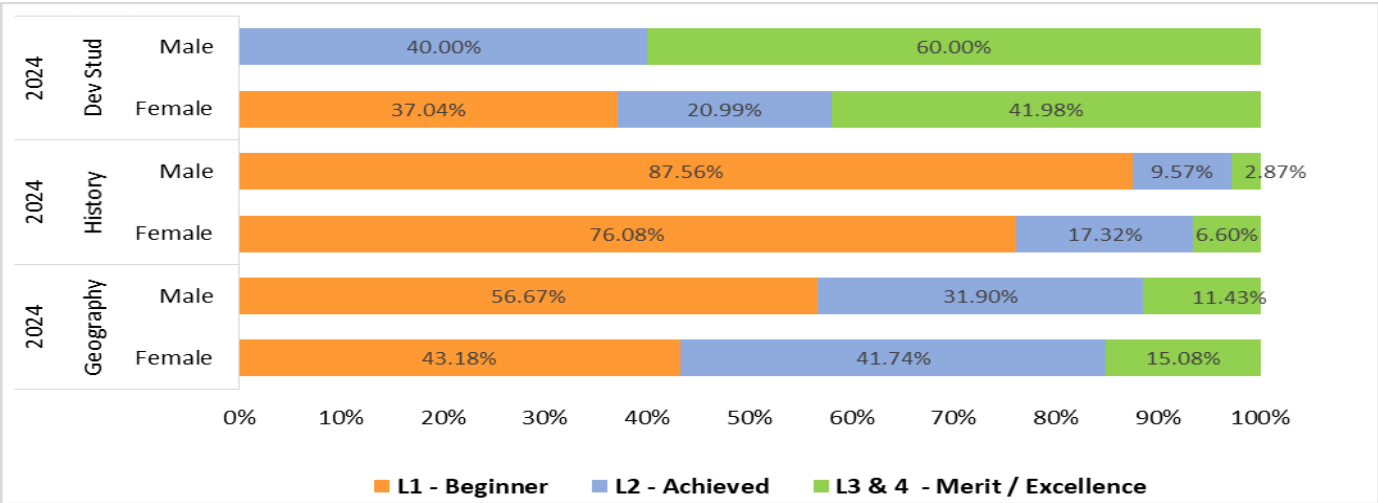
For Mathematics and General Mathematics, when considering the percentages at beginner level, it can be concluded that both girls and boys did not do well in these two subjects. For Gagana Samoa, English and Communication English, girls clearly did better than boys with more girls at Levels 2, 3 and 4 (i.e. passed)

Figure 43: SSLC Year 12 Core Subjects – Achievement level distribution by gender 2024



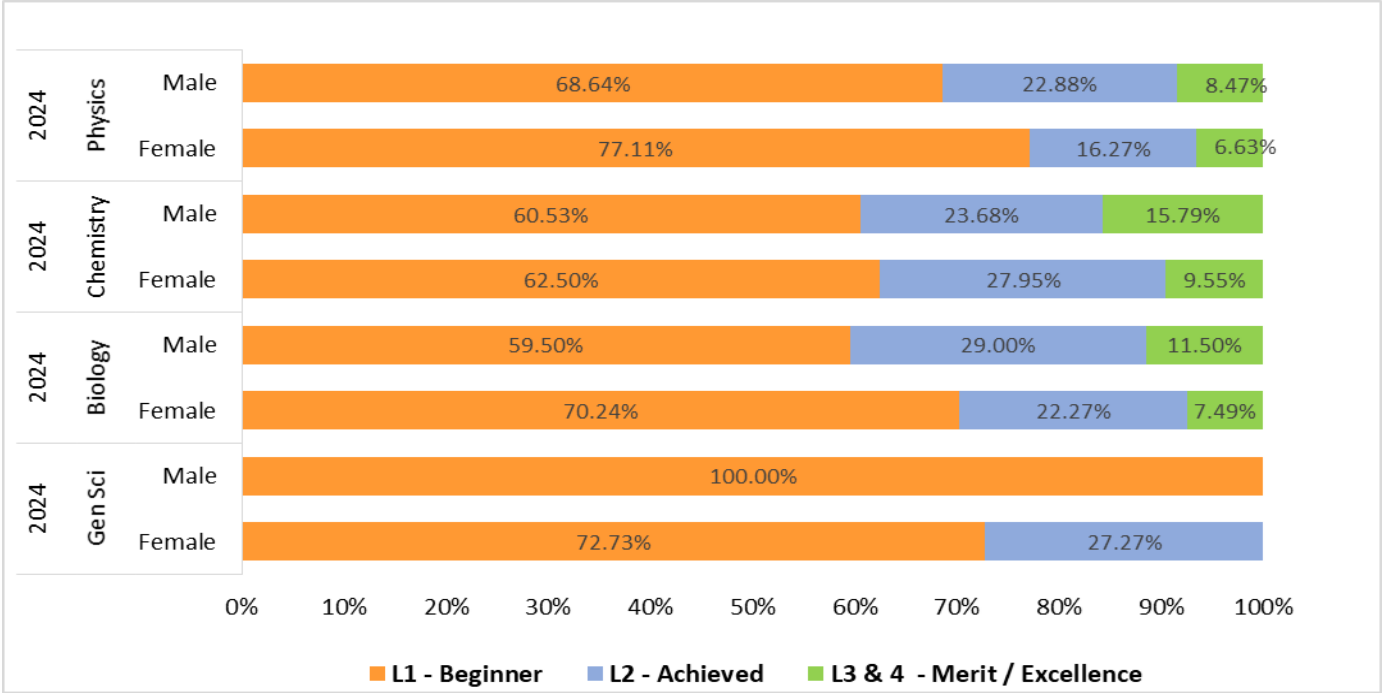
For Arts subjects, boys did better than girls in Development Studies and girls did better than boys in History and Geography in terms of higher numbers of girls achieving L2,L3 and L4.

Figure 44:SSLC Year 12 Arts Subjects – Achievement level distribution by gender 2024



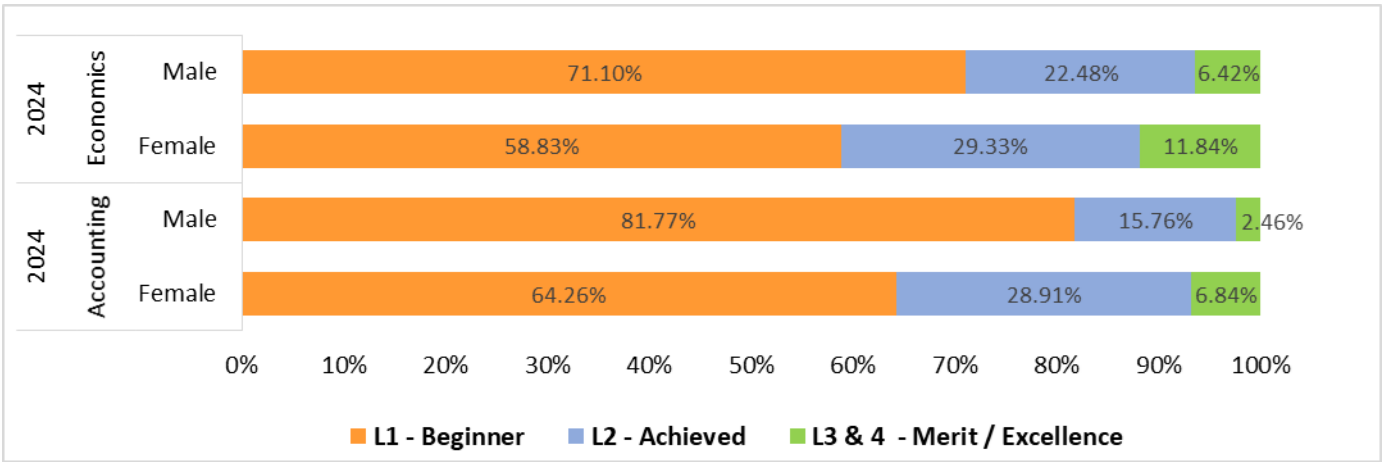
For Science subjects, girls did better in General Science and boys did better than girls in Biology, Physics and Chemistry. This performance by boys in 2024 for Science is actually a reversal of past years’ results when more girls passed subjects like Biology and Chemsitry compared to boys. General Science was offered for the first time at this SSLC level and majority of girls and all of the boys that sat the exam are at level 1.

Figure 45: SSLC Year 12 Science Subjects – Achievement level distribution by gender 2024



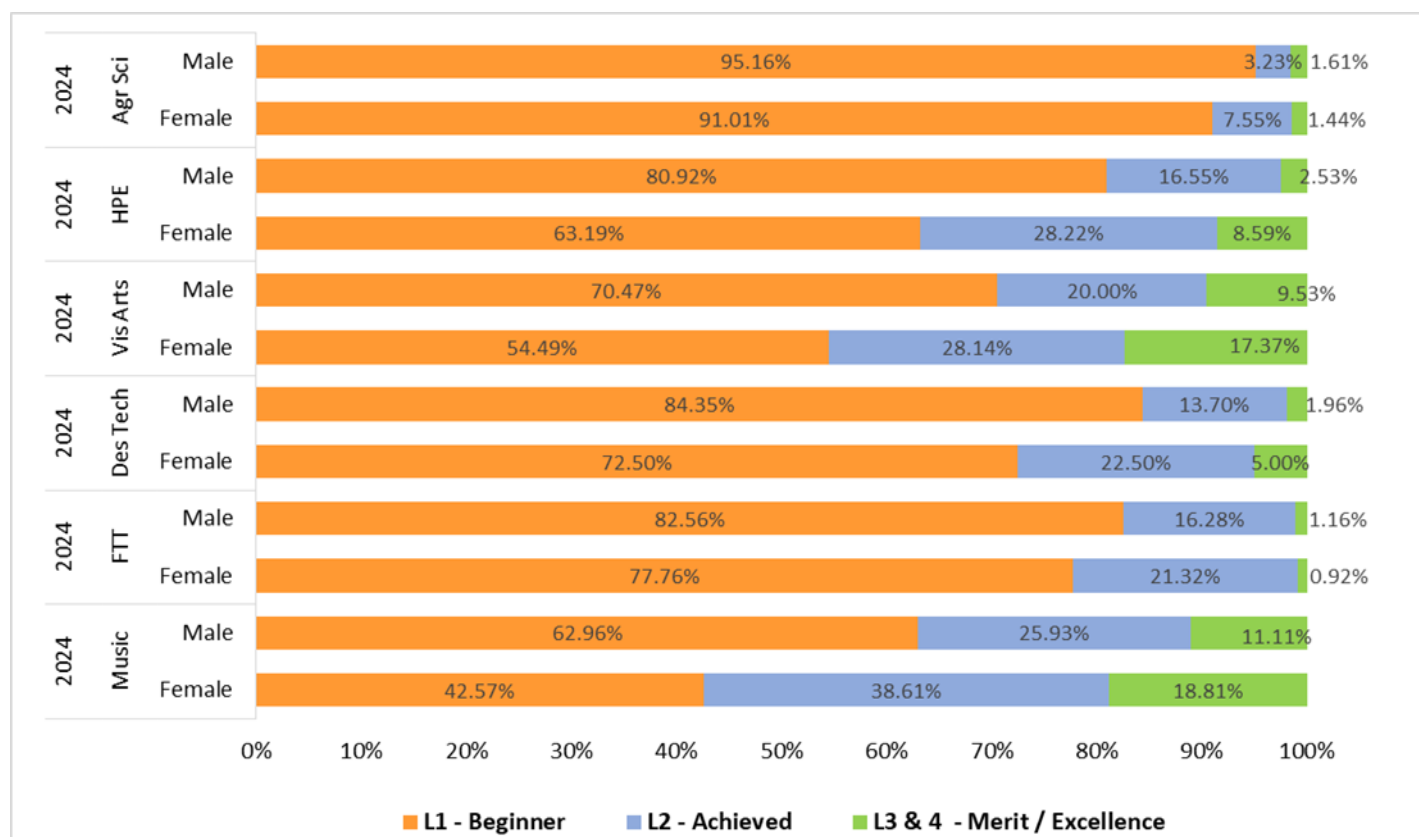
There are only 2 Commerce subjects and girls clearly did better than boys with more girls achieving level 2 and up than boys in both subjects.

Figure 46: SSLC Year 12 Commerce Subjects – Achievement level distribution by gender 2024



There are 6 TVET subjects and for all subjects except Music, majority (more than 50%) of boys and also girls are at beginner level. For all 6 subjects, the girls did better than boys with more girls who passed (at L 2,3 and 4) compared to boys.

Figure 47: SSLC Year 12 TVET Subjects – Achievement level distribution by gender 2024



C2.3: Year 10 SNJSC and Year 12 Samoa Secondary Leaving (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 25 below are the results from Year 10 students who attended the Samoa National Junior School Certificate as shown by the achievement in years 2023 - 2024.

Table 25: SNJSC Year 10 pass rates by gender 2023 - 2024

Subjects	Gender	2023		2024	
		Total No. of students	% pass rate	Total No. of students	% pass rate
English	Female	1267	40%	1339	28%
	Male	709	29%	853	15%
	TOTAL	1976	36%	2192	23%
Communication English	Female	683	10%	663	15%
	Male	753	3%	840	5%
	TOTAL	1436	6%	1503	9%
Mathematics	Female	922	4%	1117	6%
	Male	556	6%	796	8%

	TOTAL	1478	5%	1913	7%
General Mathematics	Female	975	0%	867	1%
	Male	852	0%	869	1%
	TOTAL	1827	0%	1736	1%
Gagana Samoa	Female	1756	36%	1828	46%
	Male	1275	21%	1497	29%
	TOTAL	3031	30%	3325	39%
Computer Studies	Female	1659	30%	1690	23%
	Male	1096	18%	1298	10%
	TOTAL	2755	25%	2988	18%
General Science	Female	52	2%	50	0%
	Male	68	3%	37	0%
	TOTAL	120	3%	87	0%
Biology	Female	385	11%	412	9%
	Male	211	9%	225	12%
	TOTAL	596	10%	637	10%
Chemistry	Female	362	27%	351	22%
	Male	200	36%	235	22%
	TOTAL	562	30%	586	22%
Physics	Female	186	43%	179	22%
	Male	158	47%	156	31%
	TOTAL	344	45%	335	26%
Geography	Female	465	23%	470	19%
	Male	235	42%	211	15%
	TOTAL	700	29%	681	18%
History	Female	468	6%	454	9%
	Male	175	5%	192	7%
	TOTAL	643	5%	646	8%
Accounting	Female	453	7%	444	8%
	Male	206	7%	203	9%
	TOTAL	659	7%	647	9%
Economic	Female	477	29%	476	20%
	Male	217	25%	211	21%
	TOTAL	694	28%	687	20%
Agriculture Sci	Female	182	7%	228	0%
	Male	99	1%	183	3%
	TOTAL	281	5%	411	1%
Food & Textiles Technology (FTT)	Female	426	8%	536	17%
	Male	59	3%	162	9%
	TOTAL	485	7%	698	15%
Design Technology	Female	24	4%	32	0%
	Male	429	0%	585	0%
	TOTAL	453	0%	617	0%
Visual Arts	Female	199	1%	202	1%
	Male	443	1%	542	1%
	TOTAL	642	1%	744	1%
HPE	Female	341	11%	437	11%
	Male	415	4%	511	5%
	TOTAL	756	7%	948	8%
Music	Female	142	15%	146	33%
	Male	116	8%	181	14%
	TOTAL	258	12%	327	23%

Looking at the differentials by core subjects, it can be seen from Figure 48 that females achieved higher passing rates in Year 10 SNJSC 2024 for English, Communication English, Gagana Samoa and Computer studies. However, all these subjects have not been able to achieve 50 percent pass rate for either gender or collectively.

Figure 48: SNJSC Year 10 pass rates by core subjects and gender 2023 - 2024

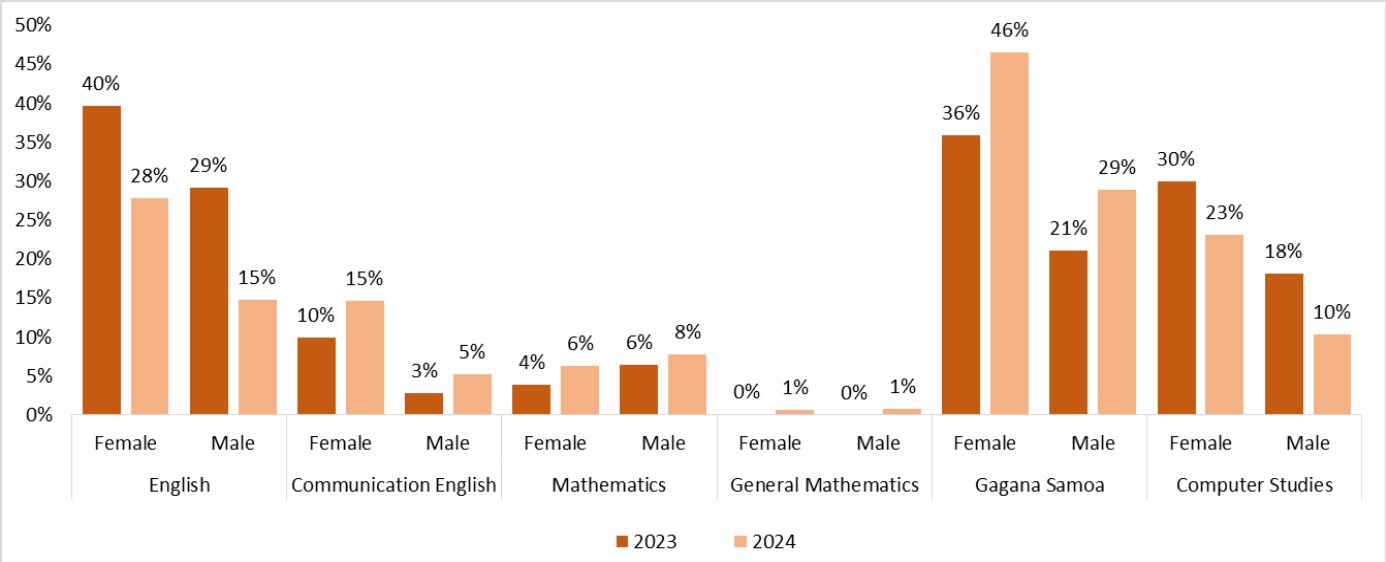


Figure 49 shows a decline of students achieved passing rates for both males and females in Geography exam 2024. A slight increase by 2 percent for both genders in History subject. The same trend also experienced for commerce subjects where it reveals a slight increase by 1 percent for males and females achieved passing rates in Accounting subject and also declined in Economic subject.

Figure 49: SNJSC Year 10 pass rates by commerce/arts subjects and gender 2023 - 2024

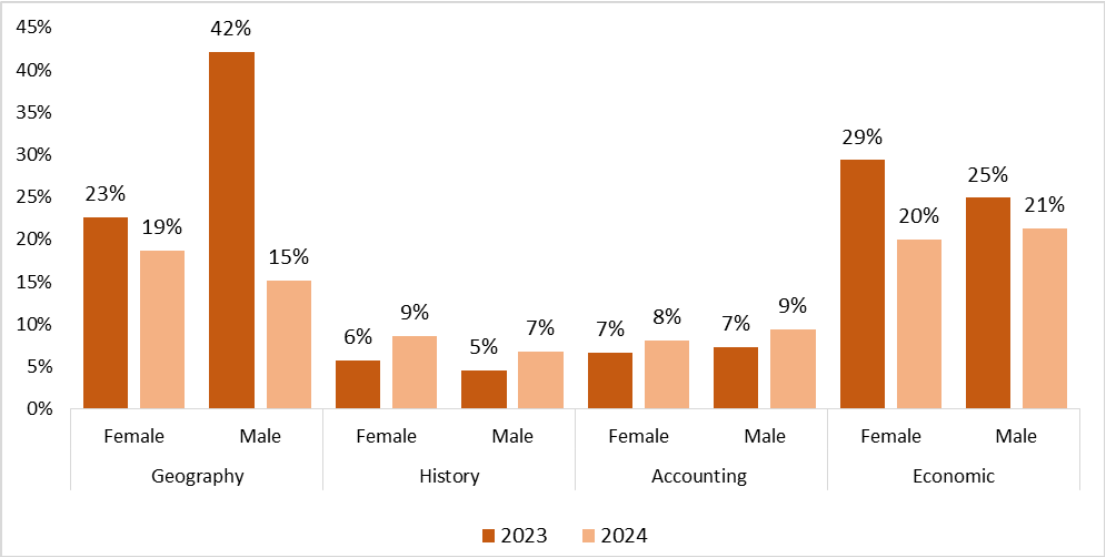


Figure 50 reveals that science passing rates is declined for both genders in General Science, Chemistry and Physics subjects except a slight improvement for males only in Biology exam 2024.

Figure 50: SNJSC pass rates by science subjects and gender 2023 - 2024

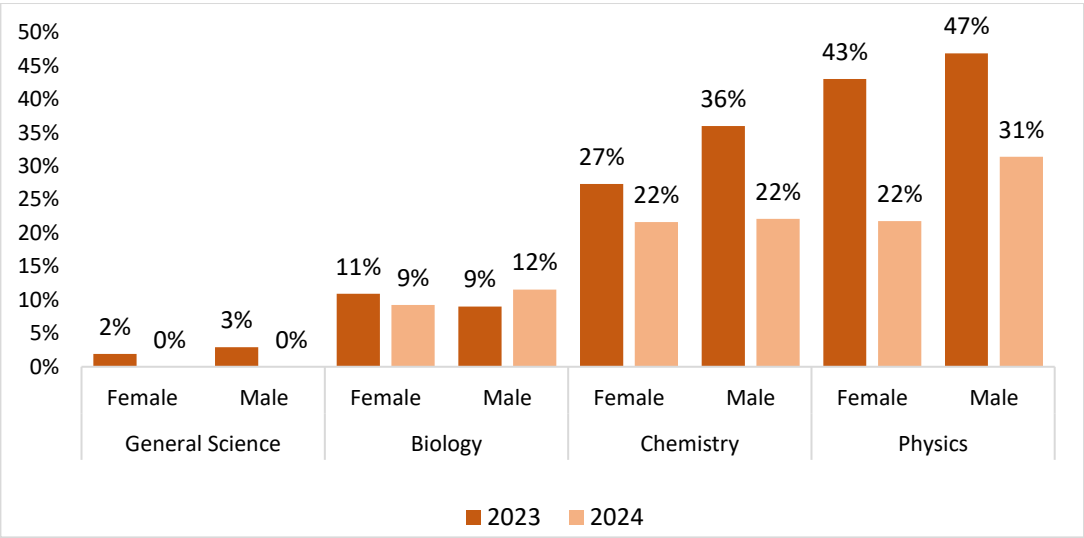


Figure 51 presents that there is an improvement of passing rates for both genders in FTT and Music subjects.

Overall, all these Year 10 SNJSC subjects have not been able to achieve 50 percent passing rates for both genders.

Figure 51: SNJSC pass rates by TVET subjects and gender 2023 - 2024

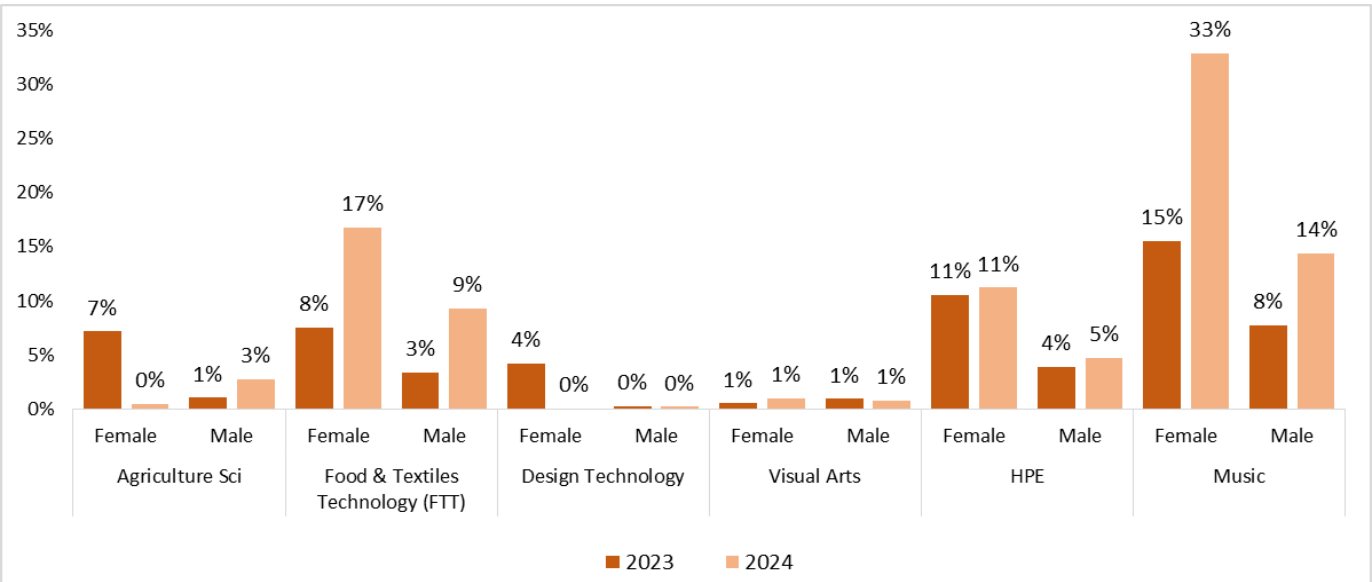


Table 26 below are the results from Year 12 students who attended the Samoa School Leaving Certificate as shown by the achievement in year 2024. Since this is the result of four-year-level transformation in the secondary education system has commenced thus reason why there is no comparison for the five-year-level in 2023.

Table 26: SSLC Year 12 pass rates by gender 2024

Subjects	Gender	2024	
		Total No. of students	% pass rate
English	Female	1912	57%
	Male	1058	37%
	TOTAL	2970	49%
Communication English	Female	467	25%
	Male	500	10%
	TOTAL	967	17%
Mathematics	Female	1403	4%
	Male	754	5%
	TOTAL	2157	5%
General Mathematics	Female	689	4%
	Male	588	4%
	TOTAL	1277	4%
Gagana Samoa	Female	2063	67%
	Male	1342	53%
	TOTAL	3405	61%
Computer Studies	Female	1909	46%
	Male	1119	29%
	TOTAL	3028	40%
General Science	Female	11	27%
	Male	6	0%
	TOTAL	17	18%
Biology	Female	494	30%
	Male	200	41%
	TOTAL	694	33%
Chemistry	Female	440	38%
	Male	190	39%
	TOTAL	630	38%
Physics	Female	166	23%
	Male	118	31%
	TOTAL	284	26%
Geography	Female	484	57%
	Male	210	43%
	TOTAL	694	53%
History	Female	485	24%
	Male	209	12%
	TOTAL	694	20%
Development Stud	Female	81	63%
	Male	5	100%
	TOTAL	86	65%
Accounting	Female	512	36%
	Male	203	18%
	TOTAL	715	31%
Economics	Female	549	41%
	Male	218	29%
	TOTAL	767	38%
Agr Science	Female	278	9%
	Male	186	5%
	TOTAL	464	7%
Food & Textiles Technology (FTT)	Female	544	22%

	Male	86	17%
	TOTAL	630	22%
Design Technology	Female	40	28%
	Male	460	16%
	TOTAL	500	17%
Visual Arts	Female	167	46%
	Male	430	30%
	TOTAL	597	34%
HPE	Female	489	37%
	Male	435	19%
	TOTAL	924	28%
Music	Female	101	57%
	Male	81	37%
	TOTAL	182	48%

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 since 2024 from 343 to 336 in 2025 with majority being recorded teaching in pre-schools that are privately owned.

As shown in Table 27, the decline in the number of teachers for ECE schools from 343 in 2024 to 336 in 2025 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 2025.

The data also reveals the huge gap of nearly 100 percent of females being employed over the last four years compare to male in ECE levels.

Table 27: Number and percentage of ECE Teachers by gender gap and controlling authority 2022 – 2025

Teachers	Values				Percentages			
	2022	2023	2024	2025	2022	2023	2024	2025
Male	9	7	7	5	2%	2%	2%	1%
Female	412	404	336	331	98%	98%	98%	99%
Total	421	411	343	336	100%	100%	100%	100%
Gender Gap	403	397	329	326	96%	97%	96%	97%

Controlling Authorities	Male	Female	Total
Total	5	331	336
MAT (Private)	3	148	151
Methodist	1	108	109
FAAEA (EFKS)	0	48	48
Catholic	1	26	27
Government	0	1	1

For primary, the number of teachers teaching in primary schools also further declined to 1509 in 2025 from 1540 in 2024. Majority of teachers are female with more than 80 percent in three years since 2022 and nearly 60 percent teach in Government schools as shown in Table 28.

By gender, female teachers dominates teaching in primary schools of more than 80 percent.

Table 28: Number and percentage of Primary Teachers by gender gap and controlling authority 2021- 2025

Number of Primary Teachers						
School Status	Gender	2021	2022	2023	2024	2025
Government	Male	226	226	213	225	198
	Female	886	880	887	889	926
	Total	1112	1106	1100	1114	1124
Mission	Male	37	35	53	61	36
	Female	207	212	251	217	223
	Total	244	247	304	278	259
Private	Male	14	15	33	36	16
	Female	97	91	121	112	110
	Total	111	106	154	148	126
Totals	Total Male	277	276	299	322	250
	Total Female	1190	1183	1259	1218	1259
	Overall Total	1467	1459	1558	1540	1509
Percentage of Primary Teachers						
School Status	Gender	2021	2022	2023	2024	2025
Government	Male	18%	15%	15%	15%	13%
	Female	61%	60%	60%	58%	61%
	Total	79%	76%	75%	72%	74%
Mission	Male	2%	3%	2%	4%	2%
	Female	14%	14%	15%	14%	15%
	Total	16%	17%	17%	18%	17%
Private	Male	1%	1%	1%	2%	1%
	Female	6%	7%	6%	7%	7%
	Total	7%	8%	7%	10%	8%
Totals	Total Male	21%	19%	18%	21%	17%
	Total Female	79%	81%	82%	79%	83%
	Gender Gap	58%	62%	64%	62%	62%

Compared to the teachers who are teaching in Secondary schools, Table 29 is also showing the slight decrease on the actual numbers of teachers by controlling authorities from 1029 in 2024 to 1023 in 2025. About 61 percent of the overall numbers of teachers are female and 39 percent

are male.

By gender gap, it shows that females also dominates teaching in the secondary level depicts around 20 percent on average.

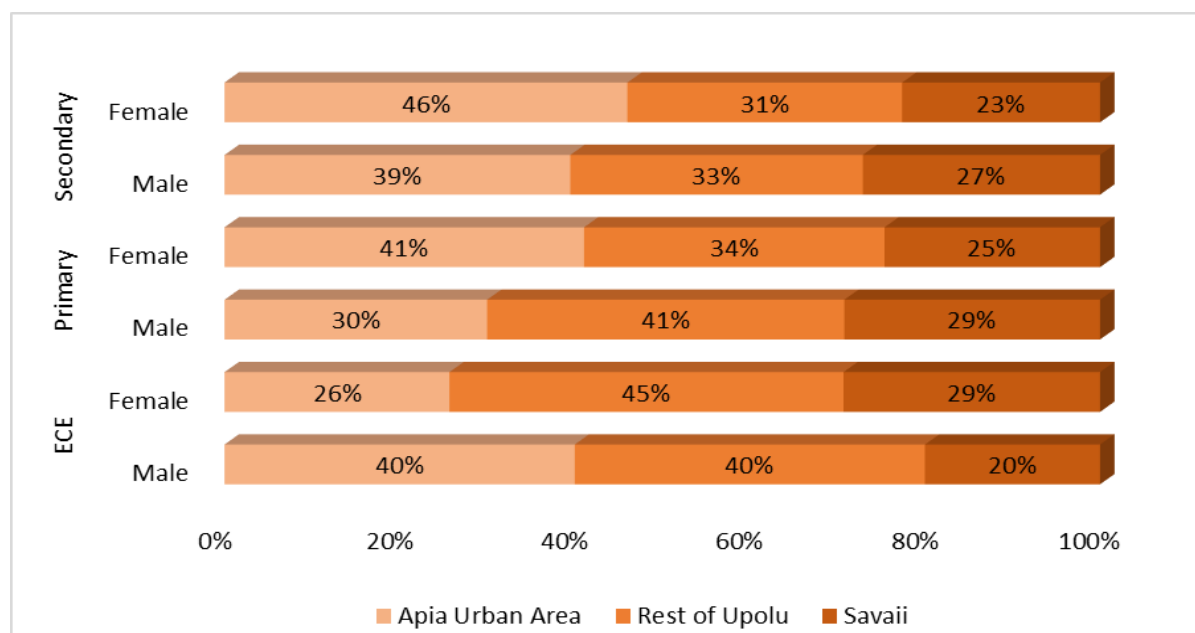
Table 29: Number and percentage of Secondary Teachers by gender gap and controlling authority 2021 - 2025

Number of Secondary Teachers						
School Status	Gender	2021	2022	2023	2024	2025
Government	Male	237	223	230	226	213
	Female	387	390	362	401	397
	Total	624	613	592	627	610
Mission	Male	163	160	131	178	164
	Female	203	221	242	187	208
	Total	366	381	373	365	372
Private	Male	18	15	26	16	18
	Female	19	23	21	21	23
	Total	37	38	47	37	41
Total	Total Male	418	398	387	420	395
	Total Female	69	634	625	609	628
	TOTAL	1027	1032	1012	1029	1023
Percentage of Secondary Teachers						
School Status	Gender	2021	2022	2023	2024	2025
Government	Male	24%	23%	22%	22%	21%
	Female	38%	38%	38%	39%	39%
	Total	62%	61%	60%	61%	60%
Mission	Male	17%	16%	16%	17%	16%
	Female	17%	20%	21%	18%	20%
	Total	34%	36%	37%	35%	36%
Private	Male	2%	2%	1%	2%	2%
	Female	2%	2%	2%	2%	2%
	Total	4%	4%	3%	4%	4%
Total	Total Male	43%	41%	39%	41%	39%
	Total Female	57%	59%	61%	59%	61%
	Gender Gap	14%	18%	22%	18%	23%

Looking at regional variations, Apia Urban Area has the highest proportion of female teachers teaching in primary and secondary (41 and 46 percent, respectively). Rest of Upolu region has the highest percentage of male teachers teach in both Primary and Secondary for about 33 and 41 percent. For ECE, majority of teachers taught in Rest of Upolu region with more than 40 percent.

More females teach in both Primary and Secondary schools compared to males as shown in Figure 51.

Figure 52: Percentage of Teachers by gender, school's levels and regions 2024



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 336 teachers teach in ECE schools, only 1 teacher has graduated with Diplomas of Education and 112 graduated with Degrees in Education. The majority (323) of the teachers received their ECE Certificate from either Sogi, APTC, Methodist Church, USP, NZ and other institutions.

Table 30: ECE Teachers by type of qualifications 2025

ECE Teachers Qualifications	Values			Percentage		
	Qualified Teachers		Total	Qualified Teachers		Total
	Male	Female		Male	Female	
Totals	5	331	336	1%	99%	100%
ECE Certificate- Sogi/APTC/Metotisi/USP/NZ	5	318	323	2%	98%	100%
Diploma Ed - ECE	0	1	1	0%	100%	100%
Bachelor Ed - ECE	0	12	12	0%	100%	100%

Table 31 indicates that all teachers in primary education have a qualification background with the majority of the workforce holdings Bachelors of Education.

For the Government schools, 62 percent of these teachers holds degree qualifications compared to more than 17 percent in Mission and 23 percent for Private. For the diploma of education, about 18 percent of teachers in government schools hold a diploma qualification, 9 percent in mission and 16 percent in private schools.

Table 31: Primary teachers by types of qualifications 2025

Primary Schools Teachers Qualifications									
Qualifications	Gender	Government		Mission		Private		Total	
		Total	Percent	Total	Percent	Total	Percent	Total	Percent
Teaching Certificate	Male	29	3%	10	4%	0	0%	39	3%
	Female	104	9%	81	31%	29	23%	214	14%
	TOTAL	133	12%	91	35%	29	23%	253	17%
Other Certificates	Male	1	0%	11	4%	0	0%	12	1%
	Female	12	1%	58	22%	19	15%	89	6%
	TOTAL	13	1%	69	27%	19	15%	101	7%
Diploma in Education	Male	45	4%	3	1%	0	0%	48	3%
	Female	155	14%	20	8%	20	16%	195	13%
	TOTAL	200	18%	23	9%	20	16%	243	16%
Other Diplomas	Male	5	0%	1	0%	6	5%	12	1%
	Female	10	1%	4	2%	7	6%	21	1%
	TOTAL	15	1%	5	2%	13	10%	33	2%
Bachelor of Education	Male	107	10%	3	1%	5	4%	115	8%
	Female	585	52%	40	15%	24	19%	649	43%
	TOTAL	692	62%	43	17%	29	23%	764	51%
Other Bachelor Degrees	Male	3	0%	6	2%	4	3%	13	1%
	Female	32	3%	9	3%	6	5%	47	3%
	TOTAL	35	3%	15	6%	10	8%	60	4%
Post Graduate Diplomas	Male	8	1%	0	0%	1	1%	9	1%
	Female	20	2%	4	2%	1	1%	25	2%
	TOTAL	28	2%	4	2%	2	2%	34	2%
Master's Degree	Male	0	0%	2	1%	0	0%	2	0%
	Female	8	1%	7	3%	4	3%	19	1%
	TOTAL	8	1%	9	3%	4	3%	21	1%
Male		198	18%	36	14%	16	13%	250	17%
Female		926	82%	223	86%	110	87%	1259	83%
TOTAL		1124	100%	259	100%	126	100%	1509	100%

Table 32 presents the actual numbers and percentage of teachers in secondary education with their qualification.

The result indicates that 70 percent of teachers are recorded as Degree holders (*inclusive of Post Graduate Masters Qualifications*). However, 30 percent of teachers needs to upgrade from diploma to higher levels of qualifications.

Table 32: Secondary teachers by types of qualifications 2025

Secondary Schools Teachers Qualifications									
Qualifications	Gender	Government		Mission		Private		Total	
		Total	Percent	Total	Percent	Total	Percent	Total	Percent
Teaching Certificate	Male	9	1%	21	6%	3	7%	33	3%
	Female	9	1%	17	5%	0	0%	26	3%
	TOTAL	18	3%	38	10%	3	7%	59	6%
Other Certificates	Male	0	0%	21	6%	0	0%	21	2%
	Female	3	0%	16	4%	1	2%	20	2%
	TOTAL	3	0%	37	10%	1	2%	41	4%
Diploma in Education	Male	39	6%	35	9%	2	5%	76	7%
	Female	55	9%	42	11%	2	5%	99	10%
	TOTAL	94	15%	77	21%	4	10%	175	17%
Other Diplomas	Male	0	0%	10	3%	0	0%	10	1%
	Female	5	1%	21	6%	1	2%	27	3%
	TOTAL	5	1%	31	8%	1	2%	37	4%
Bachelor of Education	Male	68	11%	21	6%	2	5%	91	9%
	Female	123	20%	22	6%	6	15%	151	15%
	TOTAL	191	31%	43	12%	8	20%	242	24%
Other Bachelor Degrees	Male	80	13%	49	13%	7	17%	136	13%
	Female	169	28%	76	20%	10	24%	255	25%
	TOTAL	249	41%	125	34%	17	41%	391	38%
Post Graduate Diplomas	Male	12	2%	3	1%	2	5%	17	2%
	Female	29	5%	7	2%	1	2%	37	4%
	TOTAL	41	7%	10	3%	3	7%	54	5%
Master's Degree	Male	5	1%	4	1%	2	5%	11	1%
	Female	4	1%	7	2%	2	5%	13	1%
	TOTAL	9	1%	11	3%	4	10%	24	2%
Male		213	35%	164	44%	18	44%	395	39%
Female		397	65%	208	56%	23	56%	628	61%
TOTAL		610	100%	372	100%	41	100%	1023	100%

D3: Teacher Performance

D3.1 Primary Teacher Performance

The number of teachers appraied in primary level decreased from 2020 to 2023 but slightly increased again in 2024. Proficiency rates were generally improving until 2022, dipped in 2023, then significantly increased in 2024. A dramatic improvement in 2024 with only 4.2% Not

Proficient, compared to the high of 28 percent in 2023. Only 1 teacher (0.4%) was found Exemplary in 2021 and no recorded exemplary ratings within 5 years. Therefore exemplary performance was extremely rare and only recorded in 2021.

Notably is a consistently higher proficient rating of female teachers than males in each year. In 2024, 97 percent of female teachers were Proficient compared to 88 percent of males. Particularly concerning in 2023 where 52 percent of males were Not Proficient compared to 22 percent of females

There is a high Proficiency percentage which is consistently above 70 percent in all rounds. The Not Proficient percentages are generally low compared to Proficient category. In 2024, a consistent high proficiency across all rounds with Not Proficient percentages almost insignificant. Therefore Figure 55 shows an overall improvement in teacher proficiency as noted in the re-appraisals.

Table 33: Primary Teachers Proficiency by gender 2020-2024

Calendar Year	Gender	Not Proficient	Proficient	Exemplary	Total
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
2024	F	3%	97%		167
	M	12%	88%		25
2024 Total		8	184		192

Figure 53: Proficiency of Male Primary Teachers appraised 2020-2024

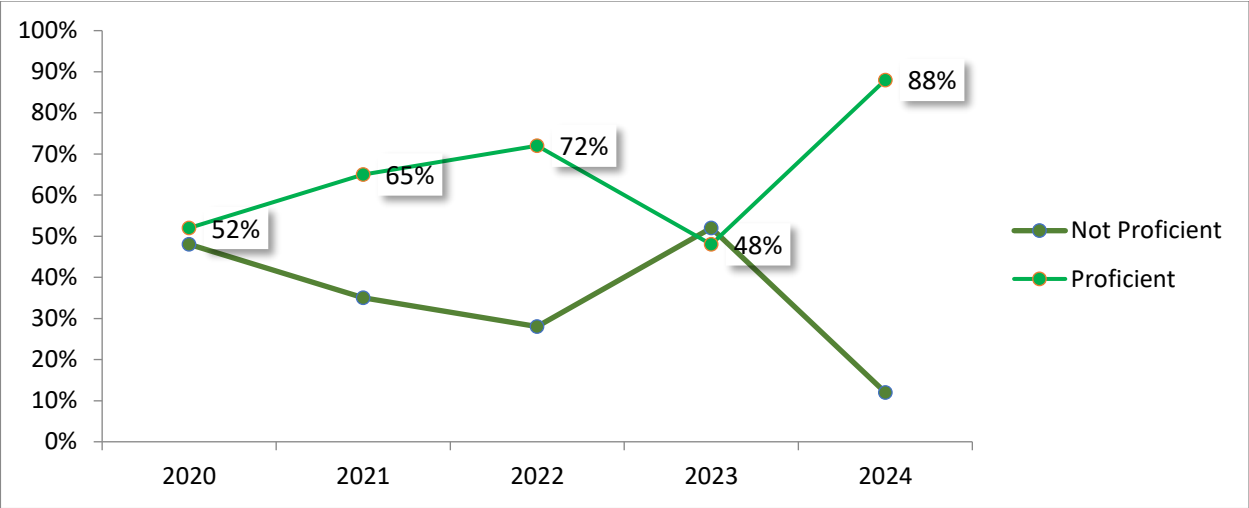


Figure 54: Proficiency of Female Primary Teacher Appraised 2020-2024

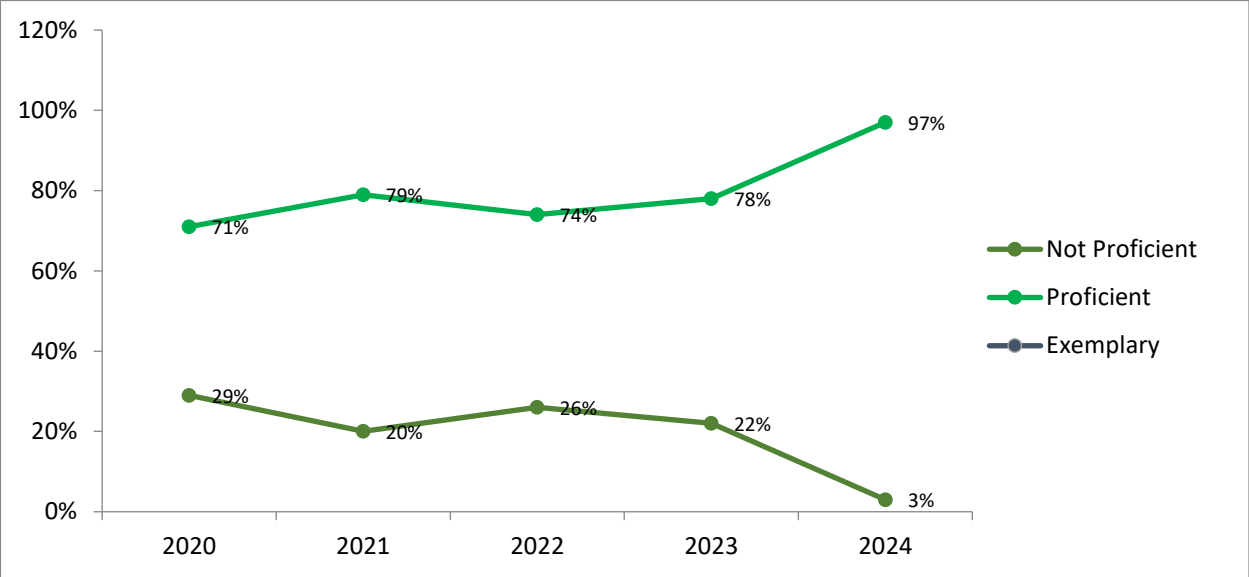
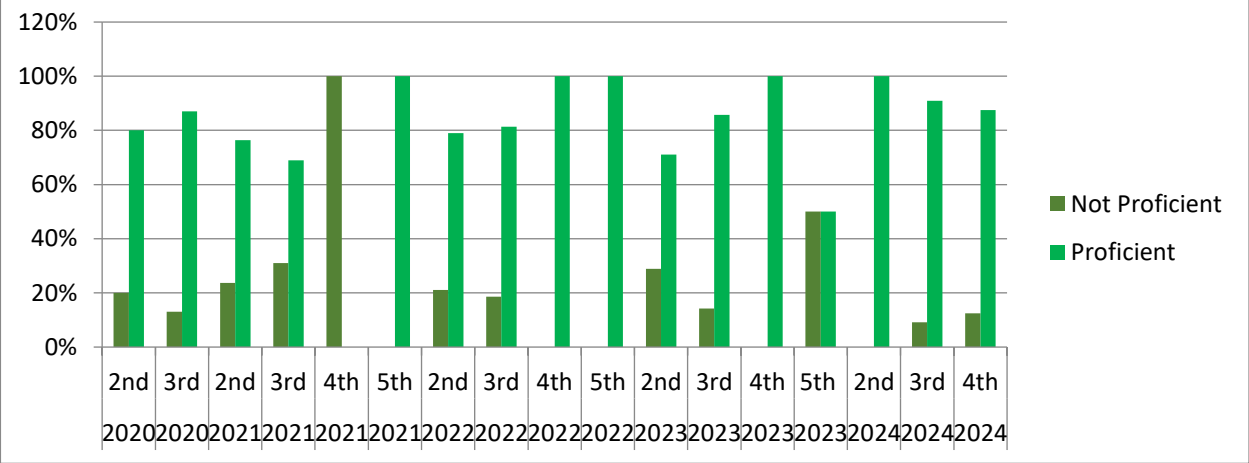


Figure 55: Proficiency of Re-appraised Primary Teachers 2020-2024



D3.2: Secondary Teacher Performance

The total number of teachers appraised varied slightly each year, ending with 70 teachers in 2024. The percentage of teachers in the Not Proficient category decreased notably in 2022 but increased slightly again in 2023. The Proficient category consistently encompasses the majority of teachers, with a slight dip in 2021 and 2022, but an improvement in 2023 and 2024. The percentage fluctuates but remains relatively low for Exemplary teachers, indicating that only a small fraction of teachers achieve the highest performance level. The highest percentage of male teachers in the Proficient category was 96% in 2024 indicating improvement or effective training interventions. The Not Proficient category recorded fluctuations but stayed relatively low overall, peaking in 2021 at 12% for females.

Table 34: Secondary Teacher Proficiency by gender 2020-2024

Year	Gender	Not Proficient	Proficient	Exemplary	Total
2020	F	10%	89%	1%	91
	M	10%	89%	1%	63
2020 Total		15	137	2	154
2021	F	12%	87%	1%	101
	M	6%	94%		53
2021 Total		15	138	1	154
2022	F	6.5%	87%	6.5%	62
	M	7%	93%		42
2022 Total		7	93	4	104
2023	F	10.3%	85.3%	4.4%	68
	M	7.5%	92.5%		40
2023 Total		10	95	3	108
2024	F		98%	2%	45
	M		96%	4%	25
2024 Total			68	2	70

The data shows a positive trend toward higher proficiency scores over time. The proportion of teachers in the Not Proficient category has decreased, reflecting improved performance. The number of teachers achieving exemplary performance remains low but exists across all years. Gender differences exist but overall show high proficiency levels for both males and females, especially in later years.

Figure 56: Proficiency of Male Secondary Teachers appraised 2020-2024

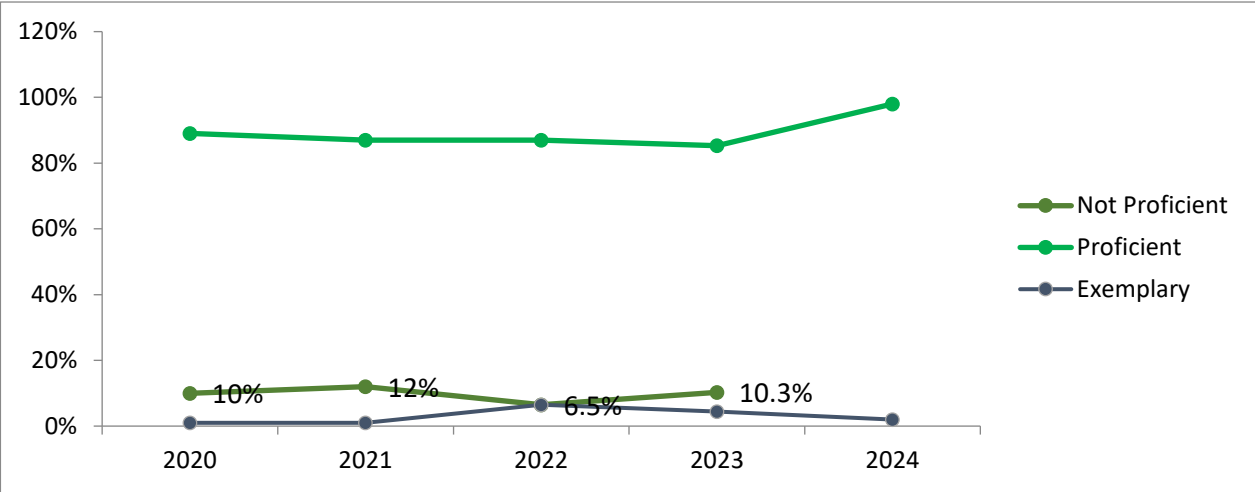


Figure 57: Proficiency of Female Secondary Teachers appraised 2020-2024

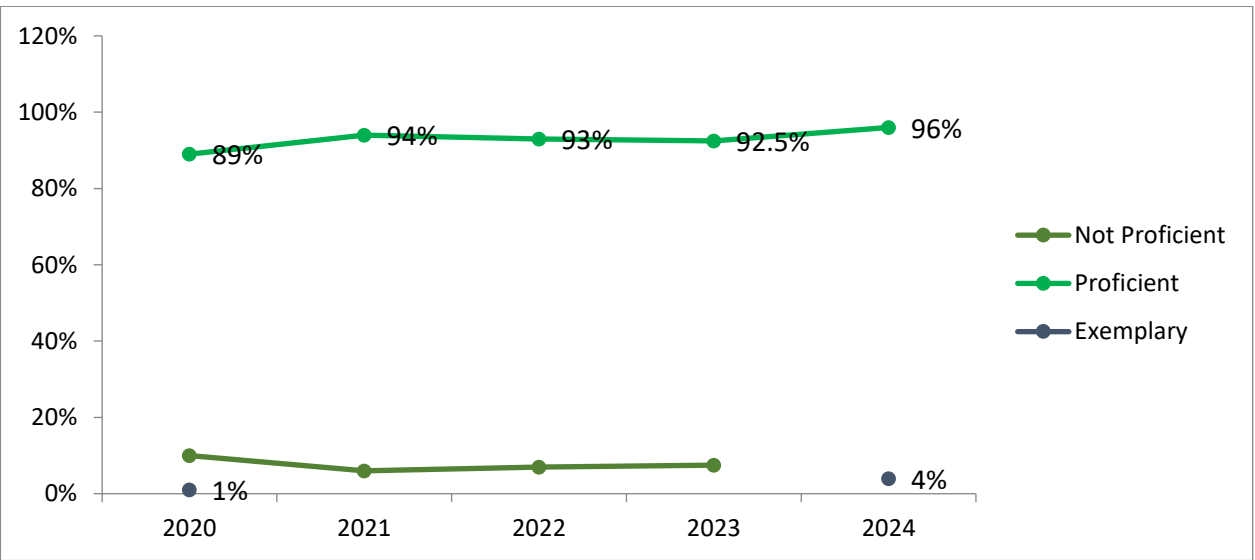
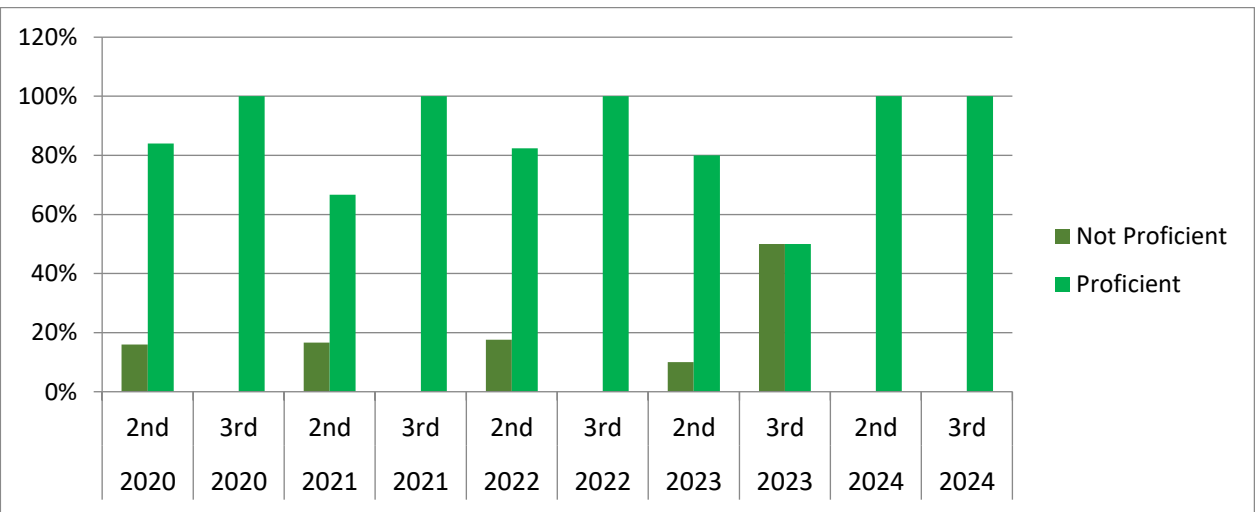


Figure 58: Proficiency of re-appraised secondary teachers 2020-2024



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

The purpose of the student-teacher ratio² 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 59: ECE, Primary and Secondary levels by STR 2025

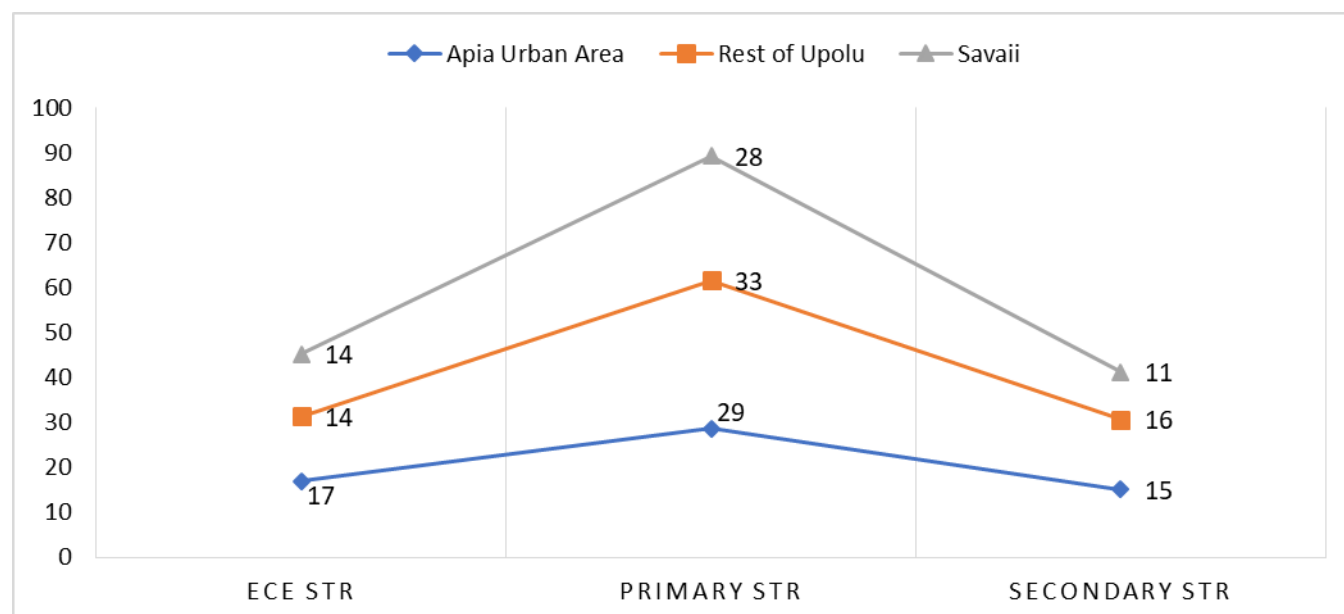


Figure 59 shows that both Rest of Upolu and Savaii meet this expectation with ratios of 14 for ECE level. It reflects favourable classroom environments where teachers can provide more individualized support. In contrast, Apia Urban region records an STR of 17, slightly above the national benchmark. Although the difference is small, it suggests that early childhood teachers in Apia may be supporting more students than ideal, which could impact learning quality in the long term.

At the Primary level, Apia Urban region is close to the STR standard at 29, indicating that its primary classes are generally well balanced. Savaii also performs well with a ratio of 28, slightly better than ideal. However, the Rest of Upolu records a ratio of 33, exceeding the recommended standard. This suggests that class sizes in this region may be larger than optimal, potentially placing additional demands on teachers and reducing opportunities for individual student attention.

In Secondary education, all regions perform significantly better than the national standard of 20 students per teacher. The Apia Urban and Rest of Upolu regions report ratios of 15 and 16 respectively, while Savaii stands out with an even lower ratio of 11. These figures indicate that secondary students across Samoa are benefiting from small class environments, which can enhance teacher-student interaction, support differentiated teaching, and contribute to

² Student Teacher Ratio is calculated as the total number of students divided by the total number of teachers per school

improved academic outcomes.

Table 35: Student teacher ratio by controlling authorities and education levels 2022 - 2025

Primary Schools				
Levels	2022	2023	2024	2025
Government	33	33	32	32
Mission	29	23	26	27
Private	21	17	18	22
Secondary Schools				
Levels	2022	2023	2024	2025
Government	16	17	17	15
Mission	17	16	17	15
Private	11	11	13	12

Table 35 demonstrates the STR data for primary and secondary schools from 2022 to 2025 highlights several notable patterns across Government, Mission and Private education providers. Overall, the trends show gradual improvements in most sectors with some fluctuations that reflect changing enrolment patterns and staffing levels over the four years.

In primary schools, Government institutions consistently maintain the highest STRs, beginning at 33 in both 2022 and 2023 before slightly improving to 32 in 2024 and 2025. Mission primary schools show more variability, dropping sharply from 29 in 2022 to 23 in 2023, then gradually rising again to 26 in 2024 and 27 in 2025. Private primary schools consistently demonstrate the lowest ratios across all years, beginning at 21 in 2022, decreasing to 17 in 2023 and slightly rising to 22 by 2025.

The STR trends for secondary schools reveal much lower ratios overall, reflecting small class sizes at the higher education level. Government secondary schools show stable ratios, beginning at 16 in 2022, rising slightly to 17 in both 2023 and 2024 before improving to 15 in 2025. Mission secondary schools follow a similar pattern, starting at 17 in 2022, declining to 16 in 2023 then returning to 17 in 2024 and also improving to 15 by 2025. Private secondary schools consistently maintain the lowest STRs of all sectors, holding steady at 11 for both 2022 and 2023, slightly increasing to 13 in 2024 and then improving to 12 in 2025. Across the sector, all secondary providers remain well below the national STR standard of 20:1 demonstrating favourable teaching conditions.

Section E: Vocational and Special Needs Enrolment

The enrolment patterns across vocational and special needs schools provide important insights into the diversity of learners within Samoa's education system and the unique pathways that support their development. Vocational institutions play a critical role in equipping students with practical skills, technical competencies and the workforce readiness while special needs schools deliver essential, targeted support for learners who require individualized instruction and care.

Table 36 reveal valuable insights into students distribution across institutions. The data demonstrates two contrasting trends where vocational schools attract significantly more male students especially in technical programs while special education institutions show a more balanced enrolment pattern.

Table 36: Vocational and Special Needs enrolment by gender 2025

Schools Name	Villages	Males	Females	Total
Laumua o Punaoa	Faleula	159	107	266
CCCS Vocational	Salelologa	42	32	74
Don Bosco Vocational	Salelologa	37	13	50
Uesiliana Vocational Center	Satupaitea	80	70	150
Don Bosco Vocational	Alafua	400	120	520
Total		718	342	1060
Lototaumafai	Vaitele	47	40	87
Fiamalamalama	Alafua	26	11	37
School of Hope SVSG	Tuanaimato	18	53	71
Total		91	104	195

Section F: 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 37: School Resources in Primary Education 2025

School Level	School Status	Desk	Chair	Teacher Desks	Teacher Chairs	Computer/Laptop	Photocopier
Primary	Government	100%	100%	100%	100%	89%	91%
	Mission	100%	100%	100%	100%	90%	92%
	Private	100%	100%	100%	100%	100%	100%

Resources for schools are essential in supporting teachers and students' learning. In Table 37 shows that a sufficient number of resources for students and teachers are identified across government, mission and private schools.

Table 38: Table 54: School Facilities of Primary Education 2025

School Level	School Status	Staffroom	Science Lab	Computer Lab	Library
Primary	Government	100%	7%	50%	90%
	Mission	100%	66%	90%	99%
	Private	100%	77%	100%	100%

Government schools have the least percentage of only 7% primary schools with a science laboratory, compared to 66% mission and 77% of private schools. All private schools (100%) have computer labs while only 90% mission and 50% government schools have these. Furthermore, 100 percent of private and mission schools have access to libraries while government schools only have 90%.

Table 39: Table 55: Sanitation Facilities in Primary Education 2025

School Level	School Status	Toilets	Urinals	Washbasins
Primary	Government	100%	68%	96%
	Mission	100%	74%	100%
	Private	100%	98%	100%

All primary schools have access to the facilities (toilets) mentioned above with 68% of government primary schools that have urinals and 96% with washbasins. In comparison, 74% of mission primary schools have urinals while 98% for private primary schools. All private and mission schools have access to washbasins. All facilities in Table 55 are mandatory under the Minimum Service Standards to ensure healthier school environments.

E3: Secondary School Resources

Table 40: Schools' Resources of Secondary Education 2025

School Level	School Status	Desks	Chairs	Teachers Desks	Teachers Chairs	Computer/Laptop	Photocopier
Secondary	Government	100%	100%	100%	100%	97%	98%
	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 40. 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 41: Schools' Facilities of Secondary Level 2025

School Level	School Status	Staffroom	Science Lab	Computer Lab	Library
Secondary	Government	100%	91%	91%	100%
	Mission	100%	100%	100%	100%
	Private	100%	100%	100%	100%

Table 41 shows that all mission and private colleges have access to all facilities including science and computer laboratories. Only 91 percent of government colleges have access to a science lab and computer lab.

Table 42: 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 2025

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	0	15	38	9	2	1	12	217
Apia Urban Area	22	0	5	27	9	0	7	17	9	2	1	12	55
Vaimauga	11	0	4	15	6	0	3	9	2	0	0	2	26
Faleata	11	0	1	12	3	0	4	8	7	2	1	10	29
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 2025

Controlling Authorities	Age 2.5		Age 3		Age 4		Age 5		Age 6		Not Stated		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Totals	204	199	594	640	994	1014	537	463	99	88	82	85	2510	2489
MAT (Private	81	95	308	333	515	519	274	219	60	56	39	42	1277	1264
Methodist	75	71	163	186	250	246	115	102	23	13	40	43	666	661
Faaea (EFKS)	32	24	81	72	102	133	46	56	9	5	3	0	273	290
Catholic	16	9	42	49	120	115	94	80	7	11	0	0	279	264
Government	0	0	0	0	7	1	8	6	0	3	0	0	15	10

Appendix Table 3: Primary enrolment by gender, year level and age 2025

Age	Gender	Year levels								
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Total
5	Male	1640	126	0	0	0	0	0	0	1766
	Female	1533	143	0	0	0	0	0	0	1676
	Total	3173	269	0	0	0	0	0	0	3442
6	Male	1186	1313	120	0	0	0	0	0	2619
	Female	1047	1301	155	3	0	0	0	0	2506
	Total	2233	2614	275	3	0	0	0	0	5125
7	Male	292	1254	1324	163	11	0	0	0	3044
	Female	224	1087	1285	154	11	0	0	0	2761
	Total	516	2341	2609	317	22	0	0	0	5805
8	Male	18	274	1212	1174	161	1	0	0	2840
	Female	26	222	1112	1166	199	1	1	0	2727
	Total	44	496	2324	2340	360	2	1	0	5567
9	Male	5	21	309	1198	1189	162	10	0	2894
	Female	2	14	233	995	1091	166	10	0	2511
	Total	7	35	542	2193	2280	328	20	0	5405
10	Male	0	1	33	322	1204	1219	144	9	2932
	Female	0	0	18	249	1083	1214	164	10	2738
	Total	0	1	51	571	2287	2433	308	19	5670
11	Male	0	0	1	43	381	1134	1208	188	2955
	Female	0	0	3	28	270	1036	1176	178	2691
	Total	0	0	4	71	651	2170	2384	366	5646
12	Male	0	0	0	1	39	318	1072	1217	2647
	Female	0	0	0	0	33	255	900	1292	2480
	Total	0	0	0	1	72	573	1972	2509	5127
13	Male	0	0	0	0	5	35	385	1044	1469
	Female	0	0	0	1	6	27	312	898	1244
	Total	0	0	0	1	11	62	697	1942	2713
14	Male	0	0	0	0	0	3	37	322	362
	Female	0	0	0	0	0	4	23	281	308
	Total	0	0	0	0	0	7	60	603	670
Males		3141	2989	2999	2901	2990	2872	2856	2780	23528
Females		2832	2767	2806	2596	2693	2703	2586	2659	21642
Total		5973	5756	5805	5497	5683	5575	5442	5439	45170

Appendix Table 4: Secondary enrolment by gender, year level and age 2025

Age	Gender	Year levels				
		Year 9	Year 10	Year 11	Year 12	Total
11	Male	1	0	0	0	1
	Female	0	0	0	0	0
	Total	1	0	0	0	1
12	Male	97	0	0	0	97
	Female	81	0	0	0	81
	Total	178	0	0	0	178
13	Male	683	91	0	2	776
	Female	681	110	0	0	791
	Total	1364	201	0	2	1567
14	Male	1106	646	72	23	1847
	Female	1193	674	70	19	1956
	Total	2299	1320	142	42	3803
15	Male	406	866	503	59	1834
	Female	372	1008	607	90	2077
	Total	778	1874	1110	149	3911
16	Male	92	310	640	403	1445
	Female	72	281	930	572	1855
	Total	164	591	1570	975	3300
17	Male	43	79	207	521	850
	Female	33	73	246	755	1107
	Total	76	152	453	1276	1957
18	Male	16	21	37	164	238
	Female	14	22	42	218	296
	Total	30	43	79	382	534
19	Male	7	2	9	22	40
	Female	9	1	6	36	52
	Total	16	3	15	58	92
20	Male	0	0	0	2	2
	Female	0	0	0	1	1
	Total	0	0	0	3	3
Males		2451	2015	1468	1196	7130
Females		2455	2169	1901	1691	8216
Total		4906	4184	3369	2887	15346

Appendix Table 5: Enrolment by year level, controlling authority and gender 2025

Levels	Government			Mission			Private			Totals		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Year 1	2427	2119	4546	521	493	1014	193	220	413	3141	2832	5973
Year 2	2295	2153	4448	480	428	908	214	186	400	2989	2767	5756
Year 3	2364	2176	4540	433	434	867	202	196	398	2999	2806	5805
Year 4	2307	2076	4383	417	363	780	177	157	334	2901	2596	5497
Year 5	2406	2139	4545	429	375	804	155	179	334	2990	2693	5683
Year 6	2280	2160	4440	434	394	828	158	149	307	2872	2703	5575
Year 7	2292	2022	4314	435	420	855	129	144	273	2856	2586	5442
Year 8	2197	2108	4305	457	422	879	126	129	255	2780	2659	5439
Primary Total	18568	16953	35521	3606	3329	6935	1354	1360	2714	23528	21642	45170
Year 9	1559	1462	3021	826	919	1745	66	74	140	2451	2455	4906
Year 10	1239	1333	2572	720	773	1493	56	63	119	2015	2169	4184
Year 11	894	1096	1990	539	751	1290	35	54	89	1468	1901	3369
Year 12	711	936	1647	421	693	1114	64	62	126	1196	1691	2887
Secondary Total	4403	4827	9230	2506	3136	5642	221	253	474	7130	8216	15346
Total	22971	21780	44751	6112	6465	12577	1575	1613	3188	30658	29858	60516

Appendix Table 6: Enrolment by school level, controlling authority and regions 2025

ECE Centers	Apia Urban Area			Rest of Upolu			Savaii			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Government	15	10	25	0	0	0	0	0	0	15	10	25
Mission (Methodist/Faaea EFKS/Catholic)	181	195	376	535	535	1070	502	485	987	1218	1215	2433
Private	548	523	1071	558	558	1116	171	183	354	1277	1264	2541
Total	744	728	1472	1093	1093	2186	673	668	1341	2510	2489	4999
Primary	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Government	5591	5135	10726	7983	7234	15217	4994	4584	9578	18568	16953	35521
Mission	1782	1702	3484	1303	1130	2433	521	497	1018	3606	3329	6935
Private	1354	1360	2714	0	0	0	0	0	0	1354	1360	2714
Total	8727	8197	16924	9286	8364	17650	5515	5081	10596	23528	21642	45170
Secondary	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Government	1619	1855	3474	1549	1719	3268	1235	1253	2488	4403	4827	9230
Mission	1123	1617	2740	915	969	1884	468	550	1018	2506	3136	5642
Private	221	253	474	0	0	0	0	0	0	221	253	474
Total	2963	3725	6688	2464	2688	5152	1703	1803	3506	7130	8216	15346

Appendix Table 7: Number of repeaters in Primary by controlling authority and gender 2025

Controlling Authority	Gender	Year levels								
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Total
Government	Male	97	16	14	9	10	6	4	11	167
	Female	80	10	9	1	3	0	0	5	108
	Total	177	26	23	10	13	6	4	16	275
Mission	Male	4	9	5	3	2	10	8	4	45
	Female	1	6	4	3	0	7	4	6	31
	Total	5	15	9	6	2	17	12	10	76
Private	Male	4	0	1	1	0	0	2	17	25
	Female	4	0	0	0	1	0	1	24	30
	Total	8	0	1	1	1	0	3	41	55
Totals	Male	105	25	20	13	12	16	14	32	237
	Female	85	16	13	4	4	7	5	35	169
	Total	190	41	33	17	16	23	19	67	406

Appendix Table 8: Number of repeaters in Primary by regions and gender 2025

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	28	7	8	4	1	9	8	27	92
	Female	19	5	5	3	2	7	5	32	78
	Total	47	12	13	7	3	16	13	59	170
Rest of Upolu	Male	34	15	7	6	9	3	2	3	79
	Female	28	7	4	0	1	0	0	1	41
	Total	62	22	11	6	10	3	2	4	120
Savaii	Male	43	3	5	3	2	4	4	2	66
	Female	38	4	4	1	1	0	0	2	50
	Total	81	7	9	4	3	4	4	4	116
Totals	Male	105	25	20	13	12	16	14	32	237
	Female	85	16	13	4	4	7	5	35	169
	Total	190	41	33	17	16	23	19	67	406

Appendix Table 9: Number of repeaters in Secondary by controlling authority and gender 2025

Controlling Authority	Gender	Year levels				
		Year 9	Year 10	Year 11	Year 12	Total
Government	Male	14	47	42	25	128
	Female	15	30	39	17	101
	Total	29	77	81	42	229
Mission	Male	9	5	5	7	26
	Female	5	7	3	6	21
	Total	14	12	8	13	47
Private	Male	1	1	0	1	3
	Female	0	2	0	0	2
	Total	1	3	0	1	5
Totals	Male	24	53	47	33	157
	Female	20	39	42	23	124
	Total	44	92	89	56	281

Appendix Table 10: Number of repeaters in Secondary by regions and gender 2025

Regions	Gender	Year levels				
		Year 9	Year 10	Year 11	Year 12	Total
Apia Urban Area	Male	13	32	29	15	89
	Female	9	21	22	14	66
	Total	22	53	51	29	155
Rest of Upolu	Male	7	20	11	8	46
	Female	8	17	12	2	39
	Total	15	37	23	10	85
Savaii	Male	4	1	7	10	22
	Female	3	1	8	7	19
	Total	7	2	15	17	41
Totals	Male	24	53	47	33	157
	Female	20	39	42	23	124
	Total	44	92	89	56	281

Appendix Table 11: Primary schools enrolment by schools, regions, districts and gender 2025

Controlling Authority	School Name	Region	Male	Female	Total
Totals			23528	21642	45170
Apia Urban Area			8727	8197	16924
Vaimauga			4118	3901	8019
Government	Apia Primary	Apia Urban	482	476	958
	Fagali'i Primary	Apia Urban	79	68	147
	Falefitu Primary	Apia Urban	270	211	481
	Lauli'i Primary	Apia Urban	194	156	350
	Letogo Primary	Apia Urban	96	107	203
	Magiagi Primary	Apia Urban	182	151	333
	Moata'a Primary	Apia Urban	315	264	579
	Tanugamanono Primary	Apia Urban	121	107	228
	Vailele Primary	Apia Urban	124	105	229
	Vailima Primary	Apia Urban	154	144	298
	Vaivase Primary	Apia Urban	398	401	799
Mission	Agape Primary School	Apia Urban	76	80	156
	All Saints Anglican Primary School	Apia Urban	118	101	219
	Divine Mercy Primary School	Apia Urban	120	117	237
	Marist Brothers Primary School	Apia Urban	671	0	671
	St.Mary's - Savalalo	Apia Urban	0	723	723
	Samoa Adventist School	Apia Urban	297	252	549
Private	Samoa Primary School	Apia Urban	299	314	613
	Vaiala Beach School	Apia Urban	122	124	246
Faleata			4609	4296	8905
Government	Aele Primary School	Apia Urban	312	292	604
	Aleisa Primary	Apia Urban	257	234	491
	Lepea Primary	Apia Urban	229	164	393
	Saina/Toamua Primary School	Apia Urban	243	279	522
	St Pauls Academy	Apia Urban	172	148	320
	Vaimea Primary	Apia Urban	595	498	1093
	Vaimoso Primary	Apia Urban	286	321	607
	Vaigaga Primary	Apia Urban	259	221	480
	Vailoa Primary (Faleata District)	Apia Urban	171	144	315
	Vaiusu Primary	Apia Urban	181	143	324
	Vaitele Primary	Apia Urban	471	501	972
Mission	Church Middle School Pesega	Apia Urban	170	177	347
	Nuufou Baptist School	Apia Urban	165	130	295
Private	St. Theresa's School - Lepea	Apia Urban	165	122	287
	Aoga Faamasani Amosa	Apia Urban	45	47	92
	Ah Mu Academy - Pesega	Apia Urban	162	210	372
	Faatuatua Christian College (Yr 8 Only)	Apia Urban	17	24	41
	Peace Chapel Christian School	Apia Urban	199	177	376
	Pesega Fou Primary	Apia Urban	119	96	215
	Robert Louis Stevenson Primary	Apia Urban	254	233	487
	St Peter Chanel Primary (Moamoa)	Apia Urban	137	135	272

Appendix Table 11: Primary schools enrolment by schools, regions, districts and gender 2025 (continue)

Controlling Authority	School Name	Region	Male	Female	Total
Rest of Upolu			9286	8364	17650
Sagaga			2134	1873	4007
Government	Afega Primary	Rest of Upolu	230	186	416
	Fale'ula Primary	Rest of Upolu	224	220	444
	Le'auva'a Primary	Rest of Upolu	194	180	374
	Levi Primary	Rest of Upolu	143	109	252
	Malie Primary	Rest of Upolu	241	210	451
	Sale'imoa Primary	Rest of Upolu	152	139	291
	Tuana'i Primary	Rest of Upolu	109	88	197
	Utuali'i Primary	Rest of Upolu	190	188	378
Mission	Baptist Church Primary School	Rest of Upolu	108	94	202
	George Brown Primary School	Rest of Upolu	392	311	703
	St. Joseph's Primary - Leauvaa	Rest of Upolu	151	148	299
Aana No 1			1844	1667	3511
Government	Faleasiu Primary	Rest of Upolu	219	172	391
	Faleatiu Primary	Rest of Upolu	57	42	99
	Fasito'outa Primary	Rest of Upolu	181	160	341
	Fasito'otai Primary	Rest of Upolu	170	149	319
	Leulumoega Primary	Rest of Upolu	106	105	211
	Moamoa&Tauao'o Primary	Rest of Upolu	227	211	438
	Nofoalii Primary	Rest of Upolu	246	246	492
	Satapuala Primary	Rest of Upolu	173	151	324
	Vailu'utai Primary	Rest of Upolu	119	128	247
Mission	Mt Zion Primary School	Rest of Upolu	186	148	334
	St. Joan of Arc School	Rest of Upolu	160	155	315
Aana No 2			1058	954	2012
Government	Apolima-uta Primary	Rest of Upolu	112	89	201
	Falelatai Primary	Rest of Upolu	113	86	199
	Faleu Primary	Rest of Upolu	47	44	91
	Manono Primary	Rest of Upolu	179	149	328
	Mulifanua Primary	Rest of Upolu	179	185	364
	Pata Primary	Rest of Upolu	38	42	80
	Salua Primary	Rest of Upolu	50	49	99
	Samatau Primary	Rest of Upolu	129	118	247
	Satuimalufilufi Primary	Rest of Upolu	142	125	267
	Siufaga Primary	Rest of Upolu	69	67	136
Anoamaa No 1			427	380	807
Government	Luatuanuu Primary	Rest of Upolu	114	107	221
	Salelesi Primary	Rest of Upolu	74	69	143
	Saoluafata Primary	Rest of Upolu	86	63	149
	Solosolo Primary	Rest of Upolu	153	141	294
Anoamaa No 2			725	659	1384
Government	Faleapuna Primary	Rest of Upolu	39	34	73
	Falefa Primary	Rest of Upolu	147	116	263
	Falevao Primary	Rest of Upolu	76	83	159
	Lalomauga Primary	Rest of Upolu	60	67	127
	Lufilufi Primary	Rest of Upolu	53	52	105
	Manunu Primary	Rest of Upolu	44	33	77

Appendix Table 11: Primary schools enrolment by schools, regions, districts and gender 2025 (continue)

Controlling Authority	School Name	Region	Male	Female	Total
Mission	St Peter's Falefa	Rest of Upolu	181	165	346
	Sauniatu Primary	Rest of Upolu	125	109	234
Fagaloa			180	145	325
Government	Lona Primary	Rest of Upolu	45	44	89
	Sauano Primary	Rest of Upolu	55	41	96
	Taelefaga Primary	Rest of Upolu	56	37	93
	Uafato Primary	Rest of Upolu	24	23	47
Aleipata			586	543	1129
Government	Lalomanu Primary	Rest of Upolu	75	63	138
	Lotopue Primary	Rest of Upolu	100	75	175
	Saleaamua Primary	Rest of Upolu	82	73	155
	Satitua Primary	Rest of Upolu	71	67	138
	Samusu Primary	Rest of Upolu	99	114	213
	Tiavea Primary	Rest of Upolu	112	114	226
	Vailoa Primary (Aleipata District)	Rest of Upolu	47	37	84
Lepa/Lotofaga			369	359	728
Government	Aufaga Primary	Rest of Upolu	97	74	171
	Lepa Primary	Rest of Upolu	58	53	111
	Lotofaga Primary (Lepa/Lotofaga District)	Rest of Upolu	71	102	173
	Matatufu Primary	Rest of Upolu	78	72	150
	Saleapaga Primary	Rest of Upolu	65	58	123
Falealili			797	695	1492
Government	Nene Primary	Rest of Upolu	46	49	95
	Saleilua Primary	Rest of Upolu	146	122	268
	Salani Primary	Rest of Upolu	68	63	131
	Salesatele Primary	Rest of Upolu	44	35	79
	Sapoe Primary	Rest of Upolu	41	44	85
	Sapunaoa Primary	Rest of Upolu	67	56	123
	Satalo Primary	Rest of Upolu	44	38	82
	Siumu Primary	Rest of Upolu	243	225	468
	Vaovai Primary	Rest of Upolu	98	63	161
Lefaga			344	361	705
Government	Falease'ela Primary	Rest of Upolu	89	85	174
	Matautu Primary	Rest of Upolu	143	138	281
	Safa'ato'a Primary	Rest of Upolu	58	53	111
	Savaia Primary	Rest of Upolu	54	85	139
Safata			822	728	1550
Government	Fusi Primary School	Rest of Upolu	105	113	218
	Lotofaga Primary (Safata District)	Rest of Upolu	100	100	200
	Mulivai Primary	Rest of Upolu	37	35	72
	Saanapu Primary	Rest of Upolu	141	124	265
	Salamumu Primary	Rest of Upolu	53	37	90
	Sataoa Primary	Rest of Upolu	187	173	360
	Tafitoala Primary	Rest of Upolu	108	82	190
	Vaie'e Primary	Rest of Upolu	91	64	155

Appendix Table 11: Primary schools enrolment by schools, regions, districts and gender 2025 (continue)

Controlling Authority	School Name	Region	Male	Female	Total
Savaii			5515	5081	10596
Faasaleleaga No 1			1115	1093	2208
Government	Iva Primary	Savaii	157	150	307
	Lalomalava Primary	Savaii	89	84	173
	Safotulafai Primary	Savaii	108	96	204
	Salelavalu Primary	Savaii	125	113	238
	Salelologa Primary	Savaii	309	323	632
	Sapapalii Primary	Savaii	105	107	212
Mission	Manumalo Baptist (Savaii)	Savaii	111	122	233
	St. Theresa's School - Fusi	Savaii	111	98	209
Faasaleleaga No 2			657	609	1266
Government	Asaga Primary	Savaii	34	33	67
	Faga Primary	Savaii	129	118	247
	Lano Primary	Savaii	87	61	148
	Pu'apu'a Primary	Savaii	58	66	124
	Sa'asa'ai Primary	Savaii	75	70	145
	Saipipi Primary School	Savaii	71	71	142
Mission	Church College Vaiola	Savaii	37	35	72
	Siufaga Primary - SDA	Savaii	81	68	149
	Vaiola Primary	Savaii	85	87	172
Itu o Tane No 1			512	428	940
Government	Laumoli Primary	Savaii	90	84	174
	Patamea Primary	Savaii	93	87	180
	Samalaeulu Primary	Savaii	124	108	232
	Saleaula Primary	Savaii	92	58	150
	Tutaga Primary	Savaii	113	91	204
Itu o Tane No 2			554	544	1098
Government	Aopo Primary	Savaii	42	44	86
	Letui Primary	Savaii	41	56	97
	Safotu Primary	Savaii	106	105	211
	Safune Primary	Savaii	71	65	136
	Samauga Primary	Savaii	108	105	213
	Sasina Primary	Savaii	84	97	181
	Paia Primary School	Savaii	42	28	70
Mission	Sacred Heart - Safotu	Savaii	60	44	104
Itu o Asau No 1			459	417	876
Government	Asau Primary	Savaii	119	115	234
	Auala Primary	Savaii	44	36	80
	Papa/Sataua Primary	Savaii	61	44	105
	Sataua/Fagasa Primary	Savaii	123	129	252
	Vaisala Primary	Savaii	76	50	126
Mission	Asau Baptist & Christian Academy	Savaii	36	43	79
Itu o Asau No 2			383	333	716
Government	Falealupo Primary	Savaii	133	133	266
	Falelima Primary	Savaii	67	44	111
	Neiafu Primary	Savaii	103	83	186
	Tufutafoe Primary	Savaii	80	73	153

Appendix Table 11: Primary schools enrolment by schools, regions, districts and gender 2025 (continue)

Controlling Authority	School Name	Region	Male	Female	Total
Savaii Sisifo			830	746	1576
Government	Fai'a'ai/Fogatuli Primary	Savaii	59	49	108
	Gagaemalae Primary	Savaii	127	126	253
	Sagone Primary	Savaii	62	50	112
	Salailua Primary	Savaii	143	141	284
	Samata-i-tai Primary	Savaii	101	86	187
	Samata-i-uta Primary	Savaii	85	104	189
	Taga Primary	Savaii	140	103	243
	V/Fogasavai'i Primary	Savaii	113	87	200
Palauli			1005	911	1916
Government	Gataivai Primary	Savaii	139	133	272
	Gautavai Primary	Savaii	74	52	126
	Palauli Primary	Savaii	236	238	474
	Puleia Primary ma Papa	Savaii	84	56	140
	Satupaitea Primary	Savaii	219	219	438
	Sili Primary	Savaii	173	153	326
	Tafua Primary	Savaii	80	60	140

Appendix Table 12: Secondary schools enrolment by schools, regions, districts and gender 2025

Controlling Authority	School Name	Region	Male	Female	Total
Totals			7130	8216	15346
Apia Urban Area			2963	3725	6688
Vaimauga			1610	2021	3631
Government	Avele College	Apia Urban	241	271	512
	Leifiifi College	Apia Urban	414	435	849
	Vaimauga College	Apia Urban	319	309	628
	Samoa College	Apia Urban	265	406	671
Mission	Papauta Girls College	Apia Urban	0	67	67
	Maluafou College	Apia Urban	295	423	718
	Samoa Adventist School	Apia Urban	76	110	186
Faleata			1353	1704	3057
Government	Faleata College	Apia Urban	380	434	814
Mission	Chanel College	Apia Urban	99	87	186
	Church College Pesega	Apia Urban	272	417	689
	St. Joseph's College	Apia Urban	381	0	381
	St. Mary's College	Apia Urban	0	513	513
Private	Aoga Faamasani Amosa	Apia Urban	6	7	13
	Faatuatua Christian College	Apia Urban	103	131	234
	Robert Louis Stevenson College	Apia Urban	112	115	227
Rest of Upolu			2464	2688	5152
Sagaga			780	827	1607
Government	Sagaga College	Rest of Upolu	136	175	311
Mission	Leulumoega Fou College	Rest of Upolu	269	256	525
	Wesley College	Rest of Upolu	375	396	771
Aana No 1			374	441	815
Government	Aana No. 1 College	Rest of Upolu	103	124	227
Mission	Nu'uauasala College	Rest of Upolu	174	174	348
	Paul V1 College	Rest of Upolu	97	143	240
Aana No 2			231	249	480
Government	Aana No.2 College	Rest of Upolu	231	249	480
Anoamaa No 1			252	269	521
Government	Anoamaa College	Rest of Upolu	252	269	521
Aleipata			162	153	315
Government	Aleipata College	Rest of Upolu	162	153	315
Lepa/Lotofaga			128	117	245
Government	Lepa/Lotofaga College	Rest of Upolu	128	117	245
Falealili			274	298	572
Government	Falealili College	Rest of Upolu	149	170	319
	Palalaua College	Rest of Upolu	125	128	253
Lefaga			79	114	193
Government	Lefaga College	Rest of Upolu	79	114	193
Safata			184	220	404
Government	Safata College	Rest of Upolu	184	220	404

Appendix Table 12: Secondary schools enrolment by schools, regions, districts and gender 2025 (continue)

Controlling Authority	School Name	Region	Male	Female	Total
Savaii			1703	1803	3506
Faasaleleaga No 1			324	402	726
Government	Mataaeveve College	Savaii	89	116	205
Mission	Don Bosco College	Savaii	81	92	173
	Tuasivi College	Savaii	154	194	348
Faasaleleaga No 2			272	275	547
Government	Amoa College	Savaii	140	125	265
Mission	Church College Vaiola	Savaii	132	150	282
Itu o Tane No 1			143	165	308
Government	Itu-O-Tane No.1 College	Savaii	143	165	308
Itu o Tane No 2			156	159	315
Government	Alofi o Taa College	Savaii	156	159	315
Itu o Asau No 1			252	223	475
Government	Itu Asau College	Savaii	252	223	475
Savaii Sisifo			252	287	539
Government	Palauli Sisifo College	Savaii	145	158	303
	Savai'i Sisifo College	Savaii	107	129	236
Palauli			304	292	596
Government	Palauli College	Savaii	203	178	381
Mission	Uesiliana College	Savaii	101	114	215

Appendix Table 13: Primary schools enrolment by schools, regions, districts and year levels 2025

Controlling Authority	School Name	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Total
Totals		5973	5756	5805	5497	5683	5575	5442	5439	45170
Apia Urban Area		2242	2208	2175	1994	2066	2074	2083	2082	16924
Vaimauga		1083	1014	1028	929	1014	947	1032	972	8019
Government	Apia Primary	96	85	114	115	135	140	134	139	958
	Fagali'i Primary	24	15	18	19	22	16	20	13	147
	Falefitu Primary	47	48	56	60	73	50	80	67	481
	Lauli'i Primary	46	34	50	37	44	45	44	50	350
	Letogo Primary	36	29	26	24	29	16	21	22	203
	Magiagi Primary	58	40	37	39	35	40	45	39	333
	Moata'a Primary	68	94	66	62	70	70	82	67	579
	Tanugamanono Primary	19	30	30	30	30	26	37	26	228
	Vailele Primary	28	31	27	28	23	28	33	31	229
	Vailima Primary	44	34	40	32	45	33	28	42	298
	Vaivase Primary	101	101	96	100	95	97	108	101	799
Mission	Agape Primary School	29	22	23	14	18	18	11	21	156
	All Saints Anglican Primary School	40	44	28	33	22	21	19	12	219
	Divine Mercy Primary School	24	35	38	32	28	26	25	29	237
	Marist Brothers Primary School	71	81	84	70	92	83	106	84	671
	St. Mary's - Savalalo	95	94	108	83	94	82	83	84	723
	Samoa Adventist School	127	79	71	57	54	60	49	52	549
Private	Samoa Primary School	98	87	85	63	74	65	76	65	613
	Vaiala Beach School	32	31	31	31	31	31	31	28	246
Faleata		1159	1194	1147	1065	1052	1127	1051	1110	8905
Government	Aele Primary School	88	76	90	73	76	70	67	64	604
	Aleisa Primary	79	75	48	59	62	47	56	65	491
	Lepea Primary	53	40	54	52	45	55	51	43	393
	Saina/Toamua Primary School	62	91	71	65	63	52	56	62	522
	St Pauls Academy	34	40	36	46	37	52	23	52	320
	Vaimea Primary	132	140	152	127	150	125	130	137	1093
	Vaimoso Primary	76	74	68	64	83	86	78	78	607
	Vaigaga Primary	58	71	62	58	51	62	54	64	480
	Vailoa Primary (Faleata District)	48	42	39	45	37	38	37	29	315
	Vaiusu Primary	29	43	36	45	54	34	49	34	324
	Vaitele Primary	127	131	127	124	99	131	107	126	972
Mission	Church Middle School Pesega						99	109	139	347
	Nuufou Baptist School	45	47	39	33	34	33	33	31	295
Private	St. Theresa's School - Lepea	45	42	43	34	32	32	35	24	287
	Aoga Faamasani Amosa	21	13	12	5	12	13	7	9	92
	Ah Mu Academy - Pesega	70	74	64	47	44	27	22	24	372
	Faatuatua Christian College (Yr 8 Only)								41	41
	Peace Chapel Christian School	59	57	55	48	52	48	57		376

Appendix Table 13: Primary schools enrolment by schools, regions, districts and year levels 2025 (continue)

Controlling Authority	School Name	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Total
Private	Pesega Fou Primary	38	32	51	33	30	31			215
	Robert Louis Stevenson Primary	62	60	63	62	61	62	59	58	487
	St Peter Chanel Primary (Moamoa)	33	46	37	45	30	30	21	30	272
Rest of Upolu		2265	2211	2310	2201	2280	2160	2103	2120	17650
Sagaga		524	499	559	509	513	436	478	489	4007
Government	Afega Primary	45	51	60	46	46	51	56	61	416
	Fale'ula Primary	52	56	70	58	57	46	56	49	444
	Le'auva'a Primary	37	43	40	48	53	45	46	62	374
	Levi Primary	32	27	26	30	37	27	39	34	252
	Malie Primary	74	44	76	59	55	48	47	48	451
	Sale'imoa Primary	41	35	37	33	37	40	32	36	291
	Tuana'i Primary	26	14	25	26	27	30	28	21	197
	Utuali'i Primary	45	47	52	50	45	52	41	46	378
Mission	Baptist Church Primary School	25	28	34	31	31	19	20	14	202
	George Brown Primary School	99	117	95	91	87	57	76	81	703
	St. Joseph's Primary - Leauvaa	48	37	44	37	38	21	37	37	299
Aana No 1		478	447	421	458	432	481	431	363	3511
Government	Faleasiu Primary	39	48	43	59	46	65	54	37	391
	Faleatiu Primary	8	10	13	15	11	17	14	11	99
	Fasito'outa Primary	44	47	43	40	48	42	39	38	341
	Fasito'otai Primary	39	48	27	38	39	44	52	32	319
	Leulumoega Primary	22	26	30	29	27	35	22	20	211
	Moamoa&Tauao'o Primary	70	48	46	56	61	61	46	50	438
	Nofoalii Primary	75	63	64	61	69	56	54	50	492
	Satapuala Primary	32	42	43	44	33	46	45	39	324
	Vailu'utai Primary	36	33	30	32	28	35	32	21	247
Mission	Mt Zion Primary School	74	38	41	44	27	41	37	32	334
	St. Joan of Arc School	39	44	41	40	43	39	36	33	315
Aana No 2		242	230	284	248	265	261	227	255	2012
Government	Apolima-uta Primary	19	25	23	23	24	28	27	32	201
	Falelatai Primary	25	18	24	22	25	29	26	30	199
	Faleu Primary	14	9	13	14	5	12	9	15	91
	Manono Primary	41	36	48	48	54	37	32	32	328
	Mulifanua Primary	47	39	54	35	43	60	33	53	364
	Pata Primary	9	12	11	8	11	8	8	13	80
	Salua Primary	12	17	16	14	10	7	10	13	99
	Samatau Primary	30	29	36	34	29	34	32	23	247
	Satuimalufilufi Primary	31	29	40	36	35	31	35	30	267
	Siufaga Primary	14	16	19	14	29	15	15	14	136

Appendix Table 13: Primary schools enrolment by schools, regions, districts and year levels 2025 (continue)

Controlling Authority	School Name	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Total
Anoamaa No 1		115	100	122	91	90	87	112	90	807
Government	Luatuanuu Primary	28	32	30	22	28	18	33	30	221
	Salelesi Primary	30	12	25	18	12	13	14	19	143
	Saoluafata Primary	17	25	18	11	17	25	18	18	149
	Solosolo Primary	40	31	49	40	33	31	47	23	294
Anoamaa No 2		188	170	156	166	176	167	178	183	1384
Government	Faleapuna Primary	10	11	11	7	9	5	4	16	73
	Falefa Primary	21	30	36	40	38	33	33	32	263
	Falevao Primary	23	24	14	16	20	23	19	20	159
	Lalomauga Primary	28	12	14	17	10	12	23	11	127
	Lufilufi Primary	15	10	16	12	11	10	15	16	105
	Manunu Primary	10	10	8	9	11	10	10	9	77
Mission	St Peter's Falefa	53	41	28	36	42	46	45	55	346
	Sauniatu Primary	28	32	29	29	35	28	29	24	234
Fagaloa		44	43	44	30	41	36	42	45	325
Government	Lona Primary	12	8	9	9	12	12	13	14	89
	Sauano Primary	10	16	20	11	10	6	12	11	96
	Taelefaga Primary	10	11	12	7	15	9	14	15	93
	Uafato Primary	12	8	3	3	4	9	3	5	47
Aleipata		152	165	149	149	151	131	102	130	1129
Government	Lalomanu Primary	17	31	16	17	14	19	13	11	138
	Lotopue Primary	21	26	22	25	23	19	18	21	175
	Saleaamua Primary	16	25	25	18	24	17	14	16	155
	Satitoo Primary	19	12	25	21	22	14	14	11	138
	Samusu Primary	28	35	18	30	27	29	15	31	213
	Tiavea Primary	33	31	29	30	30	25	19	29	226
	Vailoa Primary (Aleipata District)	18	5	14	8	11	8	9	11	84
Lepa/Lotofaga		82	81	98	86	106	92	95	88	728
Government	Aufaga Primary	17	17	27	20	22	18	25	25	171
	Lepa Primary	14	15	16	14	13	15	13	11	111
	Lotofaga Primary (Lepa/Lotofaga District)	19	20	22	25	23	24	23	17	173
	Matatufu Primary	20	16	19	14	29	18	14	20	150
	Saleapaga Primary	12	13	14	13	19	17	20	15	123
Falealili		180	195	184	180	185	201	173	194	1492
Government	Nene Primary	15	16	12	12	8	11	8	13	95
	Saleilua Primary	28	35	34	32	34	35	35	35	268
	Salani Primary	16	10	19	18	14	21	18	15	131
	Salesatele Primary	8	9	10	9	7	9	12	15	79
	Sapoe Primary	9	12	10	9	14	8	7	16	85
	Sapunaoa Primary	19	13	12	14	17	17	17	14	123
	Satalo Primary	11	12	9	10	9	11	6	14	82
	Siumu Primary	52	71	59	57	62	67	54	46	468
	Vaovai Primary	22	17	19	19	20	22	16	26	161

Appendix Table 13: Primary schools enrolment by schools, regions, districts and year levels 2025 (continue)

Controlling Authority	School Name	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Total
Lefaga		75	84	82	93	111	80	87	93	705
Government	Falease'ela Primary	24	22	16	16	28	24	19	25	174
	Matautu Primary	28	37	31	33	46	29	40	37	281
	Safa'ato'a Primary	8	10	12	24	13	13	14	17	111
	Savaia Primary	15	15	23	20	24	14	14	14	139
Safata		185	197	211	191	210	188	178	190	1550
Government	Fusi Primary School	27	25	21	27	31	29	27	31	218
	Lotofaga Primary (Safata District)	33	27	33	26	26	19	16	20	200
	Mulivai Primary	7	11	9	7	6	12	12	8	72
	Saanapu Primary	31	31	29	37	38	34	30	35	265
	Salamumu Primary	8	14	17	9	13	8	9	12	90
	Sataoa Primary	35	51	53	36	52	44	40	49	360
	Tafitoala Primary	28	21	30	24	26	21	22	18	190
	Vaie'e Primary	16	17	19	25	18	21	22	17	155
Savaii		1466	1337	1320	1302	1337	1341	1256	1237	10596
Faasaleleaga No 1		338	302	286	244	284	279	233	242	2208
Government	Iva Primary	34	36	49	45	34	38	25	46	307
	Lalomalava Primary	19	23	22	21	21	23	25	19	173
	Safotulafai Primary	30	27	22	30	24	31	19	21	204
	Salelavalu Primary	40	39	33	33	30	29	19	15	238
	Salelologa Primary	103	78	76	51	80	84	81	79	632
	Sapapalii Primary	30	35	29	25	23	25	22	23	212
Mission	Manumalo Baptist (Savaii)	52	31	30	19	41	19	22	19	233
	St. Theresa's School - Fusi	30	33	25	20	31	30	20	20	209
Faasaleleaga No 2		173	152	167	161	135	162	150	166	1266
Government	Asaga Primary	9	8	10	11	6	3	10	10	67
	Faga Primary	32	30	26	27	38	26	36	32	247
	Lano Primary	18	24	19	18	16	19	17	17	148
	Pu'apu'a Primary	21	16	27	14	10	13	14	9	124
	Sa'asa'ai Primary	19	16	19	20	9	27	14	21	145
	Saipipi Primary School	22	18	18	22	14	23	12	13	142
Mission	Church College Vaiola							31	41	72
	Siufaga Primary - SDA	23	12	22	20	12	21	16	23	149
	Vaiola Primary	29	28	26	29	30	30			172
Itu o Tane No 1		115	124	138	113	125	112	115	98	940
Government	Laumoli Primary	20	18	25	20	27	24	26	14	174
	Patamea Primary	16	20	34	27	27	17	20	19	180
	Samalaeulu Primary	29	33	31	33	25	25	26	30	232
	Saleaula Primary	22	18	19	16	20	19	20	16	150
	Tutaga Primary	28	35	29	17	26	27	23	19	204

Appendix Table 13: Primary schools enrolment by schools, regions, districts and year levels 2025 (continue)

Controlling Authority	School Name	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Total
Itu o Tane No 2		149	131	135	155	143	134	127	124	1098
Government	Aopo Primary	13	7	13	11	10	9	10	13	86
	Letui Primary	17	5	17	16	12	8	10	12	97
	Safotu Primary	23	36	32	25	26	24	25	20	211
	Safune Primary	17	15	19	20	21	18	10	16	136
	Samauga Primary	31	31	19	28	28	23	35	18	213
	Sasina Primary	24	15	18	23	31	24	23	23	181
	Paia Primary School	14	9	8	11	6	12	5	5	70
Mission	Sacred Heart - Safotu	10	13	9	21	9	16	9	17	104
Itu o Asau No 1		141	102	105	94	97	123	95	119	876
Government	Asau Primary	20	27	28	31	26	36	29	37	234
	Auala Primary	12	6	14	7	9	15	6	11	80
	Papa/Sataua Primary	16	14	9	13	13	12	12	16	105
	Sataua/Fagasa Primary	39	30	30	24	31	38	29	31	252
	Vaisala Primary	26	15	15	12	14	15	12	17	126
Mission	Asau Baptist & Christian Academy	28	10	9	7	4	7	7	7	79
Itu o Asau No 2		100	91	85	83	94	81	100	82	716
Government	Falealupo Primary	32	31	32	33	35	34	41	28	266
	Falelima Primary	15	16	12	15	13	12	13	15	111
	Neiafu Primary	29	30	18	22	27	16	22	22	186
	Tufutafoe Primary	24	14	23	13	19	19	24	17	153
Savaii Sisifo		187	217	189	203	197	181	215	187	1576
Government	Fai'a'ai/Fogatuli Primary	10	18	13	12	11	16	14	14	108
	Gagaemalae Primary	39	35	26	28	34	32	34	25	253
	Sagone Primary	15	22	13	10	13	11	9	19	112
	Salailua Primary	22	32	29	53	30	39	43	36	284
	Samata-i-tai Primary	22	28	25	20	29	23	16	24	187
	Samata-i-uta Primary	25	23	21	24	18	22	33	23	189
	Taga Primary	26	32	35	31	38	25	35	21	243
	V/Fogasavai'i Primary	28	27	27	25	24	13	31	25	200
Palauli		263	218	215	249	262	269	221	219	1916
Government	Gataivai Primary	40	29	31	34	39	41	27	31	272
	Gautavai Primary	13	16	16	19	16	15	18	13	126
	Palauli Primary	65	50	52	70	65	65	56	51	474
	Puleia Primary ma Papa	23	17	15	16	16	23	14	16	140
	Satupaitea Primary	54	56	55	40	57	73	54	49	438
	Sili Primary	53	35	34	47	49	35	38	35	326
	Tafua Primary	15	15	12	23	20	17	14	24	140

Appendix Table 14: Secondary schools enrolment by schools, regions, districts and year levels 2025

Controlling Authority	School Name	Year 9	Year 10	Year 11	Year 12	Total
Totals		4906	4184	3369	2887	15346
Apia Urban Area		2036	1704	1481	1467	6688
Vaimauga		1052	922	841	816	3631
Government	Avele College	178	146	119	69	512
	Leifiifi College	233	213	226	177	849
	Vaimauga College	206	196	103	123	628
	Samoa College	172	179	170	150	671
Mission	Papauta Girls College	21	16	16	14	67
	Maluafofua College	179	127	165	247	718
	Samoa Adventist School	63	45	42	36	186
Faleata		984	782	640	651	3057
Government	Faleata College	336	203	154	121	814
Mission	Chanel College	67	33	44	42	186
	Church College Pesega	193	172	158	166	689
	St. Joseph's College	104	120	78	79	381
	St. Mary's College	144	135	117	117	513
Private	Aoga Faamasani Amosa	2	5	0	6	13
	Faatuatua Christian College	72	54	43	65	234
	Robert Louis Stevenson College	66	60	46	55	227
Rest of Upolu		1747	1538	1126	741	5152
Sagaga		579	528	376	124	1607
Government	Sagaga College	126	99	49	37	311
Mission	Leulumoega Fou College	167	150	121	87	525
	Wesley College	286	279	206	0	771
Aana No 1		277	217	170	151	815
Government	Aana No. 1 College	72	73	48	34	227
Mission	Nu'uausala College	120	93	67	68	348
	Paul V1 College	85	51	55	49	240
Aana No 2		139	158	107	76	480
Government	Aana No.2 College	139	158	107	76	480
Anoamaa No 1		175	165	90	91	521
Government	Anoamaa College	175	165	90	91	521
Aleipata		112	80	74	49	315
Government	Aleipata College	112	80	74	49	315
Lepa/Lotofaga		80	79	38	48	245
Government	Lepa/Lotofaga College	80	79	38	48	245
Falealili		161	157	146	108	572
Government	Falealili College	94	92	74	59	319
	Palalaua College	67	65	72	49	253
Lefaga		63	57	46	27	193
Government	Lefaga College	63	57	46	27	193
Safata		161	97	79	67	404
Government	Safata College	161	97	79	67	404

Appendix Table 14: Secondary schools enrolment by schools, regions, districts and year levels 2025 (continue)

Controlling Authority	School Name	Male	Female			Total
Savaii		1123	942	762	679	3506
Faasaleleaga No 1		267	190	137	132	726
Government	Mataaevave College	79	50	39	37	205
Mission	Don Bosco College	82	46	24	21	173
	Tuasivi College	106	94	74	74	348
Faasaleleaga No 2		159	135	135	118	547
Government	Amoa College	90	60	62	53	265
Mission	Church College Vaiola	69	75	73	65	282
Itu o Tane No 1		97	92	60	59	308
Government	Itu-O-Tane No.1 College	97	92	60	59	308
Itu o Tane No 2		106	75	71	63	315
Government	Alofi o Taoa College	106	75	71	63	315
Itu o Asau No 1		147	127	116	85	475
Government	Itu Asau College	147	127	116	85	475
Savaii Sisifo		182	154	110	93	539
Government	Palauli Sisifo College	101	91	54	57	303
	Savai'i Sisifo College	81	63	56	36	236
Palauli		165	169	133	129	596
Government	Palauli College	106	112	83	80	381
Mission	Uesiliana College	59	57	50	49	215

Appendix Table 15: Students-Teacher Ratio in Primary level by schools, regions and districts 2025

Controlling Authority	School Name	Total number of Student	Total number of Teacher	STR
Totals		45170	1509	30
Apia Urban Area		16924	592	29
Vaimauga		8019	296	27
Government	Apia Primary	958	24	40
	Fagali'i Primary	147	8	18
	Falefitu Primary	481	15	32
	Lauli'i Primary	350	14	25
	Letogo Primary	203	9	23
	Magiagi Primary	333	12	28
	Moata'a Primary	579	16	36
	Tanugamanono Primary	228	9	25
	Vailele Primary	229	8	29
	Vailima Primary	298	10	30
	Vaivase Primary	799	25	32
Mission	Agape Primary School	156	6	26
	All Saints Anglican Primary School	219	12	18
	Divine Mercy Primary School	237	10	24
	Marist Brothers Primary School	671	20	34
	St.Mary's - Savalalo	723	27	27
	Samoa Adventist School	549	15	37
Private	Samoa Primary School	613	45	14
	Vaiala Beach School	246	11	22
Faleata		8905	296	30
Government	Aele Primary School	604	19	32
	Aleisa Primary	491	16	31
	Lepea Primary	393	15	26
	Saina/Toamua Primary School	522	17	31
	St Pauls Academy	320	13	25
	Vaimea Primary	1093	25	44
	Vaimoso Primary	607	20	30
	Vaigaga Primary	480	14	34
	Vailoa Primary (Faleata District)	315	10	32
	Vaiusu Primary	324	12	27
	Vaitele Primary	972	25	39
Mission	Church Middle School Pesega	347	19	18
	Nuufou Baptist School	295	10	30
Private	St. Theresa's School - Lepea	287	11	26
	Aoga Faamasani Amosa	92	4	23
	Ah Mu Academy - Pesega	372	16	23
	Faatuatua Christian College (Yr 8 Only)	41	Count in College	
	Peace Chapel Christian School	376	16	24
	Pesega Fou Primary	215	5	43
	Robert Louis Stevenson Primary	487	17	29
	St Peter Chanel Primary (Moamoa)	272	12	23

Appendix Table 15: Students-Teacher Ratio in Primary level by schools, regions and districts 2025 (continue)

Controlling Authority	School Name	Total number of Student	Total number of Teacher	STR
Rest of Upolu		17650	534	33
Sagaga		4007	124	32
Government	Afega Primary	416	14	30
	Fale'ula Primary	444	11	40
	Le'auva'a Primary	374	9	42
	Levi Primary	252	8	32
	Malie Primary	451	14	32
	Sale'imoa Primary	291	9	32
	Tuana'i Primary	197	8	25
	Utuali'i Primary	378	11	34
Mission	Baptist Church Primary School	202	6	34
	George Brown Primary School	703	21	33
	St. Joseph's Primary - Leauvaa	299	13	23
Aana No 1		3511	97	36
Government	Faleasiu Primary	391	13	30
	Faleatiu Primary	99	3	33
	Fasito'outa Primary	341	9	38
	Fasito'otai Primary	319	6	53
	Leulumoega Primary	211	5	42
	Moamoa&Tauao'o Primary	438	8	55
	Nofoalii Primary	492	12	41
	Satapuala Primary	324	9	36
	Vailu'utai Primary	247	6	41
Mission	Mt Zion Primary School	334	12	28
	St. Joan of Arc School	315	14	23
Aana No 2		2012	55	37
Government	Apolima-uta Primary	201	5	40
	Falelatai Primary	199	5	40
	Faleu Primary	91	4	23
	Manono Primary	328	8	41
	Mulifanua Primary	364	9	40
	Pata Primary	80	4	20
	Salua Primary	99	3	33
	Samatau Primary	247	7	35
	Satuimalufilufi Primary	267	6	45
	Siufaga Primary	136	4	34
Anoamaa No 1		807	31	26
Government	Luatuanuu Primary	221	8	28
	Salelesi Primary	143	8	18
	Saoluafata Primary	149	6	25
	Solosolo Primary	294	9	33

Appendix Table 15: Students-Teacher Ratio in Primary level by schools, regions and districts 2025 (continue)

Controlling Authority	School Name	Total number of Student	Total number of Teacher	STR
Anoamaa No 2		1384	50	28
Government	Faleapuna Primary	73	5	15
	Falefa Primary	263	9	29
	Falevao Primary	159	5	32
	Lalomauga Primary	127	5	25
	Lufilufi Primary	105	5	21
	Manunu Primary	77	3	26
Mission	St Peter's Falefa	346	9	38
	Sauniatu Primary	234	9	26
Fagaloa		325	9	36
Government	Lona Primary	89	3	30
	Sauano Primary	96	2	48
	Taelefaga Primary	93	2	47
	Uafato Primary	47	2	24
Aleipata		1129	27	42
Government	Lalomanu Primary	138	4	35
	Lotopue Primary	175	4	44
	Saleaaumua Primary	155	3	52
	Satitoa Primary	138	4	35
	Samusu Primary	213	5	43
	Tiavea Primary	226	4	57
	Vailoa Primary (Aleipata District)	84	3	28
Lepa/Lotofaga		728	28	26
Government	Aufaga Primary	171	7	24
	Lepa Primary	111	4	28
	Lotofaga Primary (Lepa/Lotofaga District)	173	7	25
	Matatufu Primary	150	5	30
	Saleapaga Primary	123	5	25
Falealili		1492	49	30
Government	Nene Primary	95	4	24
	Saleilua Primary	268	7	38
	Salani Primary	131	5	26
	Salesatele Primary	79	4	20
	Sapoe Primary	85	3	28
	Sapunaoa Primary	123	4	31
	Satalo Primary	82	4	21
	Siumu Primary	468	12	39
	Vaovai Primary	161	6	27
Lefaga		705	21	34
Government	Falease'ela Primary	174	6	29
	Matautu Primary	281	6	47
	Safa'ato'a Primary	111	4	28
	Savaia Primary	139	5	28

Appendix Table 15: Students-Teacher Ratio in Primary level by schools, regions and districts 2025 (continue)

Controlling Authority	School Name	Total number of Student	Total number of Teacher	STR
Safata		1550	43	36
Government	Fusi Primary School	218	6	36
	Lotofaga Primary (Safata District)	200	6	33
	Mulivai Primary	72	3	24
	Saanapu Primary	265	7	38
	Salamumu Primary	90	4	23
	Sataoa Primary	360	9	40
	Tafitoala Primary	190	4	48
	Vaie'e Primary	155	4	39
Savaii		10596	383	28
Faasaleleaga No 1		2208	81	27
Government	Iva Primary	307	11	28
	Lalomalava Primary	173	8	22
	Safotulafai Primary	204	7	29
	Salelavalu Primary	238	8	30
	Salelologa Primary	632	20	32
	Sapapalii Primary	212	8	27
Mission	Manumalo Baptist (Savaii)	233	7	33
	St. Theresa's School - Fusi	209	12	17
Faasaleleaga No 2		1266	51	25
Government	Asaga Primary	67	4	17
	Faga Primary	247	8	31
	Lano Primary	148	8	19
	Pu'apu'a Primary	124	7	18
	Sa'asa'ai Primary	145	6	24
	Saipipi Primary School	142	6	24
Mission	Church College Vaiola	72	Count in College	
	Siufaga Primary - SDA	149	6	25
	Vaiola Primary	172	6	29
Itu o Tane No 1		940	33	28
Government	Laumoli Primary	174	7	25
	Patamea Primary	180	6	30
	Samalaeulu Primary	232	7	33
	Saleaula Primary	150	5	30
	Tutaga Primary	204	8	26
Itu o Tane No 2		1098	54	20
Government	Aopo Primary	86	4	22
	Letui Primary	97	4	24
	Safotu Primary	211	10	21
	Safune Primary	136	7	19
	Samauga Primary	213	9	24
	Sasina Primary	181	8	23
	Paia Primary School	70	4	18
Mission	Sacred Heart - Safotu	104	8	13

Appendix Table 15: Students-Teacher Ratio in Primary level by schools, regions and districts 2025 (continue)

Controlling Authority	School Name	Total number of Student	Total number of Teacher	STR
Itu o Asau No 1		876	33	27
Government	Asau Primary	234	6	39
	Auala Primary	80	5	16
	Papa/Sataua Primary	105	5	21
	Sataua/Fagasa Primary	252	7	36
	Vaisala Primary	126	4	32
Mission	Asau Baptist & Christian Academy	79	6	13
Itu o Asau No 2		716	26	28
Government	Falealupo Primary	266	8	33
	Falelima Primary	111	5	22
	Neiafu Primary	186	7	27
	Tufutafoe Primary	153	6	26
Savaii Sisifo		1576	40	39
Government	Fai'a'ai/Fogatuli Primary	108	4	27
	Gagaemalae Primary	253	5	51
	Sagone Primary	112	4	28
	Salailua Primary	284	6	47
	Samata-i-tai Primary	187	6	31
	Samata-i-uta Primary	189	5	38
	Taga Primary	243	4	61
	V/Fogasavai'i Primary	200	6	33
Palauli		1916	65	29
Government	Gataivai Primary	272	9	30
	Gautavai Primary	126	6	21
	Palauli Primary	474	16	30
	Puleia Primary ma Papa	140	6	23
	Satupaitea Primary	438	14	31
	Sili Primary	326	9	36
	Tafua Primary	140	5	28

Appendix Table 16: Students-Teacher Ratio in Secondary level by schools, regions and districts 2025

Controlling Authority	School Name	Total number of Student	Total number of Teacher	STR
Totals		15346	1023	15
Apia Urban Area		6688	445	15
Vaimauga		3631	258	14
Government	Avele College	512	49	10
	Leifiifi College	849	52	16
	Vaimauga College	628	39	16
	Samoa College	671	32	21
Mission	Papauta Girls College	67	18	4
	Maluafof College	718	49	15
	Samoa Adventist School	186	19	10
Faleata		3057	187	16
Government	Faleata College	814	46	18
Mission	Chanel College	186	10	19
	Church College Pesega	689	42	16
	St. Joseph's College	381	27	14
	St. Mary's College	513	21	24
Private	Aoga Faamasani Amosa	13	6	2
	Faatuatua Christian College	234	13	18
	Robert Louis Stevenson College	227	22	10
Rest of Upolu		5152	329	16
Sagaga		1607	94	17
Government	Sagaga College	311	28	11
Mission	Leulumoega Fou College	525	32	16
	Wesley College	771	34	23
Aana No 1		815	60	14
Government	Aana No. 1 College	227	27	8
Mission	Nu'uausala College	348	23	15
	Paul V1 College	240	10	24
Aana No 2		480	30	16
Government	Aana No.2 College	480	30	16
Anoamaa No 1		521	29	18
Government	Anoamaa College	521	29	18
Aleipata		315	19	17
Government	Aleipata College	315	19	17
Lepa/Lotofaga		245	18	14
Government	Lepa/Lotofaga College	245	18	14
Falealili		572	41	14
Government	Falealili College	319	21	15
	Palalaua College	253	20	13
Lefaga		193	20	10
Government	Lefaga College	193	20	10
Safata		404	18	22
Government	Safata College	404	18	22

Appendix Table 16: Students-Teacher Ratio in Secondary level by schools, regions and districts 2025 (continue)

Controlling Authority	School Name	Total number of Student	Total number of Teacher	STR
Savaii		3506	249	14
Faasaleleaga No 1		726	69	11
Government	Mataaevave College	205	24	9
Mission	Don Bosco College	173	17	10
	Tuasivi College	348	28	12
Faasaleleaga No 2		547	45	12
Government	Amoa College	265	22	12
Mission	Church College Vaiola	282	23	12
Itu o Tane No 1		308	23	13
Government	Itu-O-Tane No.1 College	308	23	13
Itu o Tane No 2		315	21	15
Government	Alofi o Taoa College	315	21	15
Itu o Asau No 1		475	23	21
Government	Itu Asau College	475	23	21
Savaii Sisifo		539	25	22
Government	Palauli Sisifo College	303	13	23
	Savai'i Sisifo College	236	12	20
Palauli		596	43	14
Government	Palauli College	381	24	16
Mission	Uesiliana College	215	19	11

Appendix Table 17 Students-Teacher Ratio in ECE by schools, regions and districts 2025

Controlling Authority	School Name	Total number of Student	Total number of Teacher	STR
Totals		4999	336	15
Apia Urban Area		1462	86	17
Vaimauga		568	41	14
Private	Agape SISDAC-Pre Sch	32	2	16
	Model-Pre Sch	91	4	23
	Brilliant Star Montessori-Pre Sch	70	3	23
	Vaiala Beach School-Pre Sch	31	3	10
	Tolumailagi-Pre Sch	37	4	9
	EFKS Vaivase Tai-Pre Sch	62	5	12
	Moataa-Pre Sch	58	4	15
	Little Wonders-Pre Sch	54	5	11
	All Saints Anglican	77	5	15
Catholic	Divine Mercy-Pre Sch	15	2	8
Methodist	Sekema Fou-Pre Sch	41	4	10
Faleata		894	45	20
Private	Mrs Gabriel-Pre Sch	166	6	28
	Grace Connect-Pre Sch	18	2	9
	Nuufou BC Papatiso-Pre Sch	20	3	7
	Nazareen-Pre Sch	74	3	25
	Toamua-Pre Sch	13	2	7
	Punavaioleola-Pre-Sch	26	1	26
	Ms Ta's Nasareta-Pre Sch	53	2	27
	Peace Chapel-Pre Sch	189	7	27
Government	St Paul's Academy-Pre Sch	25	1	25
Catholic	Aiga Fesilafai-Pre Sch	41	2	21
	St John Bosco-Pre Sch	38	3	13
	Mission Infants-Pre Sch	110	4	28
	St Theresa Lepea-Pre Sch	55	1	55
Methodist	Aele-Pre Sch	66	8	8
Rest of Upolu		2196	153	14
Sagaga		559	32	17
Private	Faleula-Pre Sch	45	3	15
	Salepoua'e-Pre Sch	74	3	25
	Lotoso'a-Pre Sch	29	2	15
	Liahona-Pre Sch	38	3	13
	Papatiso-Pre Sch	40	2	20
	Afegaolealofa Pre Sch	14	2	7
Catholic	St Joseph-Leauvaa-Pre Sch	47	2	24
	St Joan of Arc	63	2	32
Methodist	Wesley John-Pre Sch	179	10	18
FAAEA (EFKS)	Maluapapa-Pre Sch	30	3	10

Appendix Table 17 Students-Teacher Ratio in ECE by schools, regions and districts 2025 (continue)

Controlling Authority	School Name	Total number of Student	Total number of Teacher	STR
Aana No 1		426	30	14
Private	Nofoalii-Pre Sch	49	2	25
	AOG Faleasiu-Pre Sch	48	4	12
	Mt Zion-Pre Sch	53	2	27
	Peteli-Pre Sch	63	6	11
	Vailuutai-Pre Sch	55	1	55
Methodist	Faleatiu-Pre Sch	43	5	9
	Tufulele-Pre Sch	62	5	12
FAAEA (EFKS)	Fasitoo Uta-Pre Sch	18	3	6
	EFKS Faleasiu-Pre Sch	35	2	18
Aana No 2		217	18	12
	Amazing Love-Pre Sch	89	3	30
	Matautu Falelatai-Pre Sch	38	4	10
	Pata-Pre Sch	30	2	15
	Fuailoloo-Pre Sch	20	2	10
	Saleiataua-Pre Sch	21	4	5
	Salua Tai-Pre Sch	16	1	16
	Etena Fou-Pre Sch	3	2	2
Anoamaa No 1		190	13	15
Private	Saoluafata-Pre Sch	36	4	9
Catholic	St Peter's-Pre Sch	47	2	24
Methodist	I'omata-Pre Sch	64	5	13
FAAEA (EFKS)	Moemoefou-Pre Sch	43	2	22
Anoamaa No 2		145	10	15
Private	Solosolo-Pre Sch	45	2	23
	New Growth-Pre Sch	24	1	24
	Samoa Preparatory -Pre Sch	76	7	11
Aleipata		274	20	14
Private	Lepa-Pre Sch	27	2	14
	Victory Kids-Pre Sch	18	2	9
	Vavau-Pre Sch	40	2	20
	Lalomanu-Pre Sch	45	2	23
FAAEA (EFKS)	Aufaga-Pre Sch	27	3	9
	Saleapaga-Pre Sch	15	1	15
	Saleaamua-Pre Sch	33	3	11
	Satitua-Pre Sch	69	5	14
Lepa/Lotofaga		68	5	14
Private	Matatufu-Pre Sch	26	2	13
Catholic	Lotofaga-Pre Sch	23	2	12
	Agaga Paia-Pre Sch	19	1	19

Appendix Table 17 Students-Teacher Ratio in ECE by schools, regions and districts 2025 (continue)

Controlling Authority	School Name	Total number of Student	Total number of Teacher	STR
Falealili		65	7	9
FAAEA (EFKS)	Vaovai-Pre Sch	14	4	4
	Mata'uileAtuaAmatagaolePoto-Pre Sch	34	2	17
	Sapunaoa-Pre Sch	17	1	17
Siumu		78	5	16
Private	Siumu Sisifo-Pre Sch	33	1	33
FAAEA (EFKS)	Saaga-Pre Sch	45	4	11
Lefaga		24	3	8
FAAEA (EFKS)	Meriland-Pre Sch	16	2	8
Methodist	Matafaa-Pre Sch	8	1	8
Safata		150	10	15
Private	Saanapu-Pre Sch	31	2	16
Methodist	Sataoa Uta-Pre Sch	31	3	10
	Nuusuatia-Pre Sch	43	3	14
	Fusi-Pre Sch	45	2	23
Savaii		1341	97	14
Faasaleleaga No 1		283	18	16
Private	Agape-Pre Sch	59	5	12
	Manumalo Baptist-Pre Sch	64	1	64
Catholic	St Theresa-Pre Sch	49	3	16
Methodist	Saletagaloa-Pre Sch	50	4	13
	Salelavalu-Pre Sch	41	3	14
FAAEA (EFKS)	Sapapalii-Pre Sch	20	2	10
Faasaleleaga No 2		170	10	17
Private	SDA Faga-Pre Sch	39	2	20
Methodist	Pu'apu'a-Pre Sch	34	3	11
	Fuamatala-Pre Sch	50	3	17
FAAEA (EFKS)	Lano-Pre Sch	34	1	34
	EFKS Luua Faga-Pre Sch	13	1	13
Itu o Tane No 1		40	2	20
Private	Lelepa-Pre Sch	40	2	20
Itu o Tane No 2		208	13	16
Private	Fatuvalu-Pre Sch	34	2	17
Catholic	Sacred Heart-Pre Sch	36	2	18
Methodist	Safotu Metotisi-Pre Sch	50	5	10
	Lefagaoalii-Pre Sch	18	1	18
	Sasina-Pre Sch	37	1	37
FAAEA (EFKS)	Paia-Pre Sch	33	2	17

Appendix Table 17 Students-Teacher Ratio in ECE by schools, regions and districts 2025 (continue)

Controlling Authority	School Name	Total number of Student	Total number of Teacher	STR
Itu o Asau No 1		124	12	10
Private	ABC Academy-Pre Sch	20	1	20
FAAEA (EFKS)	Vaisala-Pre Sch	14	3	5
	Loving Heart Auala-Pre Sch	52	2	26
Methodist	Taeaoaena-Pre Sch	13	3	4
	Matavai Asau-Pre Sch	25	3	8
Itu o Asau No 2		67	6	11
Private	Tufutafoe-Pre Sch	17	1	17
	Falelima-Pre Sch	24	3	8
Methodist	Neiafu Tai-Pre Sch	26	2	13
Savaii Sisifo		183	17	11
Private	SDA Taga-Pre Sch	24	1	24
	Salailua-Pre Sch	33	2	17
Methodist	Satuiatua-Pre Sch	18	2	9
	Foailalo-Pre Sch	19	2	10
	Sagone-Pre Sch	30	4	8
	Faiaai-Pre Sch	27	2	14
	Samata Uta-Pre Sch	26	2	13
FAAEA (EFKS)	Samata Tai-Pre Sch	6	2	3
Palauli		266	19	14
FAAEA (EFKS)	Gautavai-Pre Sch	22	1	22
Methodist	Faatolotologatama-Pre Sch	83	5	17
	Sili-Pre Sch	60	4	15
	Satufia-Pre Sch	34	3	11
	Pitonuu-Pre Sch	16	2	8
	Vaega-Pre Sch	51	4	13