

MSS

TONGA MINISTRY OF EDUCATION

Minimum Service Standards for Schools

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ā Ministry of Education

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Why Minimum Service Standards for Schools

Vision for Education in Tonga- “That the people of Tonga will achieve excellence in education that is unique to this country and that Tonga will become a learning society”

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The development of Minimum Service Standards for Schools (MSS) has arisen as a result of a desire by the Government of Tonga to improve the quality of education within the country. Tonga has made commendable achievements in achieving universal primary education. However, the Government of Tonga recognises the need to improve the quality of education it is providing so that it

and the students of Tonga are able to meet the challenges of being a member of the global community. Recent reviews indicate a number of concerns and issues in relation to education in Tonga. Most notably is the emerging evidence of the quality of education, particularly in the areas of readiness of school graduates for productive employment in a market economy and the levels of basic literacy and numeracy of young graduates of Tonga’s education system.

KEY ISSUES

☞ Limited readiness of school graduates for productive employment

☞ Lower achievement levels in literacy and numeracy of school graduates

☞ Inequities to access

Another issue of concern is the apparent inequities in education at the secondary level, due primarily to the varied quality of education provided by government and non-government schools, as well as the restricted access to government run secondary schools. The issue of inequities in access also applies to some primary schools, particularly those which are more geographically isolated

Current indications based on data and reviews suggest that the education sector is in need of improvement across a range of areas, including student achievement, teaching and learning and the learning environment.

Through the introduction of the MSS, the Government of Tonga aims to improve the quality of education in schools. The MSS provides an accountability system for the government, schools and the community. It is essential for the Government of Tonga to achieve a sense of confidence from and within the community of the quality of education it provides and how resources are utilised in the achievement of this goal.

The MSS will set accountability measures in place for government and non-government schools for all levels of universal basic education (class1- Form 2)

to ensure the achievement of high standards of education that will prepare children well for success in the future.

What are Minimum Service Standards?

The overall aim of the MSS is to provide a clear picture and guide to systems, schools and the community of the general health of the education system. It provides a definite level or standard that the system and community consider to be essential in improving and maintaining quality education in Tonga.

The Minimum Service Standards serve two key purposes. Firstly they define what the system has established as being the minimum standard that schools must achieve in specified areas (e.g. all schools will have a complete set of curriculum materials), and how this will be measured (e.g. a checklist/ record of curriculum materials in the school). They will also be a key tool within the school to guide and inform planning. Schools and communities will prioritise areas in which they do not meet the minimum standards and use the MSS as a means of establishing what it is they have to achieve/ improve.

The MSS also acts as an accountability framework. The government is viewed as being held primarily responsible and accountable for educational outcomes. At the core of the education process are schools. Schools should be accountable to their primary clients: students, parents and the local community. The introduction of an MSS will see schools moving towards a process of school based management where they will be responsible for decision making, financial management and improving the quality of educational outcomes for their students.

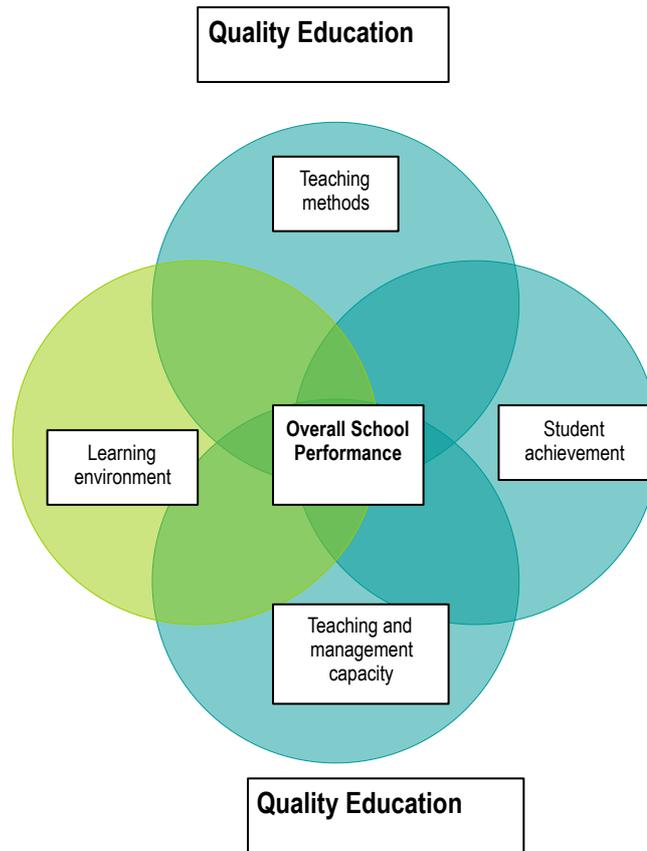
To determine how well schools are fulfilling their responsibilities, multiple measures should be used. Measures of school accountability should include both qualitative and quantitative approaches, taking into account local contexts, responsiveness to student needs and professional practices and standards.

When a school engages in the process of assessing the strengths and limitations of its educational program, facilities etc, it is imperative to begin with an open mind, making no assumptions. The process should be thought of as an evidence-based inquiry, not an evaluation or rating. The school will collect evidence and use this as a measure of the standard they have achieved in each of the aspects of the MSS. The end product is not just a score, but the identification of current strengths and limitations based upon evidence that will serve as the foundation for a solid school improvement plan.

The MSS, will over time set the quality of a range of education services in Tonga and the manner in which they are delivered by both the Government and the private sector. These MSS will provide a benchmark for schools to identify possible deficiencies or weaknesses, as well as strengths in their service delivery. The Tonga School Grants program will provide a mechanism through which schools work towards meeting the standards.

Standards can be expressed in many ways- qualitatively (e.g. adequate competent teachers) and quantitatively (e.g. student-teacher ratio). The MSS will use a range of both qualitative and quantitative measures. The minimum service standards will set standards in a range of areas and it is the sum total of these that ultimately contribute to the overall school performance (See diagram 1)

Diagram 1-GRAPHIC OVERVIEW OF SYSTEMIC, SCHOOLWIDE IMPROVEMENT



Commitment to Education

The Minimum Service Standards are built on fundamental commitments to improving education in Tonga. These include:

1. A commitment to high standards- by striving to ensure that all students who attend a school in Tonga achieve the highest standard of learning of which they are capable of.
2. A commitment to every school being effective- every school is required to set high standards for student achievement, to assess the educational progress of all students and to set clear targets for improvement. The degree to which standards/ goals/ targets are achieved is a measure of the school's effectiveness. Through careful and strategic planning each school must continually strive to improve its effectiveness.
3. A commitment to quality teaching- All students have an entitlement to be taught by qualified, competent and caring teachers. All teachers are expected to monitor and evaluate student's progress, their strengths and weaknesses and plan programs that meet their needs.
4. A commitment to productive and positive relationships with parents and the wider community- Education is an essential community service and there must be clear communication between schools and their communities about the achievement of students and the effectiveness of schools. It is essential that communities have confidence in our schools and be confident that appropriate standards are being achieved.

Principles underpinning the MSS

For a system or mechanism to be effective it must be underpinned or based on a set of basic principles to ensure that they are able to achieve the task or goal they have been designed for. The MSS are based on the following principles. For them to be an accurate and relevant measure, they must be:

- ❖ Specific- they need to be focused and clearly defined
- ❖ Measurable and monitorable- they must be capable of being measured in some way so that it is possible to judge if they have been achieved and they must be monitored to ensure consistency and reliability.
- ❖ Achievable- they must be able to be attained and realistic
- ❖ Relevant- they must be seen to meet an identified need
- ❖ Easily understood by schools and be able to be used effectively by schools to assist and inform planning as well as self-reflection
- ❖ They are flexible enough that they allow for schools to adopt a range of approaches and strategies that suit their context and achieve improvement.

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What are Standards?

Areas of the MSS

When most people consider the term “standard” they have an idea in their mind of things such as “how well something is done”, “a measurement of how much against other similar things”, “a notion of quality or how it should be” to name a few. A simple analogy is the work one would expect of craftsmen or a builder, for example “is the house sound, the roof doesn’t leak, the doors close properly, the furniture is strong or sturdy?” We are able to judge something and say that it meets a certain standard or quality.

In an education system we want to find out how effective the system is – does it provide quality education for its student’s? The MSS sets standards to be achieved in specific areas so that there is a clear measure of the quality or standard of education. The MSS consists of a set of standards against which schools will use to measure their achievement.

In developing standards it is important to maintain a balance between the requirement that the standards are specific enough to establish meaningful directions for schools and the requirement that they be flexible enough to provide different strategies for providing quality education within the context of each school.

Definition of terms

Standard – are a set of characteristics or specification of aspects or elements to conform to, by which the quality of an aspect / element is judged e.g. 70% of students passing SEE, Teachers must hold a diploma of education, schools must have a full set of curriculum materials,.

Indicators- are observable measures that clearly articulate the element/s of the desired standard, they can be signals to show whether the standard has been attained.

Supporting Evidence- data and other kinds of compelling documentation that can be collected and used to substantiate a judgement e.g. student achievement on a piece of assessment, asset register identifying number of curriculum documents in a school.

Data Sources- refers to from where or from whom data might be collected, including students, teachers, principals, central office administrators, parents, and other community members; the origin of the data or documentation used to substantiate achievement e.g. student records, annual reports, assessment tasks.

Areas of the Minimum Service Standards

A growing body of research confirms teacher quality as one of the most important school factors influencing student achievement (Darling Hammond 2003)

In considering what it is that contributes towards the achievement of quality of education in a system; there are a number of key aspects that are considered absolutely essential. Education research consistently identifies factors such as the quality of the teacher in the classroom and the type of learning environment that is provided by schools as being a major contributor to the quality of educational outcomes. Research has identified a number of variables and aspects that influence and

contribute towards the overall quality of education. The Minimum Service Standards for Schools in Tonga focuses on four essential key areas or aspects.

The Tonga School Grants Program will require each school to work with and engage their local community in identifying and setting school improvement goals and annual targets. These will be included in the school's annual and 3 year rolling plan. Schools need to ensure that their goals and annual targets align with the Minimum Service Standards. Each school will need to focus their resources, including project provided grants, on attaining and eventually surpassing the Minimum Service Standards in the following areas:

- Teaching methods
- Teaching and management capacity
- Learning environment
- Students achievement

Each of these areas contribute towards the overall school performance. Some schools may achieve above the standards in all, others may achieve below the standards, whilst others a combination. The Overall School Performance Score represents the average of the sum of these aspects.

Each area of the MSS describes the minimum standard that a school must achieve in each of these areas.

Teaching Methods

Current international research and findings clearly indicate that the most significant factor upon student learning is the teacher. The area of teaching methods focuses specifically on pedagogy - the strategies and approaches

that a teacher uses within the classroom to develop and deliver a range of learning experiences for their students.

Teachers need to acknowledge and understand that people learn in different ways, at different paces and that they need to be actively engaged in the learning process. For students to learn effectively participatory and learner centred methods are essential. Student centred learning is enhanced when the learning is meaningful and relevant, and they are provided with the opportunity to be active participants in their own learning.

A growing body of research confirms teacher quality as one of the most important school factors influencing student achievement (Darling Hammond 2003)

Teaching that is student centred takes into account the whole child, not just their academic achievement and ability. The social, physical, emotional aspects are all taken into consideration. From an understanding of the whole student, teachers are more able to effectively develop learning experiences that meet the needs of all their students. It is also essential that the education sector in Tonga considers what the most effective approach to teaching and learning is in the Tongan context. A modified form of a student centred approach, that incorporates and reflects cultural identity, traditions

and customs needs to be investigated, so that the most appropriate and effective approach is developed and as a result students achieve their full potential.

Effective teaching methods also assist in establishing a foundation for, and commitment to lifelong learning.

This area of the MSS will focus specifically on ensuring that quality teaching is the central focus of every classroom.

Teaching and Management Capacity

This area focuses more specifically on issues of capacity- that of teachers and that of the school administrative staff.

A range of research into school effectiveness has shown that leadership is a key factor. The importance of the Principal's leadership is one of the clearest messages from school effectiveness research

Research clearly indicates that a key factor in providing quality education and improving the quality of education is the quality of the teacher. In this respect this area of the MSS identifies what the minimum standards are for teaching (i.e. qualifications, characteristics of a quality teacher) and management.

A school that is well managed and led is more likely to succeed in developing teaching and learning programs with the needs of students as the central focus and therefore enhances student engagement and achievement.

Effective management of a school incorporates the management of finances, facilities, resources, staff and learning. An effective administrator plans strategically, works collaboratively with staff and the community to identify weaknesses and strengths and prioritises needs against the MSS. In this role Principals establish policy and procedures in their school that ensure the effective, efficient and safe operation of the school.

Accurate records are kept and data is collected and used to inform school based planning, teaching and learning, with the clear aim of improving educational outcomes and the quality of education.

Issues of classroom environment have been of concern to a very wide variety of educators and educational researchers. From the well known effective schools research on school and classroom ethos, to a multitude of studies on the in-class behaviour of students, it is clear that students require a safe, supportive classroom environment if they are to achieve what teachers ask of them (Brophy & Good, 1986; Doyle, 1992)

Learning Environments

This area of the MSS comprises a number of sub-categories. They include:

- ❖ learning environment
- ❖ teaching and learning resources
- ❖ facilities(classrooms, water, sanitation, furniture)

In defining “learning environment” there is a tendency to think of the physical aspects of the school i.e. school buildings, classrooms and playgrounds. In this area the physical school environment is covered under the category of “facilities” which focuses specifically on the school building, classrooms, water supply and storage, sanitation and the furniture.

Facilities refer to aspects such as physical buildings and services within the school. This would include the classrooms, offices, store rooms, libraries, storage areas, toilets, water supply (tanks or running water), and furniture.

Learning environment refers to the social attributes of the school. For example “does the school / teacher provide a safe, secure and disciplined learning environment for its student’s?”, “are students encouraged to become active participants in the learning process and feel comfortable in doing this?” It also considers aspects such as the establishment of positive relationships between staff and students and the school and the community. An effective learning environment is one where all learners are valued and recognises the cultural needs of the students and the community.

Teaching and learning materials refers specifically to the actual teaching and learning resources that exist in the school. Teaching resources include items such as curriculum documents (syllabuses and teacher guides), reference materials, professional texts and journals. Learning resources include items such as text books, reading materials, maths equipment (counters, calculators). Each school should have a specified number of subject syllabuses and teacher guides which are allocated to a school.

Student Achievement

It is often considered that the immediate outcome of schooling is student achievement. Although this is a very important indicator, it is only one of many that contribute toward assessing the quality of education. In the case of the MSS, student achievement is one area in which standards are developed and an area that contributes to the overall school performance. This area of the MSS will include measures of student achievement through standardised national assessment tools as well as school based assessment that is both formative and summative and provides a picture of the value adding a school has made to a students level of achievement.

The introduction of national assessment tools in the primary sector will provide a benchmark in areas such as literacy and numeracy and may later be expanded to incorporate other core areas of the curriculum. It is important that this tool not simply be used as a benchmarking mechanism, but that teachers

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use it as a diagnostic tool to assist them identify students who are experiencing difficulty in these areas and can then develop appropriate programs of support.

It is essential that a range of assessment techniques are used, to ensure an inclusive and authentic approach to assessment. It is important that schools develop a school based approach to assessment and that valid and reliable data and evidence is collected that supports teacher judgement of student achievement, particularly in the primary school.

A range of other indicators will be used to ascertain levels of student achievement. These include, attendance rates, repetition rates and drop out rates.

Overall School Performance

This aspect considers the school as a whole and its performance across all aspects. This area is a reflection of the overall performance of the school and each of the areas (teaching methods, student achievement, teaching and management capacity and learning environment) contribute towards this “holistic” picture of the health and achievement of the school. There may be some areas in which the school is experiencing limited achievement or not meeting the standard, but in other areas it may be meeting or exceeding the standards. The overall school performance gives an overall picture of the school and its level of performance. All of the areas of the minimum service standards contribute towards the overall school performance, as well as a range of external aspects, for example the level of support provided by the PTA. This support does not simply imply the level of financial support, as many PTA's are able to contribute in other ways e.g. conducting repairs around the school, caring for grounds, providing support at home in helping their children with schoolwork.

In effect this area is a reflection of school effectiveness. A school that has is considered as effective achieves sound overall school performance achieves this through the following:

- ❖ delivering learning experiences that are focused on and responsive to the needs of students
- ❖ offering a safe, caring and supportive learning environment
- ❖ improving student achievement by taking appropriate action based on the analysis of quality data
- ❖ ensuring staff are engaged, motivated and competent
- ❖ ensuring leadership is committed, skilled and responsive to the community and school needs

- ❖ ensuring that the schools financial and physical resources are managed effectively to fully optimise education outcomes for students
- ❖ ensuring that the school operates in partnership with the local community

How will MSS work in Schools?

This guide has set out the Minimum Service Standards to be achieved by schools (class 1- Form 2) in Tonga. However, schools will now be asking how this will work and apply to them at their level of operation. Principals and their staff will be required to work together to identify what their level of achievement is against the minimum standards.

They will be required to collect data and evidence that supports what they consider to be their level of achievement against the standards. Principals and staff will then work with District Inspectors. This process will involve these two groups working together to come to an agreement about where the school is at in terms of their level of achievement. Once the level of attainment has been identified and agreed upon by both the Principal and Inspector, the Inspector will sign off on this agreement.

Principals and staff will then be required to consider those areas in which they are not meeting the standard and outline the actions and strategies that they will undertake to improve in these areas.

It is essential that schools have clearly prioritised the areas they consider to be areas of high need and develop school plans that directly reflect this. It is not practical for schools to be able to identify all areas of need, but more importantly to prioritise these. Schools need to ensure that they are able to set achievable goals and work towards these progressively. The areas of focus may remain consistent for a few years until the standards are met. Alternatively some schools may focus on a range of areas

The ***Guide to Implementing MSS in Schools*** has been developed as a separate document, with the key aim of explaining in a step by step process, how schools go about implementing the Minimum Service Standards in their school.

Principals and their staff will need to work together in developing their understanding of the Minimum Service Standards, identify their level of achievement against the standards and what actions and strategies that they will undertake to improve their level of achievement.

Schools will now be clearly responsible for the education outcomes they achieve. Schools will also be responsible for decision making at the school level, as well as the management of finances and resources.

Minimum Service Standards

1 Teaching Methods

| Standard | Indicators |
|---|---|
| <p>Pedagogy 1.1 Teachers demonstrate a sound understanding of current approaches to effective teaching and learning across the curriculum, (these approaches will also be informed by research into approaches that are most appropriate for the Tongan context)</p> | <ul style="list-style-type: none"> ❖ Differentiated instruction (i.e. adjustment of concepts, level of difficulty, amount of work) is used to meet learning needs of all students. ❖ Standard achieved on teacher appraisal form ❖ Use of a wide range of teaching strategies and approaches- strategic questioning, brainstorming, role play, narrative, project work, peer education, games ❖ Classroom observations indicate a mix of whole group, small group and individual instruction |
| <p>1.2 Teachers evaluate and reflect on teaching practice and use this to inform planning</p> | <ul style="list-style-type: none"> ❖ Teachers use their knowledge of their students and information about achievement to adjust their teaching and inform their pedagogical approach ❖ Planning aligns with curriculum, instruction, practice and assessment to promote student achievement ❖ Teachers use feedback to inform planning ❖ Planning is evident and identifies learning outcomes and student activities ❖ Evaluation is evident in planning documents ❖ Next teaching/ learning steps are recorded ❖ Planning is adjusted following evaluation ❖ Written evaluations are evident |
| <p>1.3 Teachers recognize individual differences in approaches to learning and student interest and provide for this diversity in learning experiences they develop.</p> | <ul style="list-style-type: none"> ❖ Vary lessons to meet needs of visual, auditory, kinaesthetic learners ❖ Students are actively engaged in meaningful, relevant tasks ❖ Uses a range of strategies such as group work, independent study, brainstorming |

| | |
|---|---|
| <p>1.4 Develop learning experiences that promote critical and creative thinking, problem solving, decision making skills and deep understanding of concepts</p> | <ul style="list-style-type: none"> ❖ Learning experiences are directly focused on providing opportunities for students to develop skills in these areas using appropriate strategies. ❖ Student progress reflects improvement ❖ Student work/performance reflects use of these skills ❖ Records and samples of work are collected as evidence |
| <p>1.5 Teacher sets clear expectations of behaviour and high expectations for learning</p> | <ul style="list-style-type: none"> ❖ Classroom rules and expectations are shared with students and parents ❖ There are consistent and well understood school and class routines ❖ High expectations are made of all students |
| <p>1.6 Student progress is clearly recorded and planning undertaken that assist their progress and development.</p> | <ul style="list-style-type: none"> ❖ Strengths and weaknesses are identified ❖ Learning experiences are developed that assist students improve areas of weakness and continue to promote strengths ❖ Accurate and up to date records of student' s progress are kept ❖ Portfolios of student's work and progress are kept at each year level, and progress to each teacher in the primary school and finally go with student to secondary school |
| <p>Assessment 1.7 Teachers use various assessment techniques to evaluate student learning and modify instruction as appropriate</p> | <ul style="list-style-type: none"> ❖ A range of assessment tools and techniques are used e.g. short answer, role plays, checklist, presentations, standardised tests, focused analysis, self assessment , peer assessment |
| <p>1.8 Teachers focus on assessment for learning and develop work plans, schemes of work and assessment concurrently</p> | <ul style="list-style-type: none"> ❖ Assessment practices focus on assessment for learning ❖ Planning clearly reflects teachers modifying learning experiences based on evaluation of student progress ❖ Planning clearly reflects that learning experiences and development of assessment are considered together in the planning process ❖ Assessment is continuous, relevant and appropriate ❖ Formative assessment is used regularly |
| <p>1.9 Assessment practices reflect the principles of authentic assessment</p> | <ul style="list-style-type: none"> ❖ Assessment processes are fair and inclusive and enable all students to demonstrate their achievements ❖ Students receive feedback ❖ Parents receive information on student progress and performance |

2 Teaching and Management Capacity

| Standard | Indicators |
|--|--|
| <p>Teaching capacity 2.1 Teachers must possess a diploma of education and graduates receive an Advice and Guidance programme for a 12 month period.</p> | <ul style="list-style-type: none"> ❖ Possesses a professional teaching qualification (diploma or higher level degree) ❖ Teachers hold registration and a license to teach ❖ Records of graduate teachers are kept (Principals reviews, observations) ❖ Graduates receive regular feedback on their progress |
| <p>2.2 Teachers demonstrate and implement effective planning processes and keep accurate records</p> | <ul style="list-style-type: none"> ❖ Planning clearly reflects syllabus requirements ❖ Teacher's planning includes daily plans, schemes of work ❖ There are clear and accurate records of students progress and achievement ❖ Use feedback and reflection to plan subsequent lessons / schemes of work |
| <p>2.3 Teachers demonstrate a sound knowledge and understanding of subject areas</p> | <ul style="list-style-type: none"> ❖ Teachers exhibit sufficient content knowledge to foster student learning. |
| <p>2.4 Teachers engage in professional development as a means of upgrading and maintaining skills and knowledge</p> | <ul style="list-style-type: none"> ❖ Teachers regularly attend professional development sessions when they are offered and continually seeks out opportunities to further develop their knowledge, skills and understanding and apply this in the classroom ❖ Maintain professional reading e.g. MoE information and documents, education journals, professional association publications ❖ Staff meetings regularly held on teaching /learning issues. |
| <p>2.5 Teachers contribute positively to the school and its community</p> | <ul style="list-style-type: none"> ❖ Teachers participate in a range of activities that support the school and its community (both within and outside the classroom) ❖ Teachers work collaboratively with other staff members e.g. team teaching and class pairing. |

| Management capacity | |
|---|---|
| 2.6 Principal ensures that all staff receive appropriate curriculum and instructional materials and are provided with professional development/ training necessary to effectively use curricular and learning materials | <ul style="list-style-type: none"> ❖ Relevant curriculum materials are provided to teachers ❖ Professional development is conducted on a regular basis and focuses on a range of aspects including pedagogy, curriculum, learning, assessment. |
| 2.7 The principal demonstrates the skills necessary to lead a continuous school improvement process focused on increasing student achievement. | <ul style="list-style-type: none"> ❖ The principal engages students, staff, and other stakeholders in frequent conversations about student learning and achievement ❖ Strategies to improve student academic performance are the focus of staff meetings on a regular basis. ❖ Staff are encouraged to share research, instructional strategies, and learning experiences. ❖ Annual school plans and Strategic plans are developed, implemented and reviewed ❖ School policies are developed, implemented and reviewed ❖ All staff have agreed and signed Job descriptions. |
| 2.8 Principal establishes procedures and records to maintain efficient and effective operation of school | <ul style="list-style-type: none"> ❖ A full range of required documentation/ records is kept as per Education Act and Education Policy ❖ There is systematic process for collecting, recording and analysing data ❖ Process used for record keeping are transparent and accurate |
| 2.9 Principal fosters positive relationships with staff, students and all sectors of the community | <ul style="list-style-type: none"> ❖ Encourages parents and community involvement through a range of strategies – including PTA meetings, parent teacher interviews and reporting ❖ Ensures that confidentiality is maintained when dealing with students, teachers, staff and parents. ❖ Fosters positive relations with staff and students. |
| 2.10 Principal effectively and efficiently manages and uses resources, including financial resources and assets to support positive outcomes for students | <ul style="list-style-type: none"> ❖ Financial resources have effectively been used for effective operation of school and to meet prioritised needs ❖ Efficient, accurate and transparent record keeping is evident. |

3 Learning Environment

| Standard | Indicators |
|---|---|
| <p>Learning environment</p> <p>3.1 Learning environments are safe, supportive, orderly and promote student learning</p> | <ul style="list-style-type: none"> ❖ A healthy school culture promotes social skills, conflict management so that students are prepared and ready to learn ❖ The physical, social, emotional well being of students is considered by all staff and strategies implemented to promote this ❖ All students are treated with respect at all times. ❖ Teachers and staff build positive relationships with students and work to improve student attendance and drop out rates |
| <p>3.2 A teacher, student ratio of 1:30 is maintained A teacher, student ratio of 1:20 for composite classes A teacher, student ratio of 1:10 for multiple classes</p> | <ul style="list-style-type: none"> ❖ Staffing and enrolment records reflect maintenance of this ratio |
| <p>3.3 Standards of behaviour are explicit and applied consistently over time with appropriate consequences</p> | <ul style="list-style-type: none"> ❖ School policy / regulation outlines expectations and these are shared with students, parents and the community ❖ Behaviour management policies and programmes are evident in schools |
| <p>3.4 Schools promote a sense of shared values and respect for each other and for school property</p> | <ul style="list-style-type: none"> ❖ A culture of respect exists where relationships, trust, communication and collaboration are valued within the entire school community ❖ Staff and students show respect for one another and for school property. |
| <p>Facilities (standards in this area will be further informed and developed from School Mapping information) 3.5 Buildings and facilities are well maintained and provide a safe environment for students</p> | <ul style="list-style-type: none"> ❖ Classrooms are clean, orderly and well maintained ❖ Appropriate, sufficient and hygienic sanitation facilities are provided and maintained ❖ Water supply is clean, accessible and sufficient for needs of school ❖ Appropriate, sufficient and safe furniture is provided for students, teachers and administrators ❖ School grounds are well maintained and safe |

3.6 Facilities minimum standards are:
(Suggested indicative figures at this point in time)

Toilets- 1:20 for girls and female staff
2:40 +1 for each extra 30

Toilets 1:30 for boys, 2:70 +1 for each extra 70- Urinals for boys and male staff- 1:30, 2:70 + 1 for each extra 35
Hand basins- 1:60, 2:140 + 1 for each extra 140 for boys and girls.

Classroom dimensions- no of students x 1.6m²

All schools to have an office for the Head Teacher, minimum size suggested as 10 m²,

Staff Rooms- Not mandatory for small and medium schools , but should be provided for in larger schools
Schools are categorised by size as follows:

Small < 90

Medium 90 – 180

Large over 180 students

Teacher housing – to be informed by school mapping findings and review of education act/ public service commission policy

Furniture

Student- A chair and writing surface (either table or desk) shall be provided for every student

Teacher- A chair and table or desk shall be provided for every teacher

Classroom equipment- Every classroom will have:

1 x blackboard

1 x locker, cupboard or bookcase

1 x pin board

❖ Indicative figures are met

❖ Where provided must be maintained to acceptable standard.

Curriculum / Teaching/ Learning resources

3.7 Schools possess the appropriate curriculum materials (see attachment 1 for full list)

❖ Learning and curriculum resources are well maintained and accounted for

❖ Schools possess appropriate and sufficient curriculum materials.

❖ Appropriate records of assets including curriculum, teaching and learning resources is maintained and audited.

4 Student Achievement

| Standard | Indicators |
|---|---|
| <p>4.1 Student achievement level on Primary national literacy and numeracy instrument ((benchmark to be informed by Bi lingual policy)</p> | <ul style="list-style-type: none"> ❖ Percentage of students achieving national literacy and numeracy benchmarks ❖ Programmes of work designed to achieve student improvement in all learning areas. |
| <p>4.2 School based assessment clearly demonstrates value adding and progress of student achievement (schools maintain a portfolio for each student that contains samples of work, assessment tasks etc – at the end of primary school this portfolio will go with the student to the secondary school)</p> | <ul style="list-style-type: none"> ❖ school based evidence and data that demonstrates continued/ improved progress of student achievement ❖ improved student attendance rates ❖ Percentage of students repeating reduced by 15% ❖ Reduction in student drop out rates |

Attachment 1 List of Curriculum Materials Class 1 - 6

| Subject | Curriculum materials |
|-----------------------|--------------------------------|
| English language | a. English language syllabus |
| | b. Teachers resource book |
| | c. Teachers guide |
| | d. Teaching strategies |
| | e. Enrichment booklet |
| | |
| Mathematics | a. Mathematics syllabus |
| | b. Teachers guide |
| | c. Pupils book |
| | |
| Tongan Language | a. Tongan language syllabus |
| | |
| Environmental Science | a. Social Studies booklet |
| | b. Science booklet |
| | c. Health booklet |
| | |
| Physical Education | a. Physical education syllabus |
| | b. Physical education booklet |
| | |
| Handwriting | a. Handwriting syllabus |
| | |
| Art / Craft | a. Art / Craft syllabus |
| | |
| Music | a. Music syllabus |

List of Curriculum Materials Form1 and Form 2

| Subject | Form 1 | Form 2 |
|----------------|---|---|
| English | <ul style="list-style-type: none"> a. English syllabus b. Teacher's guide c. Pupil's book | <ul style="list-style-type: none"> a. English syllabus b. Teacher's guide c. Pupil's book |
| Mathematics | <ul style="list-style-type: none"> a. Mathematics syllabus b. Teacher's guide c. Pupil's book | <ul style="list-style-type: none"> a. Mathematics syllabus b. Teacher's guide c. Pupil's book |
| Tongan Studies | <ul style="list-style-type: none"> a. Tongan Studies syllabus b. Tala 'O Tonga | <ul style="list-style-type: none"> a. Tongan Studies syllabus b. Tala 'O Tonga |
| Science | <ul style="list-style-type: none"> a. Science syllabus b. Pupil's booklet (1&2) c. Teacher's guide | <ul style="list-style-type: none"> a. Science syllabus b. Pupil's booklet (1 & 2) c. Teacher's guide |
| Social Science | <ul style="list-style-type: none"> a. Social Science syllabus b. Pupil's booklet | <ul style="list-style-type: none"> a. Social Science syllabus b. Pupil's booklet |
| Health Studies | <ul style="list-style-type: none"> a. Health Studies syllabus b. Textbook | <ul style="list-style-type: none"> a. Health Studies syllabus b. Textbook |
| Music | <ul style="list-style-type: none"> a. Music syllabus | <ul style="list-style-type: none"> a. Music syllabus |
| Home Economics | <ul style="list-style-type: none"> a. Home Economics syllabus b. Teacher's book | <ul style="list-style-type: none"> a. Home Economics syllabus b. Teacher's book |

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|--------------------|---|---|
| Agriculture | a. Agriculture syllabus | a. Agriculture syllabus |
| | | |
| Physical Education | a. Physical Education syllabus b. Physical Education booklet | a. Physical Education syllabus b. Physical Education booklet |
| | | |
| Industrial Arts | a. Industrial Arts syllabus b. Pupil's booklet | a. Industrial Arts syllabus b. Pupil's booklet |