

MINISTRY OF EDUCATION, SPORTS AND CULTURE
MATAGALUEGA O A'OGA TA'ALOGA MA AGANU'U

ANNUAL REPORT

1 July 2016 - 30 June 2017

December 2017

GOVERNMENT OF SAMOA
MINISTRY OF EDUCATION, SPORTS & CULTURE

Phone: (0685) 22958/22971
Fax: (0685) 22955



P.O Box 1869
Apia, Samoa.

GOVERNMENT OF SAMOA
OFFICE OF THE MINISTER
OF EDUCATION, SPORTS & CULTURE, SAMOA QUALIFICATIONS AUTHORITY &
NATIONAL UNIVERSITY OF SAMOA

December 2017

Afioga Leaupepe Toleafoa Apulu Fa'afisi
Honorable Speaker of the House
Legislative Assembly of Samoa
MULINUU

In accordance with Section 35 (1) of the Education Ordinance 1959, and Section 17 (1) of the Youth, Sports and Culture Affairs Act 1993/1994, I hereby submit the 2016/2017 Annual Report of the Ministry of Education, Sports and Culture.

Hon. Loau Solamalemalō Keneti Sio
MINISTER OF EDUCATION, SPORTS AND CULTURE

ACRONYMS

ADB	Asian Development Bank
ACEO	Assistant Chief Executive Officer
AED	Assessment and Examinations Division
AMP	Annual Management Plan
AusAID	Australian Assistance for International Development
CDMD	Curriculum Design and Materials Division
CEO	Chief Executive Officer
CP	Corporate Plan
CSD	Corporate Services Division
ESCD	Education Sector Coordination Division
HRM	Human Resource Management
ICT&MD	Information, Communication and Technology & Media Division
MERD	Monitoring, Evaluation and Review Division
MESC	Ministry of Education, Sports and Culture
NARA	National Archives and Records Authority
NTDF	National Teacher Development Framework
NZAP	New Zealand Aid Programme
NUS	National University of Samoa
OAG	Office of the Attorney General
OCEO	Office of the Chief Executive Officer
PPRD	Policy, Planning and Research Division
PSC	Public Service Commission
SDS	Strategy for Development of Samoa
SEN	Student Education Number
SLA	School Library Assistant
SMIPBE	Science and Mathematics Improvement Project for Basic Education
SNAPF	Samoa National Assessment Policy Framework
SOD	School Operations Division
SQA	Samoa Qualifications Authority
SRO	School Review Officer
SSFGS	Samoa School Fee Grant Scheme
TDAD	Teacher Development and Advisory Division

MESC – LEADERSHIP TEAM

2016 – 2017

Hon. Loau Solamalemālō Keneti Sio	Minister MESC (March 2016 – March 2021)
Alai’asa Sepulona Moananu	Associate Minister, MESC (March 2016 – March 2021)

MESC – MANAGEMENT

Dr. Karoline Afamasaga-Fuata’i	CEO, MESC
Leota Valma Galuvao	ACEO, Curriculum Design and Materials
Luātua Seumanutafa Semiperive Epati	ACEO, Sports
Perenise Stowers	ACEO, School Operations
Alaifea Laititi Belford-Su’a	ACEO, Corporate Services
Ma’ina Maaola Field	ACEO, Policy, Planning and Research
Papalii Tu’umatāvai Peone Fuimaono-Solomona	ACEO, Culture
Vau Peseta-Afamasaga	ACEO, Monitoring, Evaluation and Review
Fanuaea Amela Silipa	National Archivist / ACEO, National Archives and Records Authority
Tauti Fa’atamāli’i Jenny Lauano	ACEO, Teacher Development and Advisory
Maugaoali’i Fa’amanū Diana Mualia	Education Sector Coordinator
Manutulilā Werner Kappus	ACEO, ICT & Media
Funealii Lumā’ava So’oa’emalelagi	ACEO, Assessment and Examinations

ABOUT THIS REPORT

The Annual Report for the 2016-17 financial year is designed to provide information about the Ministry of Education, Sports and Culture (MESC), its purposes, services and performance against key performance indicators as outlined in the Annual Management Plan 2016-17 and the Annual Budget.

There are TWO main parts of the report. Part A contains two Sections (Section 1 & 2) and Part B with three Sections (Section 1 – 3):

PART A

Section 1: Overview

The Overview details the roles of the MESC and its strategic direction, together with its Mandate, the Organizational Structure and the financial performance.

Section 2: Performance Review

This section of Part A provides highlights on the performance of the Ministry against their planned Key Performance Indicators (KPIs) for the financial year July 2016 – June 2017.

PART B

Section 1: Overview

The overview of Part B provides a short summary of the information included in this report.

Section 2: School Statistics

This section reports on statistics, data and information in schools including students and teachers.

Section 3: Projects

This final section reports on the development projects implemented by the Ministry and their current status/progress.

Table of Contents

ANNUAL REPORT	1
ACRONYMS	1
MESC – LEADERSHIP TEAM	2
MESC – MANAGEMENT	2
ABOUT THIS REPORT.....	3
STATEMENT FROM THE CEO	5
PART A	7
Section 1 Overview	7
1.1 MESC Strategic Overview	7
1.2 Organisation Structure	10
1.3 Output Structure	14
Section 2Performance Review.....	25
PART B	59
Section 1 Overview.....	59
Section 2 School Statistics	59
2.1 Schools	59
2.2 School Enrolment.....	60
2.3 Teachers	61
Section 3Projects	62
Section 4References	62

STATEMENT FROM THE CEO



The 2016-17 financial year has been a very busy and challenging period for the Ministry of Education, Sports and Culture (MESC). The review process for the Annual Management Plan is one of the key requirements and a mandatory element of the Ministry's performance. As there is greater emphasis now on more broad-based thinking to ensure that performance is fully aligned to the strategic direction of the Ministry, it is also important to ensure that the focus is improved to reflect changes that have occurred in the Education system, and to take advantage of opportunities whilst fully addressing issues in education.

Key achievements in this year's performance are:

- the completion and approval of the Early Childhood Education Policy and the National Safe Schools Policy.
- the Education Act 2009 was amended to include 4 year olds as part of the compulsory education age range and the Draft Education Amendment Bill 2017 is in place.
- the establishment of the School Inspectors will assist MESC to implement the Minimum Service Standards (MSS) and support school communities to develop and maintain safe, climate resistant learning environments
- the Inclusive Education (IE) taskforce was also instrumental in developing policy and implementation strategies to improve access and opportunities for students living with disability.
- the MESC Annual Conference held in January 2017 was a successful event
- the Samoa Schools Innovation for Literacy, Numeracy and Science (SSILNaS) initiative commenced in January 2017. The SSILNaS programme therefore aimed to reinforce the focus on student critical thinking and application of their experiences through story writing, posters, poems, and including the use of the Vee Diagram as an effective tool for teaching and learning

As a ministry, our key objective is "to support a system of education that is holistic and sustainable in order for learners to achieve their full potential spiritually; culturally, intellectually and physically, enabling them to make fulfilling life choices."

Our overarching goal is to "improve the quality of teaching and learning at all levels of education and improve educational outcomes over time. This will contribute immensely to Samoa's economic, social and cultural developments."

These high level measures are supported by a comprehensive set of performance measures across all Ministry activity set out in the Annual Management Plan and Budget estimates, and progress against these are reported under relevant outputs

This Annual Report highlights the activities implemented by MESC for the Financial Year 2016-17 and their progress.

The Ministry acknowledges with appreciation the commitment and support extended by the Government and Cabinet, in particular the Minister of Education, Hon. Loau Solamalemālō Keneti Sio and Associate Minister Alai'asa Sepulona Moananu to the education developments and reforms.

The Ministry also wishes to acknowledge the crucial contribution and assistance of all development partners and agencies to the development of education, sports and culture. Thank you also to government ministries, mission and private schools, Early Childhood Education providers, special needs education providers, school committees, parents and the community for the performance of their duties and for continuing to work in partnership with MESC to improve education in Samoa.

The Ministry notes with gratitude and admiration, the collaborative effort of all education sector partners as government moves into sector programming and to ensure the future of education remains a top priority for Samoa's development.

I submit this report as evidence of the work undertaken and implemented by MESC for the Financial Period 2016/2017.



Afamasaga Dr. Karoline Afamasaga-Fuata'i
Chief Executive Officer

PART A

Section 1 Overview

1.1 MESC Strategic Overview

MESC is the central agency responsible for education at primary and secondary levels in Samoa. The responsibilities of MESC under the Education Ordinance 1959, and the Ministry of Youth, Sports and Culture Affairs Act 1993 include:

- Promote and encourage the development and improvement of all phases of education in Samoa
- Promote and encourage the development and improvement of all phases of sporting and cultural activities.

The Ministry's work for this Financial Year has been drawn from the Education Sector Plan July 2013 – June 2018 and the Corporate Plan 2015 - 2018.

MANDATE

The mandate of the work of MESC is derived from:

- Strategy for the Development of Samoa (SDS) 2012-16 & 2016-20
- Education Act 2009
- Public Service Act 2004
- Public Service Regulations 2004
- Ministerial and Departmental Arrangement Act 2003
- Cabinet Directives
- Ministry of Youth, Sports and Cultural Affairs Act 1993

The Youth, Sports and Culture Affairs Amendment Act 1993 continues to source the activities of the Culture and Sports divisions under the Ministry of Education, Sports and Culture.

VISION AND MISSION

Vision: A quality holistic education system that recognizes and realizes the spiritual, cultural, intellectual and physical potential of all participants, enabling them to make fulfilling life choices.

Mission: Promote quality and sustainable development in all aspects of Education, Sports and Culture to ensure improved opportunities for all.

EDUCATION GUIDING PRINCIPLES

Equity / access – requires that the system will treat all individuals fairly and justly in the provision of services and opportunities.

Quality – is exemplified by high standards of academic achievement, cultural understanding and social behaviour and results from a complex interaction of professional and technical factors, and social and cultural practices.

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

Relevancy – implies a system which is meaningful, recognized, applicable and useful to one's life. It should enhance the individual and community well-being and ultimately national development, including cultural, humanistic and spiritual aspects.

Sustainability – requires the wise utilization of human, financial and material resources to ensure balanced and continual development in the system.

SECTOR PLAN GOALS, OUTCOMES AND PROGRAMMES

In order to facilitate the achievement of the overall Education Sector's Vision and Mission as well as the government's principles of transparency and accountability, the following goals and outputs have been set by the Education Sector in its Sector Plan 2013 - 2018:

- **Goal 1 – Enhanced Quality of Education at all levels**

- ▶ **Sector Outcome 1:** Improved student learning outcomes at all levels

Relevant Programmes:

- ❖ National Teacher Development Framework
- ❖ School Level Curriculum Reform
- ❖ Information & Communications Technology in Primary and Secondary
- ❖ School Level Assessment Reform
- ❖ Strengthening the quality and relevance of NUS Education Programmes

- **Goal 2 – Enhanced Educational Access and Opportunities at all levels**

- ▶ **Sector Outcome 2:** At all levels, more students, including those with special needs, have access to quality educational opportunities in a safe, climate-resistant learning environment

Relevant Programmes:

- ❖ Inclusive Education at All Levels
- ❖ Samoa School Fee Grant Scheme (SSFGS)

- **Goal 3 – Enhanced Relevance of Education and Training at all levels**

- ▶ **Sector Outcome 3:** Education and training responsive to national economic, social and cultural needs

Relevant Programmes:

- ❖ Improving the relevance of secondary education

- ❖ National Strategy for Sports in Education
- ❖ National Strategy for Culture in Education

- **Goal 4 - Improved Sector Coordination of Research, Policy and Planning Development**

- ▶ **Sector Outcome 4a**: A coordinated approach through effective partnerships with key stakeholders ensures newly developed and implemented policies contribute to improved quality across the education sector
- ▶ **Sector Outcome 4b**: Analysis of research findings, evaluations and monitoring evidence increasingly used to inform policy and planning across the sector

Relevant Programmes:

- ❖ Strengthening sectoral coordination of Research, Policy and Planning
- ❖ Policy Development for Early Childhood and School Education
- ❖ Strengthening sectoral capacity for research, evaluation, policy analysis and planning

- **Goal 5 – Established sustainable and Efficient Management of All Education Resources**

- ▶ **Sector Outcome 5**: Education resources are increasingly managed efficiently and sustainably across the sector

Relevant Programmes:

- ❖ Strengthening management capability and Monitoring and Evaluation in education sector agencies
- ❖ Developing financial management, internal auditing and procurements in sector agencies
- ❖ Strengthening the coordination of external support to the sector
Disaster and Climate Change Resilience at all levels

1.2 Organization Structure

In the last financial year 2015/2016, the Ministry of Education, Sports and Culture (MESC) established another division and now has a total of eleven (11) technical divisions and one support services division (Corporate Services Division) all delivering strategic, operational and administrative roles of the Ministry.

Table 1: Divisions of the MESC

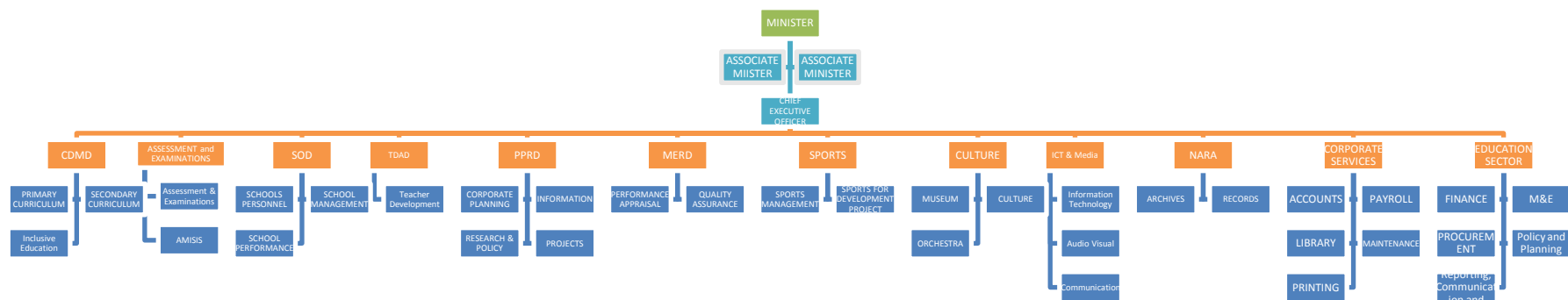
Divisions	Services
Office of the Chief Executive Officer	<ul style="list-style-type: none"> • Provide policy advice and Ministerial support to the Minister of MESC • Conduct internal audit to ensure compliance with Government of Samoa regulations
School Operations Division	<ul style="list-style-type: none"> • Operate a responsive, efficient and equitable staffing operation for teacher recruitment, promotion, transfer and posting • Manage the application of teaching personnel working conditions and entitlements • Manage teaching personnel • Improve school performance through the use of Minimum Service Standards • Strengthen partnership between Government and Communities in the delivery of education • Prepare MESC personnel for start of school year through the Annual MESC Conference
Curriculum Design and Materials Division	<ul style="list-style-type: none"> • Manage the development of curriculum statements and materials to support the teaching of the curriculum • Manage the implementation of the National Curriculum Framework and ensure its review from time to time • Lead and conduct review of curriculum as stipulated in policy • Monitor the implementation of ECE Minimum Service Standards • Manage the implementation of the Inclusive Education Policy
Policy, Planning and Research Division	<ul style="list-style-type: none"> • Manage and ensure timeliness of implementation of all MESC plans • Manage the collection, collation, analysis and presentation of data to management and educational stakeholders for decision making • Lead and manage the conduct of research to support Strategic Planning and Policy development • Coordinate and monitor progress of all development projects implemented by MESC
Corporate Services Division	Provide support services to the MESC in: <ul style="list-style-type: none"> • Budget Financial Management • Administration and HRM Services

	<ul style="list-style-type: none"> • Asset Management • Printing and Publications • Maintenance • Library Services
Sports Division	<p>Promote and develop sports and physical activity:</p> <ul style="list-style-type: none"> • in schools • for people with special needs • participation in quality sports and physical activities in villages
Culture Division	<ul style="list-style-type: none"> • Promote and safeguard tangible and intangible heritage through cultural advances in policy, education and creativity for economic and social development • Manage and operate the Museum of Samoa • Develop the National Orchestra of Samoa
National Archives and Records Authority	<ul style="list-style-type: none"> • Collect, preserve and conserve archival collection • Strengthen public records management across all government ministries, authorities and agencies • Provide materials and maintain equipment and facilities for safeguarding of archival collection • Undertake the development of legislation, policies and procedures • Strengthen the capacity of archive staff to undertake work of the Archive Unit
Monitoring, Evaluation and Review Division	<p>Improve student and teacher performance through the provision of:</p> <ul style="list-style-type: none"> • Professional teacher standards for primary and secondary school teachers • Leadership and management standards for all principals • Performance appraisal system for primary and secondary school teachers • Monitoring, evaluation and review framework for teacher performance • A teacher registration system for both primary and secondary teachers
Education Sector Coordination Division	<ul style="list-style-type: none"> • Strengthen coordination within the Education Sector for the effective implementation of the Education Sector Plan • Implement the Sector governance structure, and establish communication mechanisms with and between key sub-sector agencies • Ensure the development of effective systems to strengthen management capacity, monitoring and evaluation in the sector

Teacher Development and Advisory Division	<ul style="list-style-type: none"> • Coordinate teacher in-service training and teacher professional development • Coordinate and facilitate leadership training for principals and positions of responsibilities • Coordinate teacher qualification upgrade programs • Liaise with tertiary service providers on delivery modes of courses to address accessibility challenge for teachers • Liaise with SQA to ensure training programs provided for teachers fall within recognition of prior learning or are accredited
Assessment and Examinations Division	<ul style="list-style-type: none"> • Ensure that assessment is consistent with national policies and objectives • Manage the implementation of the National Assessment Framework and ensure its review from time to time • Provide support to schools on assessment and examinations • Manage assessment and examinations processes at the national level and ensure alignment with curriculum
ICT & Media Division	<ul style="list-style-type: none"> • Ensure effective and efficient ICT services for the ministry and schools • Ensure that communications are delivered efficiently within the ministry, amongst all stakeholders and the public of all the Ministry's developments as well as its direction • Provide audiovisual recordings, production of advertisement materials for the promotion of MESC and promote cultural and educational programmes for public information • Information and Communications Technology

There are constant reforms taking place to support the development of the new outcomes-based curriculum for both primary and secondary, as well as different interventions and programmes to improve Literacy and Numeracy in schools. Part of these initiatives are the new assessment tools for all primary levels that are currently in the preparation stage and will be implemented at the end of this calendar year (2017). The Ministry continues to identify challenges in meeting its set targets and activities, as it strengthens its capacity to provide adequate support and monitoring to empower teaching and learning across all levels.

Figure 1: MESC Structure as of 30 June 2017



Note:

The organisation structure only shows Principal level up indicating Units within Divisions. The Units are led by Principal Officers.

1.3 Output Structure

The Ministry of Education, Sports and Culture has been delivering its services under 14 financial outputs since the last three years.

Table 2: MESC Output Structure

Output	Services
Output 1	Policy Advice to the Minister
Output 2	Ministerial Services
Output 3	Teaching Services
Output 4	Teacher Training Services
Output 5	School Management Services
Output 6	Curriculum Development Services
Output 7	Assessment and Examination Services
Output 8	Policy, Planning and Research Services
Output 9	Asset Management, Procurement and Distribution
Output 10	Public Library Services
Output 11	Sports Development
Output 12	Culture Awareness
Output 13	Monitoring, Evaluation and Review Services
Output 14	Education Sector Coordination Services

1.3.1 MESC Workforce:

MESC employs a team of educators, teachers, managers, administrators, curator, librarians and supportive corporate staff. This enables the delivery of the major activities as outlined in the Education Sector Plan 2013-18 and MESC Corporate Plan 2015-18.

Table 3: MESC Workforce Composition (All¹) as of 30 June 2017²

Total Number of Staff employed by the Ministry	1951 [including teachers]
Number of Contract Officers	225
Number of Officers	1526
Number of Temporary Employees	200
Number of Wage/Casual Workers	NIL
Number of Males	591
Number of Females	1360

From July 2016– June 2017, there were 1687 teachers teaching in government schools. Of the total number, there were 1094 primary teachers and 593 secondary teachers. Female teachers outnumbered their male counterparts at both levels.

Table 4: MESC Workforce Composition – Teaching Staff as of 30 June 2017

Teachers	No	Females	Males
Primary	1094	853	241
Secondary	593	358	235
TOTAL	1687	1211	476

Table 5 shows the total number of corporate staff. Corporate Staff include contract officers, permanent staff and casual / wage workers. The majority of the positions within MESC are at officer level and below, with a salary grading of A03 to A11.

¹ Includes teachers and corporate staff

² Source: MESC Pelican Database – Payroll

Table 5: MESC Workforce Composition – Corporate Staff as of 30 June 2017

Corporate Staff	No.	Females	Males	Salary Grading
Contract Staff	16	13	3	A17 – CEO2
Principal Officers	33	19	14	A16
Senior Officers	29	12	17	A12 – A14
Officers & others	185	105	80	A03 – A11
Casuals	0	0	0	WW1
TOTAL	263	149	114	

In this reporting period, employees by far were predominantly females. While there was a large number of female employees in the teaching force, positions of responsibilities were predominantly held by males, whereas the management positions in the Central Office were outnumbered by females. The majority of employees were within the 30 – 49 years of age range.

Table 6: MESC Workforce Composition by Age as of 30 June 2017

AGE	GENDER		
	Male	Female	TOTAL
< 20 years	NIL	NIL	NIL
20 – 29 years	93	250	343
30 – 39	191	413	604
40 – 49	150	324	474
50 – 59	126	273	399
60+	31	100	131
TOTAL	591	1360	1951

1.3.2 Staff Turn-over

Table 7 shows that there was a lot of movement within the ministry. There were 168 new appointments whilst those dismissed from the service stood at 27.

Table 7: Movement of Staff

Transaction Type	No. of Transaction
New Appointment	168
Appointment – Promotion	20
Appointment – Re-employment	51
Appointment – Transfers	110
Termination – Deceased	6
Termination – Dismissal	27
Termination – End of Contract	23
Termination – Resignation	70
Termination – Retirement	9

This year, 70 staff both from corporate and teaching services resigned. At the same time, 9 staff members resigned as they had reached retirement age.

1.3.3 Cessation of Employees

Table 8: Types of Employment Cessation

Type of Cessation	Number of staff
Total Resigned: <ul style="list-style-type: none"> Females Males 	70
Resignation by Classification	51 Teaching Staff 19 Corporate Staff
Retirees	9
Terminated on Breached of the Code of Conduct <ul style="list-style-type: none"> Teachers Officers 	26 22 Teaching Staff 4 Corporate Staff
Cease as a result of disability <ul style="list-style-type: none"> Officers Contract Employees Temporary employees 	NIL

Source: MESC Pelican Database – Payroll

Of the 70 resignations, 72.9% were teaching staff and 27.1% from Corporate Staff. There were 9 retirees who were all teaching staff and 26 staff was terminated. No one was terminated as a result of disability.

1.3.4 Recruitment and Selection

The recruitment and selection process is governed by the principles set out in the Public Service Act 2004 and the Recruitment and Selection Handbook of the Samoa Public Service 2005 which includes:

- Merit-based selection
- Advertisement of all vacant positions is open to anyone
- Gender balanced panel for interviews including an independent member from outside of the Ministry

1.3.5 Appointments made

Table 9: Level of Appointment – Corporate Staff

Type of appointment	Statistics
Total Number of Staff appointed into the Ministry	38 New Staff
Total Number of Contract Officers	8 ACEO - CSD ACEO – NARA ACEO – SOD ACEO – SPORTS ACEO – MERD ACEO – CULTURE Team Leader – Primary Team Leader - Secondary
Total Number of Officers <ul style="list-style-type: none"> Occupation and Classification 	30 Museum Officer, Accounts Officer, PC/Network Support Officer (2), Payroll Officer, Library Assistants (2), PEO-Sectoral Monitoring and Evaluation, Principal Internal Auditor, Records Officer, Samoan Language Commissioner, Teacher Development Officer, Music Tutor – Woodwind, Executive Assistants (3), Senior Typists (4) (Aana 2 College, Itu o Tane, Lepa/lotofaga, Samoa College), Grounds-man (3), In-Service Training Officer, Primary Curriculum Officer – Social Science, Inclusive Education Officer, Machine Operator Offset, Sports Assistant, Secondary Curriculum Officer – Social Education, Senior Payroll Officer)
Total Number of Males	15

Total Number of Females	23
-------------------------	----

Source: MESC Pelican Database – Payroll

1.3.6 Funding

MESC's annual activities were funded under the Government of Samoa budget, with the exception of donor funded programs for which the Ministry is the implementing agency. These include:

- the Education Sector Budget Support which has been funded by the governments of Australia (AusAid) and New Zealand (NZAP)
- the SchoolNet project has been funded by a grant from ADB
- the German Administration Records Digitization has been funded by the Federal Republic of Germany
- the Samoa Sports for Development Programme was funded by Australia Sports Outreach/AusAID
- the Samoa School Fee Grant Scheme (both primary and secondary) was funded by the governments of New Zealand and Australia. The Primary Grant Scheme is now fully funded by the Government of Samoa.

MESC continued to receive financial assistance through the Samoa Australia Partnership to support Inclusive Education and Vocational Training.

Similarly, the Government of Japan has continued to support the Science and Mathematics Improvement Project for Basic Education [SMIPBE] for primary and secondary education

In addition, the Peoples' Republic of China has been assisting through the construction of new school buildings and other assistance (eg; like scholarships for primary school students) for improvement of the education system in Samoa.

The following table outlines the Ministry's Expenditure by Output for the Financial Year July 2016 – June 2017

Table 10: Ministry's Expenditure by Output for the financial year ended 30 June 2017

	ACTUALS	YTD	UTILISATION %	BUDGET	FUNDS REMAIN.	YTD BUDGET	ORIGINAL BUDGET
OUTPUTS PROVIDED BY MINISTRY						12	
1810 - Policy Advice to the Minister of Education							
Personnel	228,248		0%	227,969			262,150
Operating	248,622	248,622	99%	250,394	1,772		155,394
TOTAL	476,869	248,622	52%	478,363	1,772	\$ 478,363.08	417,544
1820 - Ministerial Support							
Personnel	132,360		0%	135,389			106,351
Operating	157,350	157,350	100%	158,033	683		158,033
Capital	42,102	42,102	103%	40,800	- 1,302		40,800
TOTAL	331,812	199,452	60%	334,222	- 619	\$ 334,222.00	305,184
1830 - Teaching Services							
Personnel	48,172,630		0%	47,874,424			45,315,202
Operating	79,657	79,657	83%	95,933	16,276		95,933
TOTAL	48,252,287	79,657	0%	47,970,357	16,276	\$ 47,970,357.36	45,411,135
1840 - Teacher Development Services							
Personnel	264,541		0%	264,020			410,604
Operating	113,860	113,860	101%	113,131	- 728		113,750
TOTAL	378,401	113,860	30%	377,151	- 728	\$ 377,151.40	524,354

1850 - School Improvement Services							
Personnel	1,111,221		0%	1,108,438			1,305,702
Operating	153,382	153,382	96%	160,494	7,113		104,399
TOTAL	1,264,603	153,382	12%	1,268,932	7,113	\$ 1,268,932.40	1,410,101
1860 - Curriculum Services							
Personnel	906,769		0%	906,770			1,204,103
Operating	156,899	156,899	100%	156,686	- 212		156,686
TOTAL	1,063,667	156,899	15%	1,063,456	- 212	\$ 1,063,456.44	1,360,789
1870 - Assessment & Examination Services							
Personnel	1,155,705		0%	1,151,227			1,003,643
Operating	254,174	254,174	99%	256,630	2,456		257,671
TOTAL	1,409,878	254,174	18%	1,407,857	2,456	\$ 1,407,857.12	1,261,314
1880 - Policy Planning & Research Services							
Personnel	458,511		0%	457,982			472,020
Operating	104,595	104,595	99%	105,736	1,141		105,736
TOTAL	563,106	104,595	19%	563,719	1,141	\$ 563,718.56	577,757
1890 - Assets Management Services							
Personnel	357,726		0%	358,065			435,192
Operating	305,492	305,492	99%	308,072	2,581		308,072
TOTAL	663,217	305,492	46%	666,137	2,581	\$ 666,137.40	743,264

1900 - Public Library Services							
Personnel	250,406		0%	250,576			340,260
Operating	162,210	162,210	99%	164,636	2,427		164,636
TOTAL	412,616	162,210	39%	415,212	2,427	\$ 415,212.40	504,896
1910 - Sports Development Services							
Personnel	314,220		0%	315,103			341,936
Operating	100,402	100,402	100%	100,612	210		100,612
TOTAL	414,622	100,402	24%	415,715	210	\$ 415,715.36	442,548
1920 - Cultural Development Services							
Personnel	284,899		0%	285,110			440,313
Operating	116,424	116,424	99%	117,720	1,295		117,720
TOTAL	401,323	116,424	29%	402,830	1,295	\$ 402,829.52	558,033
1930 – Monitoring,Evaluation & Review Services							
Personnel	458,845		0%	459,056			634,775
Operating	123,347	123,347	95%	129,398	6,051		129,398
TOTAL	582,192	123,347	21%	588,454	6,051	\$ 588,454.20	764,173
1940 - Sector Coordination Services							
Personnel	205,353		0%	205,564			241,738
Operating	96,223	96,223	98%	98,532	2,309		98,843

TOTAL	301,576	96,223	32%	304,096	2,309	\$ 304,096.24	340,581
1991 - Central Services Unit 1 - Administration & Budget							
Personnel	602,836		0%	622,755			689,812
Operating	330,202	330,202	100%	331,073	871		282,200
Capital	18,180	18,180	100%	18,184	4		-
TOTAL	951,218	348,382	36%	972,012	875	\$ 972,011.76	972,012
1992 - Central Services Unit 2 - Information Technology							
Personnel	495,430		0%	503,636			578,757
Operating	209,523	209,523	100%	209,935	412		179,935
Capital	44,997	44,997	100%	45,121	124		-
TOTAL	749,950	254,520	34%	758,692	536	\$ 758,691.84	758,692
1993 - Central Services Unit 3 - Printing Servi							
Personnel	276,655		0%	277,110			279,668
Operating	380,514	380,514	100%	380,982	468		378,424
TOTAL	657,169	380,514	58%	658,092	468	\$ 658,092.12	658,092
OUTPUTS PROVIDED BY THIRD PARTIES							
A01 - NUS (Samoa Polytechnic & NUS Merged)	12,338,448	12,338,448	100%	12,338,448	- 0		12,338,448
A02 - Village School Stationery	1,293,522	1,293,522	86%	1,500,000	206,478		1,500,000
A03 - Sports Development Fund	185,000	185,000	92%	200,000	15,000		200,000

A08 - Private/Mission Schools Grant	6,000,000	6,000,000	100%	6,000,000	0		6,000,000
A11 - SQA (Samoa Qualifications Authority)	5,686,167	5,686,167	100%	5,686,167	-		5,686,167
A16 - Rugby Union, Samoa	650,000	650,000	100%	650,000	0		350,000
A17 - Sports Equipment	49,768	49,768	100%	50,000	232		50,000
A19 - Sports Facility Authority, Samoa	1,477,720	1,477,720	100%	1,477,720	-		1,477,720
A21 - Special Needs Olympics (Paralympics)	50,000	50,000	100%	50,000	0		50,000
A23 - Special Needs Schools Sports	47,409	47,409	95%	50,000	2,591		50,000
A27 - SNA (Samoa Netball Association) Assistance	150,000	150,000	100%	150,000	-		150,000
TOTAL	27,928,034	27,928,034	99%	28,152,335	224,301	\$ 28,152,334.68	27,852,335
TRANSACTION ON BEHALF OF THE STATE							
D14 - University of South Pacific	1,000,000	1,000,000	100%	1,000,000	- 0		1,000,000
D15 - UNESCO	10,883	10,883	99%	11,000	117		11,000
D16 - Commonwealth Centre of Learning	156,168	156,168	100%	156,199	31		156,199
D45 - South Pacific Board for Educational Asse	65,217	65,217	87%	75,000	9,783		75,000
D69 - UNESCO (Local Costs)	26,969	26,969	100%	26,969	0		26,969
EC1 - Leififi College	1,500	1,500	0%	-	- 1,500		-
G01 - Government Building	39,500	39,500	100%	39,500	0		39,500
Q01 - VAGST Output Tax	769,764	769,764	100%	770,631	867		770,631
Q04 - NUS Sponsored Students (Peace Corps & FO	977,088	977,088	98%	1,000,000	22,912		1,000,000
Q34 - School Broadcast	101,662	101,662	98%	104,000	2,339		104,000
Q42 - Christian Education	49,502	49,502	99%	50,000	498		50,000

Q51 - Samoa National Orchestra	24,803	24,803	99%	25,000	197		25,000
R32 - Samoan Language Commission	117,925	117,925	98%	120,800	2,874		120,800
R33 - Construction of Sports Field	381,542	381,542	95%	400,000	18,457		400,000
R35 - National Archives & Records Authority - Establishment	715,654	715,654	98%	732,074	16,420		732,074
S21 - Teachers Annual Conference	49,616	49,616	99%	50,000	384		50,000
TOTAL	4,487,794	4,487,794	98%	4,561,173	73,379	\$ 4,561,172.76	4,561,173
UNFORESEEN EXPENDITURE							
9704 - EC Unforeseen Expenditure	1,502,164	1,502,164	100%	1,502,164	-		-
		-	0%		-		
TOTAL	1,502,164	1,502,164	100%	1,502,164	-	\$ 1,502,164.36	-
NON-TAXATION REVENUES							
1850 - School Improvement Services	-	-	0%	-	-	-	-
				42,175	42,175	42,174.96	42,175
1860 - Curriculum Services	-	-	1005%	-	-	-	-
	17,080	17,080		1,700	15,380	1,700.04	1,700
1870 - Assessment & Examination Services	-	-	66%	-	-	-	-
	521,788	521,788		796,025	274,237	796,024.92	796,025
1890 - Assets Management Services	-	-	20%	-	-	-	-
	69,976	69,976		352,320	282,344	352,320.00	352,320
1900 - Public Library Services	-	-	41%	-	-	-	-
	6,588	6,588		16,080	9,492	16,080.00	16,080
1910 - Sports Development Services	690	690	0%	-	-	-	-
					690		
1920 - Cultural Development Services	-	-	30%	-	-	-	-
	180	180		600	420	600.00	600
TOTAL	-	-	51%	-	-	-	-
	614,922	614,922		1,208,900	593,978	1,208,899.92	1,208,900

REVENUES TO THE STATE							
TOTAL	-	-	0%	-	-	\$ -	-
GENERAL LEDGER SUMMARY							
Output Provided by Ministry	58,874,505	58,874,505	100%	58,645,299	- 229,206		57,010,471
Transaction on Behalf of the State	4,487,794	4,487,794	98%	4,561,173	73,379		4,561,173
Outputs Provided By Third Parties	27,928,034	27,928,034	99%	28,152,335	224,301		27,852,335
TOTAL	91,290,333	91,290,333	100%	91,358,807	68,474	\$ 91,358,806.88	89,423,979
SUMMARY BY BUDGET CATEGORY							
CAPITAL - Capital	105,278	105,278	101%	104,105	- 1,173	\$ 104,105.00	40,800
OPERATNG - Operating	3,092,874	3,092,874	99%	3,138,000	45,125	\$ 3,137,999.60	2,907,445
OVERHEAD - Overhead	-	-	0%	0	0	\$ 0.24	0
PRSONNEL - Personnel	55,676,353	55,676,353	100%	55,403,195	- 273,158	\$ 55,403,194.60	54,062,227
TOTAL	58,874,505	58,874,505	100%	58,645,299	- 229,206	\$ 58,645,299.44	57,010,471

Section 2 Performance Review

This section details the activities conducted under different outputs for the Financial Year 2016/2017. The activities highlighted were envisaged as MESC continues to strive to achieve the goals of the Government of Samoa for improved education outcomes, and the Ministry's vision of a "... *quality holistic education system that recognizes and realizes the spiritual, cultural, intellectual and physical potential of all participants, enabling them to make fulfilling life choices,*" (MESC Corporate Plan 2015-2018)

RESULTS

The table below shows the achievement status of KPIs/AMP for this FY 2016/2017 for Outputs 2 – 14. To date, 65% of KPIs and AMP targets were achieved by the end of June 2017. Given the importance of the overall monitoring role of the Office of the CEO, the number shown for Output 1 includes the KPIs and AMP activities pertaining to the OCEO. It must be noted here that for ICT & Media as well as NARA, the activities are outlined in the MESC Annual Management Plan instead of Budget Support KPIs, given their "support role" across the ministry

Table 11: Status of KPIs under each Divisional Output as of June 30, 2017

Output	Number of KPIs and AMP activities under each status per Output			Overall Total
	Achieved as of June 30 th	On Target	Partial/Not Achieved	
Output 1: OCEO	8	4	6	18
Output 2: OCEO	7	0	0	7
Output 3: SOD	3	0	1	4
Output 4: TDAD	3	0	2	5
Output 5: SOD	2	0	1	3
Output 6: CDMD	7	0	2	9
Output 7: AED	8	0	0	8
Output 8: PPRD	3	0	2	5
Output 9: CSD	3	1	1	5
Output 10: CSD	1	1	2	4
Output 11: Sports	1	1	1	3
Output 12: Culture	5	0	0	5
Output 13: MERD	1	0	4	5
Output 14: ESCD	4	1	2	7
CSU 1: CSD	5	0	1	6
CSU 2: ICT & Media	5	0	2	7
CSU 3: Printing	8	0	0	8
Output 12.5: NARA	2	2	2	6
Total KPI at each Status	76 (66%)	10 (9%)	29 (25%)	115

There are a significant number of targets and activities identified as not fully achieved. The 25% of unachieved activities were due to a range of reasons:

- Some of the deferred activities to the 2017-18 FY due to limited resources, delays in finalization process for policy documents, and the delay in the process with other key Agencies. For instance, the MESC Organizational structure involves the analysis of gaps and identification of needs for specialists involved a specialist salary structure which is deferred to the first quarter of the new financial year FY2017/2018
- For some, the KPI targets were too ambitious. For example, the number of qualified teachers posted and oriented to schools, as this is dependent on the number of interested people to apply and the number of graduates, from the National University of Samoa
- Some activities were also dependent on the completion of other activities. For example, the awareness programme depended on the completion of the Minimum Service Standards for schools and finalization of ECE and Safe School Policies
- Some Divisions were affected by delays in the recruitment process. For example, delays were seen in the recruitment of a Principal Procurement Officer at ESCD, Principal Officer for Scholarship at TDAD and a Principal Digitization Officer at NARA and more.
- In some cases, unachieved targets were due to the change of focus and direction where there was an urgent need, such as the mentor programs for newly graduated teachers. There were challenges in sustaining the mentoring program (which was started under the ESP 2 project) as teachers who were selected to be mentors as part of cohort 1 were either no longer employed in the teaching profession or didn't perform their roles as there was no allowance linked with the mentoring positions. MESC is in the process of finalising a paper to PSC to seek allowances for the mentors but will work with deputy principals and other positions of responsibilities to mentor new teachers. Further, the review of the MESC Project Management Database was put on hold to await findings of the MESC EMIS Situational Analysis which includes all systems across the whole ministry.
- Other factors such as ongoing changes with technology and ICT development contributed to the non-achievement of some targets. The finalization of the ICT Master Plan is partially completed due to some of these ongoing changes.

There was a need for some Divisions to commit more time and attention to the key activities that are not listed as KPIs but in the ministry AMP for 2016-17 financial year such as the Samoa Nei Galo School Festival which demanded a lot of support across the ministry.

The following section provides matrices explaining the progress of the Ministry's Performance Indicators by Output as well as highlighting key achievements under each Output from July 2016 – June 2017

Output 1: POLICY ADVICE TO THE RESPONSIBLE MINISTER

Output Manager: Chief Executive Officer

Description: The CEO will advise the Minister on appropriate legislation and policy options, reports and Cabinet submissions to promote and develop education, sports and culture based on the key values of *EQUITY, QUALITY, RELEVANCY, EFFICIENCY and SUSTAINABILITY*. The CEO will lead and manage reforms, strengthening performance and service delivery in the Ministry.

Key Performance Indicators:	Target	Status: Achieved Not achieved	Progress
The % of Y4& 6 primary school children meeting a minimum of Level 3 for Literacy and Numeracy by gender	<p><u>SPELL 1</u> English Literacy: Female 50% Male 50%</p> <p>Numeracy: Female 50% Male 50%,</p> <p><u>SPELL 2</u> English Literacy: Female 50%; Male 50%</p> <p>Numeracy: Female 65%. Male 55%</p>	Not Achieved	<p>2016 Exam results: <u>SPELL 1:</u> Samoan: Female – 36%, Male - 49% Numeracy: Female – 49%, Male - 40% English: Female – 32%, Male – 22% The 1% shortfall of Y4 students achieving L3 in Numeracy and Samoan shows the target was not achieved in both Learning areas.</p> <p>The 50% target for English was also not achieved for SPELL 1 given the low % of students who achieved L3 particularly boys.</p> <p><u>SPELL 2:</u> Samoan: Female – 57%, Male - 37% English Literacy: Female – 24%, Male - 12% Numeracy: Female – 56%,Male – 45%</p> <p>The KPI for SPELL 2 was not achieved</p>
Number of schools achieving the National Minimum Service Standards relating to Literacy	120	Achieved	To date, a total of 133 (79.6%) schools achieved MSS relating to literacy by end of June 2017
Number of Policy Papers	1	Achieved	There were 2 newly developed

submitted to the Minister for endorsement			policies (Early Childhood Education Policy and National Safe Schools Policy) approved by Cabinet and launched on 24 th June 2017. The awareness programmes for Upolu were conducted and completed from 24 th -28 th June 2017 and the awareness programmes for Savaii will be conducted in July 2017.
Percentage of sector wide commitment to the delivery of the Education Sector Plan (ESP)	90%	Not Achieved	The Sector is in the process to strategically re-prioritise its activities/ programmes for the final year (FY2017/2018) of the ESP.
Percentage of students passing Year 12 and Year 13 National Examinations for Science and Maths	50% Maths, 50% Science	Not Achieved	2016 results: SSC Maths: 12.2% SSLC Maths: 10% SSC Science: 40.9%(Biology, Chemistry, Physics) SSLC Science: 27.7% (Biology, Chemistry, Physics)
Number of teachers trained in Maths and Science	60 Science, 60 Maths	Achieved	483 primary teachers and 200 secondary teachers trained in Science and Mathematics. Primary teachers were trained in using the vee-map as a tool to improve student learning in numeracy and literacy. Other subject areas also included Visual Arts, Science and Health and PE. Secondary teachers used this opportunity to discuss results from SSC and SSLC 2016 and map out strategies to address specific learning areas.
AMP Activities	Target	Status	Progress
1.1 Monitor the Review of Curriculum to enhance Early Childhood Education, Primary Schools and Secondary School development by December 2016	December 2016	On Target	A T.A was procured to conduct the review of the ECE Curriculum in June and the Draft report is available, while the external review of the SecondaryCurriculum is scheduled to be completed in Q1 of the new

			FY. The Primary school Curriculum is due for a review in 2018
1.2 Develop a National Policy Framework (NTDF) for Teachers Qualification Upgrade program	December 2016	On Target	The Draft NTDF is scheduled to be part of the nationwide consultations in the First Quarter of the new FY
1.3 Develop a Strategic Plan for Teacher Shortage and Multi-grading	December 2016	On Target	The final draft of the Teacher Shortage Strategy 2017 was tabled in June 2017 at the Core Executive meeting and recommendations have been taken into consideration for refining the document
1.4 Coordinate Approval and Launching of Revised National Educational Policies & Regulations	June 2017	Not Achieved	Revised Education policies are scheduled for consultations early in the new FY
1.5 Lead a comprehensive review of MESC's Organisational Structure by March 2017	March 2017	Not achieved	Informed by MESC's response to the PSC Functional Review Report, individual staff Performance Plans (PART 1 OS Internal Review) were developed and finalised by the end of June, 2017. Part 2 of the Internal OS Review which is the analysis of gaps and identification of needs for specialists including a specialist salary structure is deferred to the first quarter of the new financial year FY2017/2018
1.6 Conduct Review to provide a Career Structure for MESC Specialists by June 2017	June 2017	Not achieved	Next stage of the OS Review is deferred to the beginning of the new FY 2017/2018.
1.7 Strengthened Internal Auditing and Controls		On Target	The new Internal Auditor was appointed in April, 2017 to strengthen internal auditing and control. It was agreed in June that Budget Support would be processed through MESC Finance unit instead of going through ESCD
1.8 MESC representation at national, regional and		Achieved	Activities completed as planned

international conferences, seminars and workshops			
1.9 National participation at Board meetings and other high level meetings		Achieved	Activities completed as planned
1.10 Monitoring the implementation of MESC divisions' priority targets		Achieved	Activities completed as planned
1.11 Provide advice on implementation of the Education Sector Plan 2013-2018		Achieved	Activities completed as planned
1.12 Provide advice to Minister on Implementation of MESC policies & Legislations		Achieved	Activities completed as planned

Output 1 Additional Highlights:

- Overall monitoring role is conducted by the CEO through Divisional Progress reports on a weekly basis
- Completion of MESC staff individual AMPs. A Special committee was selected by the CEO to conduct a comprehensive review of all MESC staff individual AMPs and the task was completed during the allocated timeframe
- First draft of Education Amendment Bill 2017 completed during the 4th quarter as a result of monitoring role conducted by the Office of the CEO
- Data gathering in MESC is good however; analysis of data has become problematic. Due to the increased levels of specific reporting required for Sector reporting, MESC requires expertise (as in System Analyst and Data analyst) for the timely and accurate production of student results and achievement reporting. The server is 6 years old and is unable to provide in a timely manner, the data required to report for teaching and learning purposes. This is a key outcome of an Outcomes Based Education System i.e. that exam results are specific to a learning outcome, that they be accurate for decision making, and that they are timely so that teachers and learners can address areas of concern

Activities needing follow-up in the new FY 2017/2018:

- Monitoring the Revision of National Policies
- Review of ECE, Primary and Secondary curriculum is still work in progress
- Awaiting Core Executive approval for National Policy Framework for Teachers' Qualification

Upgrade, Teacher Shortage and Multi-Grading before submission to Cabinet

- Review timeframes for policy development in Non-Formal Education, Literacy, Numeracy and Teachers Act Regulations
- Comprehensive review of MESC Organizational Structure
- Recruitment of a Legal Officer

Output 2: MINISTERIAL SUPPORT

Output Manager: Chief Executive Officer

Description: Provision of support services to the Minister of Education, Sports and Culture

Key Performance Indicators:	Target	Status	Progress
Number of new educational developments identified.	4	Achieved	<p>ECE SECHI Survey findings submitted to MESC have been shared at the 2017 Conference and dissemination took place in February 2017 to share this information with the community at large namely, principals, teacher reps, village representatives ECE management personnel and key stakeholders</p> <ol style="list-style-type: none"> 1. Re-structuring and organisation of national, cluster and school-based professional development activities to ensure that capacities built at national level are monitored for implementation and practice at school level through cluster PDs. 2. Evidence of flow on to students of innovative practices was collected in the form of resources developed (essays, posters and Vee Maps) for a new initiative called "Samoan Schools' Innovation in Literacy, Numeracy and Science [SSILNaS]). 3. A plan and resources for another new initiative called "Transforming Education Innovatively in Samoan Schools [TEISS]) involving the use of tablets, e-resources and a portable aptus/raspberry pi to manage learning were finalised.
Number of policy initiatives	1	Achieved	Informed by PaBER results, MESC conducted workshops to review some of

			<p>the existing policies and align them to the current reforms</p> <p>A number of policies were finalised and are listed by the relevant divisions including finalising revisions to the Education Act 2009 and the MSS</p>
AMP activities	Target	Status	Q4 Progress
2.1 Draft Ministerial Correspondence		Achieved	Activities completed as planned
2.2 Co-ordination of public relation		Achieved	Activities completed as planned
2.3 Provision of briefing papers to Minister		Achieved	Activities completed as planned
2.4 Support high level ministerial Engagements		Achieved	Activities completed as planned
2.5 Represent Govt to official conferences		Achieved	Activities completed as planned

Output 3: TEACHING SERVICES

Output Manager: Assistant Chief Executive Officer – School Operations

Description: Provision of quality teaching services through allocating and managing teachers equally and effectively to schools both in Upolu and Savaii

Key Performance Indicators:	Target	Status	Progress
Number of qualified teachers oriented and posted to secondary schools	20	Achieved	A total of 23 qualified Secondary teachers were posted to colleges during the financial year
Number of qualified teachers oriented and posted to primary schools	40	Not achieved	A total of 30 Primary teachers were posted to Primary Schools. Number of teachers posted and oriented to schools depends on the interest of people to apply to the teaching profession. It also depends on the number of graduates from the National University of Samoa. This is an ongoing KPI and with new strategies towards addressing teacher shortage and ongoing campaign for more teachers, we are hoping to achieve this KPI in the next financial year.
Number of Consultations	50	Achieved	A total of 94, one to one consultations

with those in positions of responsibility on Performance Agreements to meet priority targets of respective schools.			conducted with teachers in positions of responsibilities. Consultations were conducted to provide support for newly appointed principals and vice principals on their Performance Plans
Number of New Initiatives for Teachers (designated posts of responsibility)	5	Achieved	<p>1. HOD Revised structure for the HOD positions approved as contracted positions at the allowance of ST\$1500.00 annually. R & S internal process ongoing.</p> <p>As a result of the continuous shortage of teachers in government schools, the following initiatives are part of the draft Teacher Shortage strategy proposed and tabled at the CMM in June 2017</p> <p>2. Casual Relieve scheme for Primary Schools and part-timers.</p> <p>3. Second Career Scheme targeting qualifies individuals looking for a change profession.</p> <p>4. Teacher career pathway involves clarification of future opportunities beyond the classroom that teachers can pursue throughout their teaching career</p> <p>5. Marketing Scheme aims to attract and promote qualify people to the teaching profession.</p>

Output 3 Additional Highlights:

- Approval of Head of Department Positions in Secondary Schools for 4 Learning Areas (HOD for Science, HOD for Arts, HOD for Commerce and HOD for Vocational and Technical)
- There were 27 teachers posted and oriented to primary and secondary schools during the financial year. The increase in the number of teachers posted to secondary schools in quarter 4 really helps in addressing the needs of schools requested for specialised subject areas
- There were 94 school principals and vice principals consulted during this financial year on their performance agreements before submission to PSC. The consultations were conducted to provide support for newly appointed Principals and Vice principals on their Performance Plans

Activities needing follow-up in the next FY 2017/2018:

- Awareness programmes for Savaii teachers on Revised Policies will be conducted in the beginning of the new financial year 2017/2018
- School Staffing update visits have yet to be conducted

- Consultations for the staffing manual have yet to be conducted

Output 4: TEACHER TRAINING SERVICES

Output Manager: Assistant Chief Executive Officer – Teacher Development and Advisory

Description: Provision of quality teaching services through allocating and managing teachers equally and effectively to schools both in Upolu and Savaii

Key Performance Indicators:	Target	Status	Progress
Number of schools supported through school-based professional development	100	Not Achieved	<p>A total of 73 (73% of target) schools were supported this financial year.</p> <p>School Based PD programs focused on classroom based assessment (Vee- mapping), computer skills (WORD & EXCEL), and classroom management.</p> <p>We weren't able to achieve the targeted number of schools for the 4th quarter due to the 1st 2 weeks of national training and then the months of May and June targeted for cluster professional development programs. However, schools continued with their PD programs and these reports were sent in to the MESC</p>
Number of school principals and those in positions of responsibility trained in leadership and management roles	100	Achieved	<p>167 (100%) government school principals attended a 3 day leadership training (Upolu 3 days, Savaii 3 days) in which different Leadership Standards for Principals were discussed. MESC received positive feedback from the principals and the next modules will continue in the September 2017 school holidays.</p>
Number of mentor teachers trained to support new teachers	40	Not Achieved	<p>New teachers posted to schools will be mentored by their DP, HOD, IS or relevant supervisor until such a time where PSC approves a mentoring position in the MESC structure. The Induction program will include meetings with school leaders to</p>

			discuss their responsibilities. The 1 st meeting is scheduled to take place at the end of July 2017.
Number of primary and secondary teachers trained in Science and Maths	200 Secondary , 300 primary	Achieved	483 primary teachers and 200 secondary teachers trained in Science and Mathematics. Primary teachers were trained in using the vee-map as a tool to improve student learning in numeracy and literacy. Other subject areas also included Visual Arts, Science and Health and PE. Secondary teachers used this opportunity to discuss results from SSC and SSLC 2016 and map out strategies to address specific learning areas
Number of teachers enrolled in a tertiary institution to upgrade teaching qualification to a Bachelor level	180	Achieved	347 primary and secondary teachers enrolled in the Savaii Upgrade DFL, NUS face to face and USP STAP 2 Program for Science teachers. In the April 2017 NUS graduation, a total of 191 (11%) government teachers graduated with a Bachelor of Education (Primary/Secondary, Bachelor of Science, Graduate Diploma in Education or Post Grad Diploma in Education.

Output 4 Additional Highlights:

- In the April 2017 NUS graduation, a total of 191 government teachers graduated with a Bachelor of Education (Primary/Secondary, Bachelor of Science, Graduate Diploma in Education or Post Grad Diploma in Education
- Government school principals attended a 3 day leadership training (Upolu 3 days, Savaii 3 days) in which different Leadership Standards for Principals were discussed. MESC received positive feedback from the school principals

Activities needing follow-up in the next FY 2017/2018

- Implementation of TPDP
- TVET trainings for Secondary teachers
- Finalization of Training packages and materials for Head of Department programmes

- Recruitment of Principal Trainers and Principal Scholarship Officers are still pending on CEO's discussion with the Corporate Services HR, due to the reallocation of funds

Output 5: SCHOOL MANAGEMENT SERVICES

Output Manager: Assistant Chief Executive Officer – School Operations

Description: Provision of school improvement initiatives based on the School Improvement Model

Key Performance Indicators:	Target	Status	Q4 Progress
Number of workshops conducted with School Committees on all School Improvement processes	40	Achieved	<p>4 workshops conducted involving 167 School Committees. These workshops were based on the Minimum Service Standards for Schools, Education Act 2009, SSFGS highlighting the roles of School committees towards improvement in all areas.</p> <p>One on one consultation conducted on a need basis.</p> <p>As a result of the numerous consultations conducted on the old MSS, the Ministry was able to review and expand the MSS to be more evidence based ensuring assessment conducted will provide a true picture of the level of compliance in our schools.</p>
Number of compulsory age students found on Compulsory Education spot visits.	50	Not Achieved	<p>Spot checks visits were stopped beginning of quarter 3 by CEO.</p> <p>Spot Checks/Monitoring of Compulsory Age children has been embedded in the newly approved MSS.</p> <p>Monitoring of this KPI will commence in FY2017/2018 through the MSS.</p>
Number of Enforcement programs conducted by MESC to minimise number of students not attending schools.	100	Achieved	<p>Enforcement programmes that were conducted provided coverage for 167 schools/ 167 school committees and village mayors.</p> <p>On-going consultations with School committees/parents/ Principals and Teachers.</p> <p>As a result of enforcement programmes conducted, Village Representatives, School Committees have strengthened their role as Attendance Officers in the village level. Most rural areas have enforced village by-law on compulsory education.</p> <p>Ongoing meetings with line Ministries on reviewing of the Education Act provision on compulsory age.</p>

Output 5 Additional Highlights:

- National Minimum Service Standards for Primary and Secondary Schools finalized
- Attendance Books for all schools distributed
- MESC Annual Conference conducted in January 2017
- Awareness programmes for National Minimum Service Standards for Primary and Secondary Schools rolled out with the assistance of PPRD
- Education Amendment Bill 2017 drafted in collaboration with MESC staff and a range of public consultations
- There were 8 School Inspectors recruited and will be on board at the beginning of the new financial year 2017/2018

Activities needing follow-up in the next FY 2017/2018:

- Submission of Education Amendment Bill 2017 – Corporate Punishment to Cabinet
- Submission of Education Amendment Bill 2017 – Compulsory Education to Cabinet
- Development of a Public School Governance Framework (possibly a TA) need to speed up
- Awareness programmes for the Business Community on Compulsory education did not take place during the financial year

Output 6: CURRICULUM DEVELOPMENT SERVICES

Output Manager: Assistant Chief Executive Office – Curriculum, Design & Materials

Description: Provision of improved teaching and learning at all levels through quality and support materials, and also School broadcasts where appropriate.

Key Performance Indicators:	Target	Status	Q4 Progress
Number of teachers trained on the new Inclusive Education Policy	100	Not Achieved	Teachers were not available during quarter 3 and 4, therefore trainings are now scheduled to be conducted in August 2017 in collaboration with TDAD
Number of ECE centres visited and supported on	60	Achieved	A total of 70 ECE centres were visited and supported during the financial year through the use of new resources, tomatou, planning and the thematic

implementation of ECE Minimum Service Standards			<p>approach.</p> <p>ECE Curriculum: A TA was procured to review the ECE curriculum and the final report will be available early in FY17/18</p>
Number of schools visited to support implementation of the new primary curriculum	60 schools	Achieved	Support visits targeted the schools with insufficient teachers (multi-grade) and focused on providing strategies for literacy and numeracy, development of interactive resources and clarifying questions on curriculum content. Support provided also on mathematics teaching methods (Vee-Map) and classroom based assessment.
Number of e-resources developed to support curriculum delivery	20	Achieved	<p>Activity books for Year 4, 5 and 6 Science have already been printed and distributed to schools.</p> <p>Gagana Samoa activity books for Year 4, 5 and 6 already printed and distributed</p> <p>9,000 reading (Samoan) for Years 1, 2 & 3 have been developed and distributed</p> <p>1,200 copies of texts for Science Year 1, 2 & 3 printed and distributed.</p> <p>36 episodes of Laoso o a'oagafou scripted and presented for primary schools</p>
Number of Primary teachers trained and supported on content and pedagogy for science and maths.	200	Achieved	<p>Content training on literacy, numeracy and Vee-Mapping provided for the National Training of all primary Teachers in April and June 2017.</p> <p>Review of the National Curriculum and Teaching/Learning Framework is scheduled to be done early in the new FY17/18</p>
Number of Secondary teachers trained and supported on the content and pedagogy for Science and Mathematics	200	Achieved	By the end of this FY, 200 secondary teachers trained and supported on the curriculum content for Maths and Science
Number of schools visited to support effective implementation of the revised	30	Achieved	<p>Additional visits were made to some of the colleges that requested support for curriculum content issues. (Anoama'a, Leifiifi, A'ana 1 & 2, Falealili & Safata)</p> <p>There are only 23 secondary (government) schools in</p>

Secondary Curriculum			the country and they were all covered in Quarter 3
Number of primary schools receiving intervention strategies through the work of the Literacy Taskforce	100	Partially Achieved	In May 10 Colleges and 61 Primary schools submitted entries for the Round 1 of the Samoa Schools Innovation for Literacy, Numeracy and Science SSILNaS competition.
Number of teachers trained on the revised secondary curriculum	500	Partially Achieved	<p>All year 12 and 13 teachers were trained to follow the FY2015/16 workshops on unpacking the secondary curriculum. The external review of other levels of the curriculum is in progress and will inform the unpacking for the rest of the levels</p> <p>The training in quarter 4 as facilitated and reported by TDAD were on the curriculum and using Vee-Map to access the curriculum. The role of CDMD here was to lead and conduct the content part of this training.</p> <p>CDMD officers assisted in providing training on the content of the secondary curriculum. By the end of the FY, 400 teachers had been trained on the revised secondary curriculum</p>

Output 6 Additional Highlights:

- Tauvalaauga and the new alphabet and counting numbers distributed
- Inclusive Alphabet distributed to schools
- Implementation Plan for Inclusive Education Policy completed and ready for trial
- Primary teacher training in Science and Mathematics
- ECE Curriculum Guidelines review conducted - Report to be finalized in the next quarter for consultations.
- The implementation of the Samoa Schools Innovation for Literacy, Numeracy and Science (SSILNaS) attracted a lot of interest from schools. The SSILNaS replaces the Ministry's Literacy and Numeracy program, and has been conducted to improve Science. Lots of schools provided entries. The prize giving is scheduled to be held on 21 July 2017.
- Gagana Samoa activity books for Year 4, 5 and 6 already printed and distributed
- Science Activity books for Year 4, 5 and 6 have already been printed and distributed to schools.

- Secondary teacher training on the Revised Curriculum, and additional visits conducted in response to requests from colleges.
- Joint working arrangements with TDAD have been successful to provide support for professional development at cluster level and training at the national level.

Activities needing follow-up in the next FY 2017/2018:

- Trainings on the revised secondary curriculum
- Sign Language and Braille workshops rescheduled to be held in August 2017.
- Development of a Two Strand for Mathematics and Samoan to be completed by the end of 2017.
- Trainings on unpacking of curriculum, translation of teacher manuals, trial tests and science fair for primary delayed, not progressing towards completion
- Addition of two more languages to the School of Languages remains a concern as well as the continuation of this school
- Reprinting of Teacher Manuals progressed in the first quarter but no progress in the following two quarters
- SECHI survey results distributed nationally. Plans to implement findings scheduled for next FY

Output 7: ASSESSMENT AND EXAMINATION SERVICES

Output Manager: Assistant Chief Executive Officer –Assessment and Examination

Description: Providing effective and high quality Examination and Assessment services. This is done by having good Examiners and Moderators, error free examination papers, and effective Internal Assessment programs.

Key Performance Indicators:	Target	Status	Progress
Ongoing trainings for Year 8,12 and year 13 teachers trained on SSC and SSLC IA requirements	200	Achieved	Now that the target has been achieved, numbers will necessarily be reduced as teachers become confident and well-practised in the application of IA requirements. The bigger picture being for schools to conduct their own trainings and MESC to provide more targeted /on-call support.
Number of selected	60	Achieved	The recommendation for training of examiners and moderators to be outsourced

and qualified personnel trained in the production of national examination papers			(e.g. Oloamanu) thereby encouraging a more structured, consistent and formalised training.
Number of selected personnel trained on moderating SSC and SSLC Internal Assessments	60	Achieved	2018, IA Tasks to change and therefore, training
Number of personnel trained as Chief Supervisors for National Examinations.	100	Achieved	A pleasing result. Success is measured by the number of errors that came through in the implementation and collection processes of the National Examinations
Number of personnel trained on marking National Examinations.	300	Achieved	Training focused on new markers and as a refresher for those who were now in their second year of marking for both Primary and Secondary levels.
Number of primary teachers trained on appropriate and effective school based assessment methods.	150	Achieved	National training sessions were well attended. Divisional visits – curriculum, AED, MERD, SOD in particular, to provide much needed ongoing support for teachers.
Number of secondary teachers trained on appropriate and	100	Achieved	As above.

effective school based assessment methods			
Number of schools verified for SSC and SSLC IA programs implementation	41	Achieved	Verifications being scheduled for the 1 st Quarter of the FY17/18, to follow up on the implementation programme workshops conducted in Q3. Due dates and completion of IAs continue to be a challenge
Number of Primary and Secondary teachers trained on the outcomes based approach for Assessment	300	Achieved	<p>1. Secondary principal workshops conducted in February 2017 to provide clarification on the outcomes-based approach for Assessment</p> <p>2. Primary Principal workshops conducted in April</p> <p>New reporting of SPELL results complement the outcomes based approach enabling schools and teachers to better plan and prepare for learning.</p> <p>i.</p>

Output 7 Additional Highlights:

- More than 300 primary and secondary teachers trained in March 2017
- All National Examinations (SPELL, SPECA, SSC, SSLC) were administered according to schedule but the analysis and the finalization of results were delayed due to technical issues
- School results, Student results & Student Certification for SSC and SSLC have been distributed; SSC to all secondary schools and SSLC from the MESC

Activities needing follow-up in the next FY 2017/2018:

- No accreditation took place in the financial year as there was no school applied for a new subject
- National Assessment Council Meetings rescheduling to follow piloting of new primary tools and to coincide with the review of the National Assessment Policy

Output 8: POLICY, PLANNING AND RESEARCH SERVICES**Output Manager:** Assistant Chief Executive Officer – Policy, Planning and Research Services**Description:** The development and provision of Policy, Plans, Research and Information Analysis Service for the Ministry

Key Performance Indicators:	Target	Status	Progress
Date by which the MESC Project Management Database is reviewed and upgraded.	May 2017	Not Achieved	Recommendations from CEO to put this on hold as the potential TA was engaged in improving the assessment system for exam results
Number of Policy documents developed and finalized	2	Achieved	2 policies (ECE & Safe School Policies) endorsed and approved by Cabinet. Conducted awareness programs for Upolu (26 – 30 June), Savaii awareness in progress on 24-26 July 2017
Number of Policies reviewed, discussed and endorsed by MESC Core Executive	2	Not Achieved	Stakeholder consultations for 21 st – 23 rd August in Upolu and in Savai'i for 28 th – 30 th August 2017
Date by which the Mid-Term review of the Corporate Plan 2015/2018 is completed.	June 2017	Achieved	This KPI was completed in Quarter 3. The divisional consultations to collate the report were conducted in January/February 2017. The draft report was tabled at the MESC Strategic Seminar in March 2017 and it was finalized by Core before the end of March.
Date by which the Annual Report 2015/2016 submitted to	February 2017	Achieved	Annual Report 2015/2016 submitted to the Cabinet in December 2016 and approved in January 2017

Parliament			
------------	--	--	--

Output 8 Additional Highlights:

- 2 policies (ECE & National Safe School Policies) endorsed and approved by Cabinet. Conducted awareness programs for Upolu (26 – 30 June) and Savaii awareness programs are scheduled to take place on 24-26 July 2017
- CPC quarterly meeting to Review AMP completed
- SEN workshops and grant verification visits completed according to schedule
- Cabinet submission for government grant submitted
- MESC Annual Strategic Seminar conducted and report submitted

Activities needing follow-up in the next FY 2017/2018:

- Endorsement of reviewed policy documents
- Preparation of the MESC Statistical Digest 2017
- Impact Study on Teacher Professional Development is underway in collaboration with MERD
- Review of the existing projects database delayed from Quarter 2

Output 9: ASSETS MANAGEMENT SERVICES

Output Manager: Assistant Chief Executive Officer– Corporate Services

Description: Provision of educational resources for the Ministry and Schools, and facilitating the construction process of the Ministry's Infrastructure facilities through effective procurement process and competent management strategies.

Key Performance Indicators:	Target	Status	Q4 Progress
Date by which stationery supplies to schools is completed.	15 th March 2017	Achieved	100% completion of stationery distribution to all schools in Savaii and Upolu during Quarter 3.
Date by which the stock take report is finalized for stationery supplies	May 2017	Achieved	100% completion of Stocktake for Stationeries in May 2017 as this is a pre-requirement for tender preparation for 2018 Annual Stationeries which is currently in progress.

Date by which the Risk Management Framework is piloted	15 th March 2017	Achieved	<p>OHS training conducted by ACC & Red Cross for the Ministry staff was held in January/February 2017.</p> <p>Roster for Night Watchmen began in Quarter 4 for night & day shifts. This was to ensure that all MESC premises including Nelson Memorial Public Library are secured 24/7.</p> <p>Carpentry, Plumbing & Electrical maintenance trainings were conducted for responsible maintenance staff.</p> <p>Building Rules which includes but not limited to toilet usage, car parks, alcohol consumption, electricity usage, cleanliness of buildings, safety gears and continuous reminders on safety & security matters were relayed to all staff via email.</p>
Date by which the Review of the ministry's Disaster Management Plan is completed	31 st May, 2017	Not Achieved	Draft was completed and circulated to Core in Quarter 3. Awaiting comments and endorsement of Core Executive.
Percentage of schools and communities covered in the roll out of training for teachers and communities in responding to natural and man-made disasters	50% by June 2017	On Target	<p>50% completion as planned in close collaboration with the National DMO committee to provide trainings / awareness programs within the schools and local community.</p> <p>Building & Maintenance Manager represented MESC to National DMO Committee meetings and contributed to the review of National DMP and awareness community programmes with the establishment of Community Evacuation Centres in Fagaloa and others.</p>

Output 9 Additional Highlights:

- Ongoing Procurement and Distribution of goods, materials and stationery to output managers and schools
- Ongoing maintenance of MESC Headquarters and other facilities conducted during the reviewed period

Activities needing follow-up in the next FY 2017/2018:

- Finalize and Pilot Risk Management Framework
- Roll out of training for teachers and communities in response to natural and man-made disasters delayed

CSU 1: FINANCIAL ADMINISTRATIVE SERVICES

Output:	Highlights:
Financial and Administrative Services	<ul style="list-style-type: none"> • Liased with MOF and PSC regarding Pre-Contract Payout Plans. Payout Plans for Long Service Entitlements and payout have been prepared and submitted to MOF as well as processing TY15s for approved Contractual salaries. HR facilitated Grievances and Appeals relating to the Ministry issues relating to Corporal Punishments, complaints with operations. HR steps are to mediate and resolve issues before escalating to the next level management. HR reports on Recruitment and Selection process presented to the Full Executive contained: <ul style="list-style-type: none"> ❖ The number of Vacancies ❖ Staff Turnover ❖ The cost of unspent funds from vacant positions • Induction Workshop for MESC Staff The Induction Workshop program was held for 3 days in 2016 to address the New Changes in the Public Servant Working Conditions 2015. The workshop was split into four groups and sessions were held throughout each of the 3 days. The presentations covered: <ul style="list-style-type: none"> ❖ the awareness of staff on strategic plans presented by representative from PPRD, ❖ the MESC Service Charter, and changes on the Working Conditions 2015- presented by CSD ❖ Records Management-Presented by ACEO NARA ❖ ICT Policies-presented by ACEO ICT and Media ❖ Building Rules-Presented by CSD The workshop was well attended by staff, and the presentations generated lots of discussions. In particular, the NARA Records Management presentation with their vision and rationale which underpinned the establishment of the Records

	<p>Authority.</p> <p>CSD presenters on the other hand placed emphasis on the importance of PSC Working Conditions 2015, and Occupational Health and Safety in the Workplace. CSD detailed the BUILDING RULES AND REGULATIONS to safeguard Government Assets. Presented also was procedures which defined “SAFETY ZONES” for MESC staff should there be an emergency. In the presentation the participants were informed of the issues on SMOKING AREAS and Out of Bound areas.</p> <p>The 3rd day of the Induction Workshop focused on the inclusion of External Speakers from Ministry of Commerce, Industry and Labour, and Fire and Emergency Services Authority presented on the importance of compliance to the Occupational Health and Safety Regulations and Act now enforced and to be practiced in Government Ministries. Speaker from MCIL enforced and placed the emphasis for Government Ministries to supply safety gear and equipment to avoid mishap or injuries to the employee. Following the speaker from FESA who demonstrated the use of a FIRE EXTINGUISHER.</p> <p>CSD also held short term training conducted by FESA with MESC representatives from each division as “MESC FIRE WARDENS” in a fire emergency. The DRILL application was an effective exercise for MESC staff to gauge their understanding of the Building Rules.</p> <ul style="list-style-type: none"> • Facilitated secondment opportunities and further studies for staff development. <p>MESC has been working collaboratively with the Chinese Embassy which provided overseas trainings for teachers and Corporate Staff. More than 20 participants have gained exposure to and experienced a different level of training. In addition, other donors such as JICA funded programs to support teachers particularly to build on teacher capacity³.</p> <p>In-country trainings offered by PSC which is now a Non Formal Education Provider have helped with staff professional development and capacity building.</p>
--	--

CSU 2: BUDGET PLANNING, IMPLEMENTATION, REPORTING & MONITORING SERVICES

Output:	Highlights:
Budget planning, implementation, reporting and monitoring services	<ul style="list-style-type: none"> • MESC Annual Budget for FY2015-2016 prepared and finalised • Ongoing implementation and monitoring of internal control system • Ongoing implementation and monitoring of internal controls in processing payments documents checked and daily receipting • MESC monthly budget summary reports submitted to Full Executive and updated transactions list to Output Managers • Aggressive approach with the Collection of National Examination Fees

³ See also Curriculum Design and Materials Report above

CSU 3: PRINTING SERVICES

Output:	Highlights:
Printing Services	<ul style="list-style-type: none"> Printed 100% of the Educational support materials for the Ministry and government schools according to schedule. National Examination (SPELL 1&2, SPECA, SSC & SSLC) scripts were printed according to schedule. On the job training conducted for four (4) new recruits

ICT & MEDIA SERVICES

Output:	Highlights:
ICT & Media Services	<ul style="list-style-type: none"> ICT resources (software / hardware) installed for the Ministry and schools, regular maintenance of all MESC information systems conducted. There are about 120 computers installed and networked in the Ministry. The MESC information systems involve EMIS School & Teacher database, SEMMIIS Assessment database, MESC website, email systems & SchoolNET e-resources
	<ul style="list-style-type: none"> Ongoing maintenance of SchoolNet and Primarynet connectivity and shared services in schools. All schools are connected to the MESC Data Centre for internal messaging; the colleges are provided with supervised Internet access as well.
	<ul style="list-style-type: none"> Review of Disaster Management Plan (DMP) conducted and implemented. A Reviewed Copy of the DMP is in place with simplified English / Samoan versions for schools
	<ul style="list-style-type: none"> Service agreements with media service providers for the Ministry were established to raise awareness for the Ministry's various activities, i.e. Literacy & Numeracy Week
	<ul style="list-style-type: none"> Media support for cultural events, conferences and workshops is provided by the Multimedia & Audiovisual Unit. All footage is archived. Furthermore a weekly TV school program (Le la oso o A'oa'oga) is being produced for broadcasting on TV1.

Output 10: PUBLIC LIBRARY SERVICES

Output Manager: Principal Librarian

Description: Provision of public library to the country through the provision of all required library equipment, materials, text books, references

Key Performance Indicators:	Target	Status	Progress
Number of relevant Literacy	2	Achieved	Ongoing NMPL Mackenzie's/Ombudsman's Reading programmes for "Vendors' group" during school terms July – November 2016

Programs implemented to support curriculum and reading			<p>&January – June 2017. 28.5% increase in the number of participants compared to FY2015/2016.</p> <p>Ongoing NMPL Private tutorials for Maths & English for Years 4 – 10 during school terms July – November 2016 & January – June 2017. An average of 50 students attends on a weekly basis.</p> <p>These programmes have contributed to approximately 10% increase in the number of NMPL users on a weekly basis compared to previous years. An average of 600 NMPL users on a weekly basis during peak season (school terms)</p>
Procurement of new collections for public libraries (3) Nelson Memorial, Salafai and Farmers-Atua	300	Not Achieved	<p>Only 2% of books were procured by the beginning of this Quarter</p> <p>About 33% of the Public Library Services FY budget was utilized for priority upgrade work at Salafai Public Library during Quarter 2 & 3. All savings were diverted to cater for teachers' salaries increase during the FY and for the procurement of 10 computers for the Nelson Memorial Public Library internet kiosks which was an outstanding major activity from FY 2015/2016.</p>
Number of newly established school librarians recruited and deployed to primary schools	5	On Target	Decided and agreed upon during the Quarter 2 Review / Strategic Planning for the transfer of SLA's and all related activities under SOD.
Date by which a new policy for Internet use is completed	30 th June 2017	Not Achieved	Draft completed and is yet to be finalised.

Output: 10	Additional Highlights:
Public Library Services	<ul style="list-style-type: none"> Literacy programmes in the Nelson Memorial Public Library

	<ul style="list-style-type: none"> • Ongoing management of three public libraries • Monthly binding completed for both Samoa Observer and Savali Newspapers to be stored in the library
Activities needing follow-up in the next FY 2017/2018: <ul style="list-style-type: none"> • Visit to all government school libraries to provide continuous support for SLAs • Negotiations to increase membership and affiliation with international libraries • Procurement of signage board for Salafai Public Library was delayed 	

Output 11: SPORTS DEVELOPMENT SERVICES

Output Manager: Assistant Chief Executive Officer – Sports

Description: Coordinate and support program that enhance sports development at all levels. Provide financial assistance and technical materials to develop sports at all levels. Undertake research, policy development and planning to improve delivery of sports development programs and the sports sector. Assist in the establishment of new and the maintenance of existing sports facilities. Provide counseling and treatment.

Key Performance Indicators:	Target	Status	Progress
Medals expected to be won by Samoa at the Olympic Games in Brazil - 2016	Gold-1, Silver-1, Bronze-1	Not Achieved	This was reported on in Q3 and the target was not achieved
Number of Sports fields to be upgraded in the rural areas	2	Achieved	3 Sports Fields have been upgraded in Safotulafai, Aeale and Fasitoo-tai villages
Number of Schools trained and fully equipped with sports equipments under Fiafia Sports Program.	28	On Target	Fiafia Sports training completed with 26 schools from the Fa'asaleleaga No. 1 & 2 districts in Savaii and Falealili & Aleipata districts from Upolu Staff of the same schools were trained to facilitate own school-based sports program. Sports equipment were also provided to these schools to enable the application of what the teachers learnt from the training workshops

Number of Sports organizations that have met the requirements and received financial assistance to compete at International Competitions.	16	Not Achieved	4 Sporting Bodies received financial assistance for International Participation during this period. Seven (7) other proposals are currently with MOF
--	----	--------------	--

Output 11 Additional Highlights:

- Awareness programs on Sports Injuries Compensation Scheme were conducted
- Registration of school athletes under the Sports Injuries Compensation Scheme is ongoing
- Ongoing assistance for schools in Physical Education programs and sports Competitions
- Sports programs for Special Needs students were coordinated and conducted by the division

Output 12: CULTURAL DEVELOPMENT SERVICES

Output Manager: Assistant Chief Executive Officer – Culture

Description: Promoting, protection, preservation, development, collection and recording of Samoan Culture, Heritage, Documents and Artifacts for all people of Samoa.

Key Performance Indicators:	Target	Status	Progress
Number of cultural programmes conducted to promote heritage and increase public participation and awareness.	30	Achieved	100% achieved (there were 30 cultural programmes completed during the financial year to promote cultural heritage)
Number of	5	Achieved	100% achieved

safeguarding measures applied to ensure safety of heritage and ancient cultural artifacts			
Number of public performances of the National Orchestra of Samoa.	12	Achieved	100% achieved (12 performances completed during the financial year)
Number of promotional activities for the Museum to increase public interest and number of visitors to the Museum.	30	Achieved	100% achieved
Number of capacity building programmes on heritage and cultural awareness and promotion	10	Achieved	100% achieved

Output 12 Additional Highlights:

- Samoa Nei Galo schools Festival was a highlight of the Samoa Independence celebration
- Composing a traditional song for the Independence Thanksgiving service was a huge achievement for the division and the Education Sector

- Land and donor secured for Samoa's Art and Culture Centre
- Orchestra Awareness Programme for schools and communities in Savaii completed
- Ongoing job support and coaching for the Orchestra team members
- Policies and procedures for the national orchestra operations developed
- Rehearsals for a CD and final performances for 4 visiting musicians from overseas have allowed for more public performances of the Orchestra than the planned for this period.
- Music training for Orchestra team in Sydney as part of Networking with overseas organizations

Activities needing follow-up in the next FY 2017/2018:

- Launch of Culture Policy delayed
- Professional development for Music teachers in collaboration with the CDMD and TDAD

Output 12.5: NATIONAL ARCHIVES AND RECORDS AUTHORITY

Output Manager: Assistant Chief Executive Officer – NARA

Description: Collect, preserve and conserve archival collection, Strengthen public records management across all Government Ministries, Authorities and Agencies, Provide materials and maintain equipment and facilities for the safeguarding of archival collection

Key Performance Indicators:	Status	Progress
Strengthen the Management of Archives	On Target	Item Listing activity was on hold as staff prioritized conservation and preservation of collection to ensure accuracy of files to be digitized Translation of the Framework started at the end of Q3. This Framework guides the strengthening of archive management.
Digitisation	Not Achieved	Of the 60,000 targeted images for this FY, 12,176 were achieved this year Technical faults with cameras and the change of identified “at risk collection” to suit the capability of cameras used in digitization resulted in the un-achievement of the target
Improve Archives Infrastructure	Achieved	Procurement of equipment now completed instead of renovation .
Establish National Archives & Records	Not Achieved	Last meeting of NARA Board was in April 2016 due to unavailability of Board members and chairperson EA is now on board to assist with the organization of Board meetings

Authority		
Strengthening Public Records Management	On Target	Finalisation and printing of Code of Best Practice in progress The reviewed document will be circulated to management for input
Networking	Achieved	Complete work for this KPI

Output 12.5 Highlights:

- Monitoring the implementation of standardised Records System in Government Ministries and agencies conducted based on the Common Administrative Retention Schedule
- PARBICA membership continued and network/affiliation with PARBICA is ongoing

Activities needing follow-up in the next FY 2017/2018:

- Image processing and quality assurance
- Translation of the Framework was delayed from the second quarter
- Establishment of the Committee for Memory of the World is delayed
- Delay in recruiting Principal Officer for Digitization

Output 13: MONITORING, EVALUATION AND REVIEW DIVISION

Output Manager: Assistant Chief Executive Officer – Monitoring Evaluation & Review Division

Description: Improve student and teacher performance through the provision of Professional teacher standards for primary and secondary school teachers, leadership and management standards for all principals, performance appraisal system for primary and secondary school teachers, monitoring, evaluation and review framework for teacher performance and a teacher registration system for both primary and secondary teachers.

Key Performance Indicators:	Target	Status	Progress
Number of primary teachers performance measured against the Registered Teacher Standards through	428	Not Achieved	While 428 teachers were targeted to be appraised in this reporting period, 286 (67%) primary teachers were appraised. Of this number, 206 (72%) met the standards and 80 (28%) did not. 20 teachers out of 80 were re-appraised and 14 met the standards after this re-appraisal

Quality Assurance Performance Appraisal			
Number of secondary teachers performance measured against the Registered Teacher Standards through Quality Assurance Performance Appraisal	182	Not Achieved	<p>Out of the 182 targeted secondary teachers to be appraised, 41 (23%) teachers were appraised against the Registered Teacher Standards. 17 (41%) of them met the standards and 24 (59%) did not.</p> <p>The 24 (59%) teachers that did not meet the standards will attend the Intervention Support Programme (ISP)</p>
Number of contracted Principals performance measured against set targets and the Leadership and Management Standards	40	Not Achieved	<p>4 Secondary principals were appraised and had their performance reviewed. Work portfolio and their performance reports have been submitted to PSC.</p> <p>A total number of 29 Primary principals were appraised in Q4 against MSS⁴, LMS⁵ and performance targets. 20 Performance review reports were submitted to PSC and 9 more review reports yet to complete</p>
Number of contracted Vice Principals performance measured against set targets and the Leadership and Management Standards	20/10 appraised	Not Achieved	<p>A total number of 8 vice principals in secondary level were appraised in Q4 against MSS, LMS and own set targets. Performance review reports have been submitted to PSC</p> <p>Vice principal appraisals are scheduled in alignment with their commencement date set by PSC.</p> <p>20 primary teachers were scheduled to be appraised but have yet to depend on PSC schedule</p>
Number of workshops	1 Lead Teacher	Achieved	100% achieved of lead teacher standards and is at its implementation stage

⁴ Minimum Service Standards

⁵ Leadership and Management Standards

to facilitate the review of the Master and Registered Teacher Standards	Standard, 1 Revised Registered teacher standards		Review of the HOD and IS have been completed. Consultations completed and Implementation of revised registered teachers standards rolled out
--	--	--	---

Activities needing follow-up in the next FY 2017/2018:

- QAPA for cohort LT1-Infant Supervisors and LT1-HODs
- QAPA and monitoring of teacher performance for cohort 4A
- Finalisation of the Appraisal Policy and Appraisal Guidelines were delayed from the second quarter
- Mapping matrix report for B.Ed programme at FOE was supposed to be completed by the end of 2016 and it remains delayed

Output 14: SECTOR COORDINATION SERVICES

Output Manager: Education Sector Coordinator

Description: Strengthen coordination within the Education Sector for the effective implementation of the Education Sector Plan, implement the Sector governance structure, and establish communication mechanisms with and between key sub-sector agencies and ensure the development of effective systems to strengthen management capacity, monitoring and evaluation in the sector.

Key Performance Indicators:	Target	Status	Progress
Date by which Sector Communication Strategy is completed.	June 2017	Achieved	The first phase is completed and the second phase is scheduled to start in early August 2017.
Date by which a situational analysis for the education sector	June 2017	Not Achieved	This Initiative commenced in June 2017 and is scheduled to be completed in August 2017.

management information system (ESMIS) is finalized			The purpose for this KPI being Behind Schedule – it was put on hold by the Heads of Agencies and ESAC chair to reassess the TOR
Date by which the Education Sector Third Annual Review Report is endorsed by ESAC	February 2017	Achieved	Hard copies of the Education Sector Third Annual Review Report will be distributed to cabinet, ESAC members and internal/external stakeholders.
Number of meetings to coordinate Mid-term Review of the ESP	5 meetings	Achieved	All meetings were planned accordingly to the logistics plan and the Review was conducted in October 2016.
Date by which MTEF is revised and updated	March 2016	Achieved	<p>A simplified agency work plan was developed in alignment with the implementing agencies planned programmes and activities for Year 4 of the MTEF. The consolidated work plan is updated on a quarterly basis (in alignment with the ESP).</p> <p>Note: Majority of the ESP programmes and activities are funded under budget support whereas the GoS budget is mainly personnel and operating expenses.</p>
Date by which the Sector resourcing policy framework is in place	August 2016	N/A	
Number of Quarterly Progress Report to the Education Sector Advisory Committee (ESAC)	4 reports	On Target	Due date for the implementing agencies to submit their reports/updates to ESCD is scheduled on 21 July 2017.
Monthly meetings for the Education Sector Coordination working	12 meetings	Not Achieved	Behind Schedule is due to majority of the documents are sent directly to ESAC for review/comments and endorsement

group			<ul style="list-style-type: none"> • The Education Sector's Mid-term and Third Annual Review were conducted in October 2016, • Finalization of the Education Sector's Third Annual Review Report,
--------------	--	--	---

Output 14 Additional Highlights:

- ESCD invested a significant effort in contributing to the Education Sector Independent Verification Process (IVP), and the Education Sector Annual Review Report
- A simplified agency work plan was developed in alignment with the implementing agencies planned programmes and activities for Year 4 of the MTEF

Activities needing follow-up in the next FY 2017/2018:

- Follow up with Taskforce Chairs re development of Guidelines for TA Support Facility
- Staff recruitment to fill current vacancies
- Development of Sector Management Information System
- Implementation of Sector Communication and Information Sharing Strategy

PART B

Section 1 Overview

This part of the report provides statistical and relevant information on MESC for the period July 2016 – June 2017. The mandate of the ministry and schools under its jurisdiction are herein referred to in this part of the report.

Section 2 School Statistics

2.1 Schools

The total number of schools in Samoa as of 30 June 2017 is 210. Out of 210 schools, 167 of them are government schools (80%), 34 are mission schools (16%), and only 9 are private schools (4%). This is further illustrated in Table 12.

Table 12: Number of Schools by District and by Controlling Authority, 2017

Region/District	Government				Mission				Private				Grand Total
	Primary	Pri-Sec	Secondary	Total	Primary	Pri-Sec	Secondary	Total	Primary	Pri-Sec	Secondary	Total	
Apia Urban													
Faleata	10		1	11	1	1	4	6	4	2	1	7	24
Malifa			1	1									1
Vaimauga	11		3	14	5	1	2	8	2			2	24
Apia Urban Total	21		5	26	6	2	6	14	6	2	1	9	49
Rest of Upolu													
Aana No. 1	9		1	10	1	1	1	3					13
Aana No. 2	10		1	11									11
Aleipata	8		1	9									9
Anoamaa No. 1	4		1	5									5
Anoamaa No. 2	6			6	2			2					8
Fagaloa	4			4									4
Falealili	9		2	11									11
Lefaga	4		1	5									5
Lepa/Lotofaga	5		1	6									6
Safata	8		1	9									9
Sagaga	8		1	9	3		2	5					14
Rest of Upolu Total	75		10	85	6	1	3	10					95
Savaii													
Faasaleleaga No. 1	6		1	7	2		2	4					11
Faasaleleaga No. 2	6		1	7	2	1		3					10
Itu Asau No. 1	5		1	6									6
Itu Asau No. 2	4			4	1			1					5
Itu-o-Tane No. 1	5		1	6									6
Itu-o-Tane] No. 2	7		1	8	1			1					9
Palauli	7		1	8			1	1					9
Savaii Sisifo	8		2	10									10
Savaii Total	48		8	56	6	1	3	10					66
Grand Total	144		23	167	18	4	12	34	6	2	1	9	210

Source: MESC Manumea Database

2.2 School Enrolment

Table 13: School enrolment by year level as of March 2016 and 2017

School Level	Year Level	2016	2017
Primary	Yr 1	5946	6419
	Yr 2	5544	5451
	Yr 3	5503	5407
	Yr 4	5316	5475
	Yr 5	5182	5136
	Yr 6	5138	5062
	Yr 7	4870	4967
	Yr 8	4569	4751
Total		42068	42668
Secondary	Yr 9	4200	4180
	Yr 10	3943	3825
	Yr 11	3085	3106
	Yr 12	3175	2940
	Yr 13	2122	2246
Total		16525	16297

Source: MESC Manumea Database

Table 13 shows school enrolment by year level as of March 2017 in comparison to 2016. Primary education shows an increase of 600 students enrolled this year compared to 2016. Huge increase is found in year one level compared to all other year levels, thus it has an effect on the increase in the total primary enrolment. This shows more student participate in primary education this year. For secondary level, it shows a decline in the number of students enrolled from 16525 students in 2016 to 16297 in 2017, thus participation rate is declining. All year levels decrease except a slightly increase in year 10 and 13 levels.

Table 14: School Enrolment by Controlling Authority as of March 2016 and 2017

	2016					2017			
		Controlling Authority				Controlling Authority			
	Gender	Government	Mission	Private	2016 Total	Government	Mission	Private	2017 Total
Primary	Male	17847	2800	1040	21687	17973	2950	1150	22073
	Female	16430	2935	998	20381	16372	3167	1106	20645
	Total	34277	5753	2038	42068	34345	6067	2256	42668
Secondary	Male	4911	2849	209	7969	4770	2806	227	7803
	Female	5266	3073	217	8556	5068	3193	233	8494
	Total	10177	5922	426	16525	9838	5999	460	16297

Source: MESC Manumea Database

Table 14 shows gender disaggregation, where male students are dominated at primary level and vice versa for secondary education. Data shows that there is an increase in the number of students attending primary level education this year compared to 2016. Males still outnumbered females even though the number of

females enrolled also increased. For secondary education, the number of male and female students enrolled both decreased, thus the overall secondary enrolment declined as shown in Table 13. Out of the three controlling authorities, government continues to lead in enrolment for both primary and secondary education.

2.3 Teachers

Table 15: Number of Teachers by Gender by Controlling Authority

School Status	Gender	Year	
		2016	2017
Government	Males	449	494
	Females	1172	1157
	Total	1621	1651
Mission	Males	214	217
	Females	356	363
	Total	570	580
Private	Males	37	46
	Females	103	99
	Total	140	145
	Total Sum of Males	700	757
	Total Sum of Females	1631	1619
	Total Sum of All Teachers	2331	2376

Source: MESC Manumea Database

Table 15 shows an increase in the number of teachers employed in 2017 compared to 2016. Teachers in all three controlling authorities are increasing which reflects a positive effect on the longstanding issue of teacher shortage over the years. Even though there is an increase, the Ministry however place interventions and strategies for students such as scholarships with NUS so that they choose teaching as their profession and remain in the workforce. The teaching workforce is predominantly made up of female teachers across the three controlling authorities (government, mission, private). Government authority continues to employ the highest number of teachers.

Section 3 Projects

STATUS OF ALL PROJECTS IMPLEMENTED BY MESC DURING JULY 2016 – JUNE 2017.

#	Project Name	Descriptions/Goals	Donor	% Completed	Status	Comments
1	German Administration Records Digitization	Production of digital copies of the German Administration period records held in the custody of the Museum/Archives of Samoa.	Federal Republic of Germany	100%	Completed	Majority of Government Records (Ministries, Corporations etc) have been digitized. The project gives a green light in keeping the records safe and secured.
2	Samoa Culture and Arts Centre	The building will be Government Building of Cultural significance to Samoa to act as a platform for all local and international artists to exhibit, stage and produce their artistic creations. It will also coordinate and manage Samoa's cultural priorities nationally and internationally on areas of heritage, culture and the arts.	Huizhou Government: China	12%	In Progress	
3	Printing Building	To provide high standard facility that reduces health issues from breathing and smelling of dangerous chemicals within and outside the Printing House.	No Donor identified	13%	Seeking funds	
4	Cyclone Evan Recovery Programme	Education recovery and reconstruction needs include school repairs and reconstruction, to "build back better" standards, as well as replacement of furniture and learning materials.	Aus AID	100%	Completed	All Government Schools' Buildings which have been destroyed in the past five years by Cyclone Evans are now in full operations as usual.

5	Samoa School Fee Grant Scheme (Secondary Schools)	Financial barriers to participation can be addressed by removing student fees	New Zealand & GoS	100%	Completed	
6	Primary Math's and Science Project	The development of problem solving lessons in Primary Science and Mathematics Education	Government of Japan	100%	Completed	This project has progressed very well and has achieved the following; 1. Teachers of the pilot schools created their own teaching plans and conduct demonstration classes including review sessions 2. Manuals and supplementary reading materials are effectively being utilized teachers
7	Samata I Uta Primary School	Construction of the new classroom building	Government of Japan	100%	Completed	
8	Vailima Primary School	Construction of the new classroom building	Government of Japan	100%	Completed	
9	Tuana'i Primary School	Construction of the new classroom building	Government of Japan	50%	In Progress	

Section 4 References

Education Sector Project Team. (2013). *Education Sector Plan 2013-2018*

Ministry of Education, Sports and Culture. (2009). *Corporate Plan July 2015-June 2018*

Ministry of Education, Sports and Culture. (2009) *Education ACT*

Ministry of Education, Sports and Culture. (2016). *Inclusive Education Policy for Students Living with Disability (IEPSD)*

Ministry of Education, Sports and Culture. (2016). *National SPELL Report* (unpublished)

Ministry of Education, Sports and Culture. (2016). *PaBER Country Report*

Ministry of Finance. (2012). *Strategy for the Development of Samoa 2012-2016*

Public Service Commission. (2004). *Public Service Regulations 2004*

Public Service Commission. (2004). *Recruitment and Selection Handbook of the Samoa Public Service 2005*