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# **DEPARTMENT OF EDUCATION AND TRAINING**

## **ANNUAL REPORT**

**2010-11**

## **SECTION 1.**

### **Introduction**

#### **1. Introduction**

The Department has developed its Strategic Plan from the National Sustainable Development Strategy (NSDS). As part of monitoring and reporting requirements the Department has conducted a review of how well it has achieved the Education sector goals of the NSDS. This review is provided in Section II of this report.

Section III provides data on the performance of the Department in relation to its Human Resources which are its students, teachers and support staff

This financial year has seen a number of significant achievements within education. Most notably is the completion of Nauru Secondary School (NSS). NSS has been in operation since April and provided world class facilities for secondary students in Nauru. As a means of providing a range of pathways for students, a TVET curriculum is being implemented. It is anticipated that the APTC graduates currently delivering these courses will be able to complete their final qualification requirements within the next few months so that they will be able to accredit competencies being delivered at NSS. This will see TVET students receive an internationally recognised qualification. The Teacher Upskilling program continues and will see a number of teachers graduate from Divine Word University in March 2011. A program of refurbishment has continued and most schools have seen improvements to a degree where they are now safer learning and working environments.

However, much still remains to be done in areas such as policy development, addressing the significant issue of attendance and retention, providing appropriate support to the Able Disable School students and staff and providing ICT access for schools and students.

#### **1.1 Format of Report**

This report reviews the work of the Department of Education in the Financial Year 2009-10

This Report is organised into three Sections:

##### **(1) Introduction**

##### **(2) NSDS and Budget Priorities**

- (a) NSDS Report
- (b) Strategic Plan Review
- (c) Budget Report

##### **(3) Human Resources**

- (a) Student Data
- (b) Teacher Data
- (c) Administrative Staff data

#### **1.2 Organisational Chart**

The Department of Education has for the last four years had the benefit of the services of an in line Technical Assistant in the role of Director of Education. A restructure of the department has been undertaken to transfer responsibilities of the Director of Education position to substantive public service positions. As a result the Department of Education is to be organised around three directorates. These directorates include; CASE, Administration and Schools. The new organisational structure can be found at Appendix 1.

### **1.3 Department Vision and Mission**

Our Vision is that

Every Nauruan is literate and numerate.

Individuals recognise the importance of and the right to education.

Individuals have equal and easy access to education and training on Nauru at standards that are comparable to the highest in the region.

Students leave the Nauru Education system enriched and equipped to be productive members of the workforce, to be qualified to access further specialised training opportunities outside Nauru and to be independent individuals.

We will provide all Nauruans with access to education and training of high standards which is relevant to their development and growth.

We will equip all Nauruans with the skills and knowledge they need in their endeavours as individuals.

We will inspire and encourage broad participation by:

1) offering relevant courses

2) providing continuous effective and efficient management and support

We will be accountable to all Nauruans through regular performance reporting and encouraging community partnerships with the Education and Training system.

## **SECTION 2**

### **NSDS and Budget Priorities**

#### **2. Objectives of the Department**

The Department of Education's work is guided specifically through our Strategic Plan, Footpath II. Footpath II, for 2008 to 2011 was approved, funded and implemented in 2008 -09

Footpath II sets goals in seven Key Focus Areas (KFA) and provides 200 strategies that will achieve these goals. This section provides a review of the Department's performance in achieving the Education sector goals of the NSDS and a review of the Department's progress on each of the strategies in its Strategic Plan.

#### **2.1 Progress on NSDS in the Education and Training Sector.**

##### **2.1.1 Overview and Achievement for the period July 1<sup>st</sup> 2009 to June 30<sup>th</sup> 2010**

The Department of Education has been engaged in a number of key activities for the 2009-2010 financial year. Of obvious significance is the completion of the Nauru Secondary School. This school is the culmination of much work by the department working with AusAID and the contractor. The result is a world class learning facility that will provide secondary students in Nauru with multiple pathways in education. Students now have the opportunity to engage in a range of TVET courses. With the anticipated completion of final qualification requirements by our TAA trainers, students will be eligible to receive an internationally recognised qualification with access to further learning opportunities and qualifications should they chose to take this path.

The department has continued its focus on the upskilling of its workforce to ensure that teachers attain formal qualifications. A number of teachers will graduate from Divine Word University in March 2011. This continues to be a key priority area for the department and will result in well qualified, quality teachers in our schools. An additional achievement in the area of teacher training is the establishment of the Nauru Teacher Institute, which has seen the provision of a dedicated officer and teaching room to support those undertaking trainee programs. The Department has also appointed a Professional Development Manager who is responsible for the overall management of training, logistics and operational aspect, as well as providing professional development support to those engaged in a training course.

Work continues in the area of curriculum development with an additional five Rich Tasks being added to the suite of materials available. The coming year will see a review of core curriculum and alignment of this with the Rich Tasks through the development of a cross curricula scope and sequence. A significant hindrance to achieving the full learning potential within the Rich Tasks is the absence of internet access for schools. For our students to be able to develop comparative research and inquiry skills with students in the region it is essential that the department provide access to all our schools. An important start has been made with the recent internet connection of NSS.

Through work with Department of Health under an MOU, the breakfast feeding program has seen numerous benefits and achievements. Data from the program clearly indicates an increase in attendance rates on days that breakfast is provided, along with an improvement in a range of health indicators. The department clearly needs to consider how this program might be further expanded and supported.

The department has also commenced a formal investigation into the introduction of senior secondary curriculum from an Australian State or Territory. A number of authorities have been engaged in discussions and the department is about to commence a comparative review to identify the most appropriate provider.

Paralleling this initiative is the work being undertaken in sourcing and contracting a Registered Training Organisation, which will act as the accrediting body for our TVET courses.

Many of the strategies within Footpath II target the long term goal of achieving a primary, secondary and vocational curriculum of international standard. Current indications are that it will be 2014 before most of our teachers are fully qualified. It will be 2015 before students now entering lower Secondary School (Year 7) will reach Year 12 and receive the full benefits of the improved curriculum and facilities. Therefore it will be some time before schooling is fully valued, as evidenced by full attendance at school.

## 2.1.2 Implementation and Progress of NSDS Short term and Long term Milestones

The following table clearly outlines the progress the department has made towards achievement of the NSDS short term sector goals and short and medium term strategies.

### GOAL 1: Implement the Curriculum Strategy

Short-term Sector Goals	Short-term Strategy: Implement the Curriculum Strategy		
A learning framework and environment developed that directs students on the footpath that leads them to leaving school as confident citizens to enable them to live in and contribute to both Nauru society and a complex, global, networked society	<b>Milestone:</b>	Short term:	80 per cent of students in Year 4 at, or above, Reading Level 15 of PM readers series  Student attendance levels consistently at 75 per cent for all of 2010  Average pass mark in the four Year 8 Scholarship exams exceed 50%
		Medium term:	Curriculum and delivery of education leads to 80 per cent of students who meet regional standards in primary and secondary education  Schools meet regional resource norms

**OUTCOME:** Milestones have been moderately achieved

#### COMMENT:

A learning framework has been developed and published, and now needs to be further detailed. *In 2010-11 the curriculum framework will be reviewed and as a result key learning area syllabuses will be developed for each year level in each school.*

The 2009 Annual Report showed that the average student in Year 4 has a reading level of 10, compared to 2006 when it was 3. However, the score of 10 is only 66 per cent of the short term milestone.

In 2009 Year 8 Scholarship. *In .2010-11, specific assistance needs to be provided in the areas of Maths and Science at the Year 7 to 9 level to prepare students for Years 10.*

Average student attendance as published in the 2008/09 Annual Report was 65 per cent. This saw an improvement, but it falls short of the milestone 75 per cent. Given that there has been no improvement in 2009/10 but in fact a decrease to 62%, *in 2010-11 this needs to be the major focus area for the Department.*

**Overall these milestones have not been achieved and with current data trends we are not likely to achieve the Short Term Milestones by 2012.**

### GOAL 2: Develop School Support Services

Short-term Sector Goals	Short-term Strategy: Develop School Support Services		
A learning framework and	<b>Milestone:</b>	Short term:	CASE has an electronic enrolment record for every

environment developed that directs students on the footpath that leads them to leaving school as confident citizens to enable them to live in and contribute to both Nauru society and a complex, global, networked society	<p>child on Nauru between the ages of 5 and 16</p> <p>Decrease in incidence of bullying</p> <p>Nutritional supplementation provided at schools</p> <p>Medium term: Regular community involvement in school activities increased by 50 percent</p> <p>School support services deliver increased retention of students in the schooling process, increased teacher satisfaction and improved services to disabled students</p>
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**OUTCOME:** Minimal progress has been achieved

**COMMENT**

An EMIS (Pineapples) has been provided by PRIDE, but has not functioned as expected. ***Given the significant issues and costs associated with this project to date it is recommended that an alternative provider be identified and a software program developed that can be managed by local staff rather than rely on external consultants or providers. In 2010-11, specific attention needs to be given to establishing a functioning EMIS so that the department will be able to use accurate data to make sound planning decisions.***

Schools are yet to implement Behaviour Management Policy and a Supportive Schools policy. These documents need to be formally approved and implemented. There is no data on bullying available.

A program of nutritional supplementation is provided at infant and primary schools. A Tuckshop Agreement requiring only nutritional food be served in school tuckshops was introduced in Semester 2, 2009. ***This is a valuable program that has seen enrolment figures increase on days that a breakfast program is provided. Further support of this program needs to be considered in 2010-11.***

Overall, these Milestones have not been achieved to any extent, but programs are in progress to achieve these milestones by 2012.

**GOAL3: Review and Rationalise schools**

<p><b>Short-term Sector Goals</b></p> <p>A learning framework and environment developed that directs students on the footpath that leads them to leaving school as confident citizens to enable them to live in and contribute to both Nauru society and a complex, global, networked society</p>	<p><b>Short-term Strategy:</b> Review and Rationalise schools</p> <p>Reduce the number of school sites.</p> <p><b>Milestone:</b> none in NSDS</p> <p>This Goal can now be deleted as it has been achieved and there is nothing to be gained by doing more reviews. The provision of the new NSS, with TVET, and refurbishment program has solved this problem</p>
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**OUTCOME:** Strategy has not been pursued

**COMMENT.**

This Strategy was to increase efficiency and reduce land rents by combining some schools.

This strategy has not been pursued. Only one school has been closed (Location) and a new one opened (Able/Disable centre). However, the configuration of schools has been rationalised; each school now has three year levels.

#### GOAL 4: Human resources developed

Short-term Sector Goals	Short-term Strategy: Human resources developed	
A learning framework and environment developed that directs students on the footpath that leads them to leaving school as confident citizens to enable them to live in and contribute to both Nauru society and a complex, global, networked society	<b>Milestone:</b> Short term:	<p>By 2010, every teacher in Primary grade will have a teaching qualification or be actively enrolled in a University level upskilling program</p> <p>By the start of 2010, the Education Department will have engaged at least 20 quality teachers for the Senior Certificate program, which begins at Year 10.</p> <p>System in place for human resource performance measurement</p> <p>Leadership culture established</p>
	Medium term:	<p>Student / teacher ratios meet regional norms</p> <p>All schools produce timely annual operation plans and annual reports on previous years' academic, sporting, social and financial performance (This is not a Human Resource milestone) Maybe should read: All Schools have an regular program of capacity building</p>

**OUTCOME:** Milestones are on track to be achieved

#### COMMENT:

The training program for teachers was initiated in 2006 and by 2009, 95 percent of teachers are engaged in upskilling programs offered by USP and Divine Work University. USP has been unable to provide the full range of training required and Divine Word University has provided training in areas not available through USP. ***In 2010-11 the teacher upskilling program needs to be continued incorporating opportunities for individuals to enter Pre-Service teacher programs.***

In 2010, 20 expatriate teachers were engaged in teaching Secondary subjects. ***In 2010-11, the number of expatriate teachers needs to be expanded to 20 to provide the expertise to launch the new Secondary programs at the new Nauru Secondary School and to better prepare the students in the Year 7 to 9 cohort.***

Work has commenced on a Human Resources performance measurement process and is planned for implementation. ***In 2010-11 a Professional Development Performance Framework will be established.***

Progress continues to be made in this milestone and there will be significant focus on supporting leadership in schools.

#### GOAL 5: Physical Resources developed

Short-term Sector Goals	Short-term Strategy: Physical Resources developed		
A learning framework and environment developed that directs students on the footpath that leads them to leaving school as confident citizens to enable them to live in and contribute to both Nauru society and a complex, global, networked society	<b>Milestone:</b>	Short term:	A Schools Maintenance and Rehabilitation program is operational as per the Buildings policy
			All Primary and Secondary Schools have internet access and a computer/ student ratio of 1:10
		Medium term:	Public Library established Broadband Internet services available to all schools All schools produce timely business plans

**OUTCOME:** Progress continues to be made toward milestones.

**COMMENT:**

Nauru Secondary School was officially opened and became fully operational in April 2010. Aiwo Primary School was lost to fire damage in 22 May 2010. A program of fencing infant and primary schools is in progress.

Internet connection has been completed for NSS. ***In 2010-11, all schools need to be connected to the internet.***

All schools need constant maintenance to ensure safe and healthy learning environments. ***A facilities maintenance program will implemented in 2010-11.***

**GOAL 6. Implement Management and Accountability systems**

Short-term Sector Goals	Short-term Strategy: Implement Management and Accountability systems		
A learning framework and environment developed that directs students on the footpath that leads them to leaving school as confident citizens to enable them to live in and contribute to both Nauru society and a complex, global, networked society	<b>Milestone:</b>	Short term:	Policy, governance and administrative framework for Education and Training exists
			Productive partnerships in place with community, other schools, departments and agencies and overseas sister schools

**OUTCOME:** Milestones have been partially achieved

**COMMENT:**

Draft Policy manual has been produced. It is essential that this process be finalised and policy formally implemented.

Productive partnerships have been partly achieved; MOU with Health department completed. Industry and community personnel consulted in relation to the delivery of TVET. MOU with Kayser College to be reviewed.

Aspects of this milestone have been partially achieved and is on track for 2012 achievement.

**GOAL 7. Engage consultants for 2006 to prepare and initiate reforms in TVET**



<b>Short-term Sector Goals</b> Revived to provide employment opportunities for youth and skilled people for private sector development	<b>Short-term Strategy:</b> Engage consultants for 2006 to prepare and initiate reforms in TVET		
	<b>Milestone:</b>	Short term: Accreditation of TVET Courses. offered through NSS courses in place.  Medium term: 30 per cent students graduated and working in trade related areas in Nauru and the region  “Learning Village” established	

**OUTCOME:** Milestone has been partially achieved

**COMMENT:**

Milestone achieved for a TVET group of subjects following development of Nauru TVET Framework, through Australian Qualifications Framework.

14 trainers graduated from APTC with Certificate IV TAA. Work continues on accreditation process.

TVET courses being implemented at NSS.

**GOAL 8: Pass rates improved for access to regional tertiary study opportunities**

<b>Short-term Sector Goals</b> Pass rates improved for access to regional tertiary study opportunities	<b>Short-term Strategy.</b> Strategy now adopted is to improve delivery of accredited programs at NSS focusing on SPBEA accreditation.  Provide quality teachers and facilities at NSS to deliver a regionally recognised Year 12 Certificate		
	<b>Milestone:</b>	Short term:  By 2012, at least 20 Year 12 students gain Tertiary entrance qualifications Medium term: 30 per cent students graduated and working in trade related areas in Nauru and the region	

**OUTCOME:** Milestone has not been achieved

**COMMENT.**

Due to changes instigated by SPBEA, whereby accreditation becomes the responsibility of each country and not SPBEA, it has been necessary for DoE to consider an alternative accreditation process. DoE has commenced investigations into an Australian State or Territory Authority providing an Australian Senior Certificate of Education. This will provide students in Nauru with an Australian certificate that will enable them to access tertiary providers in Australia, the region and overseas.

Overall, the provision of access to tertiary study needs attention. There are tertiary scholarships available, but the access is restricted due to applicants not being qualified to enrol. There is a need to provide bridging courses for post secondary applicants for tertiary scholarships in academic areas. There are an estimated 300 young adults who were disadvantaged by the economic and education sector collapse between 2000 and 2007. They are disadvantaged by not being provided with an education system that provided recognised University entrance qualifications system. Entry to TVET training since 2010 has been addressed with the assistance of APTC.

### **2.1.3 Conclusion**

This completes the review of the NSDS Education sector goals. Overall, the Department is making progress towards the milestones, but requires continued focus on key areas of the plan to ensure achievement of milestones.

## **2.2 . Departmental Outcome and Performance Indicators**

The following table lists each of strategies associated with each of the seven Key Focus Areas and provides a comment on the progress made in 2009-10

Table 1

KFA	GOAL	Strategy	Outcome/ Comment	Performance Indicator
Our Students	Student Attendance rates for all year levels to Year 10 exceeds 85%	1. Improved quality of teaching – more relevant and engaging lessons	<ul style="list-style-type: none"> <li>A comprehensive review will be undertaken this year.</li> </ul>	Public Awareness program on the value of schooling
		2. Attractive curriculum	<ul style="list-style-type: none"> <li>Attendance is below expected target</li> </ul>	
		3. Improved physical infrastructure of schools such as desks, toilets and libraries	<ul style="list-style-type: none"> <li>Continued work needs to occur in improving physical infrastructure.</li> </ul>	
		4. Supply of basic school materials such as texts, uniforms	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	
		5. Improved school transport	<ul style="list-style-type: none"> <li>No progress. This is a key issue that is impeding learning in schools and needs to be addressed.</li> </ul>	
		6. Supportive school environment policies	<ul style="list-style-type: none"> <li>Policy drafted</li> </ul>	
		7. Attention to nutritional needs of students	<ul style="list-style-type: none"> <li>Ongoing and needs additional support.</li> </ul>	
		8. Active involvement of Liaison officers in dealing with truants	<ul style="list-style-type: none"> <li>No progress. This is an area of key concern to the department and an area in which significant improvement is needed. May need to consider working closely with other key organisation</li> </ul>	
		9. Improved tracking and reporting of student attendance	<ul style="list-style-type: none"> <li>Limited progress</li> </ul>	
		10. Public awareness program on the value of schooling	<ul style="list-style-type: none"> <li>Limited progress</li> </ul>	
	Every student will have a personal Footpath of defined studies after Year 9 and retention rates to Year 12 will increase	1. Engage a Guidance Officer to advise Year 9 to 12 students on career pathways, study options and personal development issues	<ul style="list-style-type: none"> <li>No progress</li> </ul>	Retention to Year 12 exceeds 65% of the potential Year 12 cohort by 2013
		2. Provide comprehensive curriculum for	<ul style="list-style-type: none"> <li>In progress</li> </ul>	

Our Curriculum		all learners		
		3. Repeat Hearts and Minds Survey to determine Youth expectations of schooling	<ul style="list-style-type: none"> <li>This is a key priority to be implemented in this planning cycle.</li> </ul>	
	Boys and Girls Share equally in the benefits of our education system	1. Provide vocational guidance at Secondary level to show relevance to schooling	<ul style="list-style-type: none"> <li>No progress</li> </ul>	By 2013, the number of Year 8 and Year 12 scholarships are shared equally by boys and girls
	Students will have pride in their Nauruan culture and identity	1. Continue to develop the Rich Task curriculum that values Nauruan identity	<ul style="list-style-type: none"> <li>A comprehensive review of Rich Tasks will be undertaken.</li> </ul>	Students in Year 3 speak and write Nauruan fluently;
		2. Introduce a Nauru Language policy in school	<ul style="list-style-type: none"> <li>Implementation of the policy is reliant on outcomes associated with a language commission</li> </ul>	At least one Rich task per year level has a Nauruan context
		3. Integrate Nauruan industry and community, including Rehab and RonPhos, into curriculum content	<ul style="list-style-type: none"> <li>This is planned as part of curriculum review scheduled for this year.</li> </ul>	School exams test knowledge of Nauruan culture
	Students will learn in a supportive school environment, which encourages engagement in the schooling process	1. 1.The 2007 Truants survey and the 2006 Hearts and Minds Surveys both reveal bullying as a reason for not attending school;	<ul style="list-style-type: none"> <li>Delete</li> </ul>	Number of students disciplined by Liaison Officers decreases by 50% by 2013
		2. Liaisons Officers report behaviour management of students as a major issue;	<ul style="list-style-type: none"> <li>No progress</li> </ul>	
		3. Schools have weakly developed or inconsistent Behaviour Management policies	<ul style="list-style-type: none"> <li>No progress</li> </ul>	
		4. Teachers have little formal training in behaviour management	<ul style="list-style-type: none"> <li>Revisting practice in schools to ascertain current effectiveness</li> </ul>	Rich Tasks occupy 65% of the lesson time by 2013 in Years 1 to 9
	Provide relevant study footpaths for every student	1. Continue development of the Rich Task program of curriculum	<ul style="list-style-type: none"> <li>In progress</li> </ul>	

	from Infants to leaving school	organization to extend the coverage of curriculum materials to 65% by 2013, Maintain the CASE supervision of the development of the program		
		2. Continue teacher training in the pedagogies associated with Rich Tasks	<ul style="list-style-type: none"> <li>In progress</li> </ul>	
		3. Provide logistic support to developing new Rich Task materials	<ul style="list-style-type: none"> <li>In progress</li> </ul>	
		4. Continue to review the effectiveness of Rich Tasks at all levels	<ul style="list-style-type: none"> <li>In progress</li> <li>Midyear National moderation process report produced. Continued efforts are made to ensure that implementation of the curriculum is well monitored through evidence based reports</li> </ul>	
		5. Continue backward mapping of Rich Tasks to ensure that the content and skills provided up to Year 9	<ul style="list-style-type: none"> <li>An area of key review for this year</li> </ul>	
		6. Conduct parent awareness programs of the Rich Task Program and support teachers in presenting workshops regionally and internationally in the Program	<ul style="list-style-type: none"> <li>No progress</li> </ul>	
	Seamless linkages exist between all stages of the education and training process	1. Establish a Curriculum Accreditation Authority which establishes and mandates a seamless curriculum which includes a Youth Affairs curriculum	<ul style="list-style-type: none"> <li>No progress</li> </ul>	All students can progress through the Education and Training system
		2. Establish a Qualifications Framework which provides a pathway to University, Trade School or other post Secondary Training opportunities	<ul style="list-style-type: none"> <li>In progress</li> <li>Continuous dialogue at national and regional level</li> </ul>	
		3. Provide entry to Youth Affairs programs to only students over 19 years of age, or have sat the NSS Year	<ul style="list-style-type: none"> <li>No progress</li> </ul>	

		11 and 12 curriculum program		
		4. Strengthen the Year 10, 11, 12 program to include TVET, Life Skills and Work Experience	<ul style="list-style-type: none"> <li>In progress</li> </ul>	
		5. Develop programs to cater for older students with children, disabilities, economic hardship or domestic situations which restrict access to normal education programs	<ul style="list-style-type: none"> <li>In progress</li> <li>Learning Village concept is being considered as a mechanism of delivery.</li> </ul>	
		6. Develop partnerships with University and Trade course providers	<ul style="list-style-type: none"> <li>In progress</li> </ul>	
		7. Establish a new position within CASE to provide Adult Education classes using the facilities of the new Nauru Secondary School after normal school hours	<ul style="list-style-type: none"> <li>In progress</li> </ul>	
	Values depth of knowledge and understanding, in relevant areas	1. Provide critical literacy skills in the curriculum using the Rich Task framework	<ul style="list-style-type: none"> <li>Limited progress</li> </ul>	Teachers expressed satisfaction that the knowledge component of the curriculum is balanced
		2. Commission literature and environmental scans at three year intervals to report on the adequacy of the knowledge provided across the curriculum in the context of the aims of the education system	<ul style="list-style-type: none"> <li>Last scan undertaken 2007. A scan is planned for 2011.</li> </ul>	
		3. Survey students, parents and employers on the adequacy and depth of content in the curriculum	<ul style="list-style-type: none"> <li>No progress</li> </ul>	
	Students are proficient in the Nauruan language	1. Introduce a Language Policy that requires all students to Year 3 to be immersed in Nauruan	<ul style="list-style-type: none"> <li>This will be reliant on Language commission outcomes.</li> </ul>	Policy exists and is enforced
		2. Produce Resource materials including a set of Nauruan Readers	<ul style="list-style-type: none"> <li>Readers have been completed but await Language Commission establishment before can be distributed and confirmation of</li> </ul>	

			standardised words	
		3. Train teachers to use the resources and to use standardised Nauruan in class	<ul style="list-style-type: none"> <li>Reliant on above</li> </ul>	
	Provide students with a set of Life Skills as defined by SPBEA	1. Review Rich Tasks to map the Tasks which contain the components of the Life Skills as published by SPBEA	<ul style="list-style-type: none"> <li>In progress</li> </ul>	Students demonstrate Life Skills
		2. Embed any Life Skills which are not covered in the formal curriculum	<ul style="list-style-type: none"> <li>In progress</li> </ul>	
		3. Provide training for teachers in teaching the Life Skills	<ul style="list-style-type: none"> <li>Not yet commenced</li> </ul>	
		4. Assess and report on levels of students in achieving the Benchmarks	<ul style="list-style-type: none"> <li>In progress</li> </ul>	
	Support reading, writing and understanding English	1. Support the 4S Reading Program	<ul style="list-style-type: none"> <li>In progress (lack human resource)</li> </ul>	Improvement in Literacy Benchmarks
		2. Measure Literacy Benchmarks and report the results	<ul style="list-style-type: none"> <li>In progress</li> </ul>	
		3. Train teachers in teaching English as a subject	<ul style="list-style-type: none"> <li>Achieved (4S workshops)</li> </ul>	
		4. Provide resources such as texts, and library equipment	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	
	TVET is promoted as a valued pathway for all Learners	1. Develop, staff and resource a TVET Curriculum	<ul style="list-style-type: none"> <li>In progress</li> </ul>	Percentage of students choosing a TVET pathway is greater than 33% of Student enrolled in Years 11 and 12
		2. Develop a Qualification Framework that provides accreditation for TVET courses	<ul style="list-style-type: none"> <li>In progress</li> </ul>	
		3. Promote TVET through the Guidance Officer and public displays of student work	<ul style="list-style-type: none"> <li>In progress</li> </ul>	
	Support for all learners, including those with Disabilities and Special needs	1. Able Disable Curriculum developed	<ul style="list-style-type: none"> <li>No progress</li> </ul>	Number of students at Able Disable increased to 40; Permanent site for Able Disable
		2. All students in Infants tested for Hearing, Sight and Motor Skills and data recorded in association with Health Department	<ul style="list-style-type: none"> <li>In progress</li> <li>Continuous dialogue with Health department is made to ensure support is provided for students with learning</li> </ul>	

			disabilities	established
		3. Able Disable Centre refurbished	<ul style="list-style-type: none"><li>• In progress</li></ul>	
		4. Special needs teachers trained for Primary year levels for those student with reading difficulties,	<ul style="list-style-type: none"><li>• No progress</li></ul>	
		5. Support for hearing and visual impaired learners provided	<ul style="list-style-type: none"><li>• No progress</li></ul>	
	Have an assessment program that is inclusive and aligns with a regional qualifications framework	1. Provide Teacher training in assessment	<ul style="list-style-type: none"><li>• Limited progress</li></ul>	Assessment Policy exists and enforced Qualification Framework endorsed
		2. Certify teachers as registered assessors	<ul style="list-style-type: none"><li>• No progress</li></ul>	
		3. Use services of SPBEA to provide quality assurance measures of standards Courses through regular visits and adherence to a regional qualifications framework	<ul style="list-style-type: none"><li>• In progress</li></ul>	
		4. Develop and disseminate an Assessment Policy for all schools and levels of courses	<ul style="list-style-type: none"><li>• No progress</li></ul>	
	Provide Work Experience for Secondary students	1. Appoint a Work Experience Coordination	<ul style="list-style-type: none"><li>• No progress</li></ul>	Work Experience program exists
		2. Develop a formal work experience program with goals and a policy	<ul style="list-style-type: none"><li>• No progress</li></ul>	
3. Timetable a Work experience program in the school calendar		<ul style="list-style-type: none"><li>• No progress</li></ul>		
Is explicit in what students need to learn and in the minimum hours required for various areas of learning	1. Develop curriculum of specific learning outcomes required in English, Maths, Science, Social Science, TVET and Life Skills for all appropriate year levels.	<ul style="list-style-type: none"><li>• No progress</li></ul>	Teacher Guide exists for all year levels for all content organisers	
	2. Backward map the outcomes with Rich Tasks to extract the learning outcome covered in Rich Tasks	<ul style="list-style-type: none"><li>• Most syllabuses not written in outcomes but objectives</li><li>• Current Rich Tasks have completed the backward mapping</li></ul>		



<b>OUR TEACHERS</b>		3. Produce a teachers' guide for all year levels for all Rich Tasks and other content organisers. The Teacher's guide shows explicit details of what learning outcomes are expected of a student at various stages of the school cycle	<ul style="list-style-type: none"> <li>In progress- Handbooks available, still need explicit details of learning outcomes</li> </ul>	
		4. The Curriculum Board prescribes minimum hours of study for various courses and topics or subjects within a Course	<ul style="list-style-type: none"> <li>No progress</li> </ul>	
		5. The Curriculum Board will investigate setting minimum homework hours for each year level	<ul style="list-style-type: none"> <li>In progress ( drafted policy)</li> </ul>	
	All teachers registered and qualified, especially in ESL teaching pedagogies	1. Increase percentage of male and younger teachers through improved training and better career opportunities. Survey and prepare a profile of teaching workforce to show this data	<ul style="list-style-type: none"> <li>Some progress through the pre-service training program- no survey developed.</li> </ul>	Teaching workforce survey instrument developed, disseminated, collected and analysed Upgrading and inservice programme developed and implemented .Teachers have a relevant teaching qualification. Secondary has specialist teachers in English, Maths, Science, TVET,
		2. Provide upgrading for Infants and Primary teachers in curriculum content	<ul style="list-style-type: none"> <li>In progress (all teachers)</li> <li>Considerable work has been done to upgrade teachers. All the infant teachers are therefore engaging in Early Childhood courses at USP campus and most Primary teachers are engaged in teacher courses with DWU. Both programs are done through flexi-school whereby teachers are expected to continue working fulltime and do their studies at the same time.</li> </ul>	
		3. Provide structured training course for up to 70 Trainee over four years teachers leading to a teaching qualification	<ul style="list-style-type: none"> <li>In progress</li> <li>Ongoing consultations with providers, USP, DWU especially in providing Pre-service program for new aspiring</li> </ul>	

			teachers	
		4. Provide Inservice course, leading to teaching qualifications, for existing teachers	<ul style="list-style-type: none"> <li>Ongoing training through USP and DWU for Infant and Primary teachers</li> </ul>	
		5. Provide leadership training for Principals and aspiring leaders	<ul style="list-style-type: none"> <li>A group of teachers graduated with Diploma in Leadership and Management through DWU</li> </ul>	
		6. Provide specialised training for specialist positions such as Assessment, disabilities/inclusive education and Secondary specialist areas	<ul style="list-style-type: none"> <li>No progress</li> </ul>	
		7. Engage expatriate teachers to act as mentors, and take classes while teachers are training	<ul style="list-style-type: none"> <li>Achieved</li> </ul>	
		8. Consider flexible Term dates to allow for inservice course	<ul style="list-style-type: none"> <li>In progress</li> </ul>	
		9. Appoint a training coordinator to provide support services to teachers undertaking upgrading courses	<ul style="list-style-type: none"> <li>Staff Development officer has been appoint</li> </ul>	
		10. Negotiate Agreements with Universities to provide teacher Training and upgrading courses	<ul style="list-style-type: none"> <li>In progress</li> </ul>	
	Teacher skills, performance and competency levels monitored and evaluated	1. Establish a Teacher Registration Authority (TRA) with authority to (i) register all teachers, (ii) conduct teacher performance reviews, (iii) accredit and conduct Teacher Training courses (iv) set remuneration and employment conditions for teachers	<ul style="list-style-type: none"> <li>No progress</li> </ul>	A set of standards for teaching is published and regulated by a Teacher Registration Board
		2. Conduct awareness raising program of the TRA with teachers, principals and other key stakeholders.	<ul style="list-style-type: none"> <li>No progress</li> </ul>	
		3. Establish a formal program to train	<ul style="list-style-type: none"> <li>In progress</li> </ul>	

		teachers		
		4. Establish and resource a Teacher Training Centre	<ul style="list-style-type: none"> <li>Nauru Teacher Institute established and staffed</li> </ul>	
	Our Secondary School staffed by qualified specialist teachers	1. Negotiate with a teacher training service provider to train 25 Secondary teachers in English, Maths, Science, Social Science, TVET	<ul style="list-style-type: none"> <li>In progress</li> </ul>	Secondary classes are staffed by qualified secondary teachers
		2. Develop a relationship with a teaching service, University or Training Provider such as FIT to provide an exchange program for Secondary teachers	<ul style="list-style-type: none"> <li>In progress</li> </ul>	
		3. Work with Teacher Registration Authority to provide framework of qualifications required for secondary teaching	<ul style="list-style-type: none"> <li>No progress</li> </ul>	
	A Learning Community of Teachers is established	1. Provide opportunities for our teachers to upgrade their skills, be involved in professional discussions	<ul style="list-style-type: none"> <li>Achieved</li> <li>Teachers are engaging in professional discussions through their upgrading programs by presenting educational topics to their colleagues and lecturers.</li> <li>At Social and National moderation meetings teachers are required to engage in professional discussions to ensure standards are met</li> </ul>	Teachers present papers or make presentation to Regional workshops Social Moderation meetings held once per semester Professional associations established Meetings well attended
		2. Establish Professional Associations of teacher – eg Infants teachers, Science teachers	<ul style="list-style-type: none"> <li>No progress</li> </ul>	
		3. Provide opportunities for our teachers to present their work to Regional and International forums	<ul style="list-style-type: none"> <li>No progress</li> </ul>	
		4. Support the Social Moderation as not only as an assessment strategy but also an opportunity for professional dialogue	<ul style="list-style-type: none"> <li>Achieved</li> </ul>	

		5. Conduct regular Principal and TIC meetings	<ul style="list-style-type: none"> <li>Achieved whereby monthly meetings are held with HOD</li> </ul>	
	Principals have Post Graduate qualifications in Leadership in an Education context	1. Provide a post graduate Leadership training for Principals 2. Require all appointees to Principal and Teachers in Charge positions to have a Leadership qualification 3. The Department Education mandate the content of the Leadership Units to be covered in the Leadership training program	<ul style="list-style-type: none"> <li>No progress</li> <li>In progress</li> <li>In progress</li> </ul>	Principals possess Post graduate Leadership qualifications
OUR Students are provided with full instruction time per term. SCHOOLS	Our Schools have electric power, running water and flushing toilets	1. Provide each school with a water reticulation system that relies on gravity for pressure rather than electricity	<ul style="list-style-type: none"> <li>Menen school only one completed- WATIES program seems to have been abandoned</li> </ul>	School have continuous power
		2. Participate in a solar power project at Nauru College with Utilities	<ul style="list-style-type: none"> <li>Nauru College generating sufficient power need to negotiate a process of reimbursement with Utilities for power this school is generating and returning to the grid</li> </ul>	
		3. Provide each school with a generator of sufficient capacity to run the school library, ICT facility, Office and toilets	<ul style="list-style-type: none"> <li>Delete</li> </ul>	
		4. Maintain the trial position of Buildings Supervisor	<ul style="list-style-type: none"> <li>Achieved</li> <li>Appointed supervisor is actively carrying out various renovations for the 10 schools and ensuring urgent maintenance and repairs are being handled at a timely manner</li> </ul>	
		5. Provide Building Supervisor with transport	<ul style="list-style-type: none"> <li>Achieved</li> </ul>	
	Libraries equipped with affordable ICT technology	1. Equip Libraries at NSS, Nauru College, Kayser, Aiwo and Yaren with	<ul style="list-style-type: none"> <li>Some progress</li> </ul>	Library has ICT facilities

		ICT technology that integrates with Nauru's Communications network		
		2. Teachers and students trained in the use of the ICT technology	<ul style="list-style-type: none"> <li>Not in this financial year</li> </ul>	
	Schools have safe and healthy learning environments	1. All schools enrol in the Healthy Schools Program organised by the World Health Organisation	<ul style="list-style-type: none"> <li>Three schools involved</li> </ul>	Staff, students and parents express satisfaction with school environment Buildings program of repair and maintenance exists A safe and healthy learning environment established in each school
		2. Develop a budgeted program of regular maintenance and repair of education buildings	<ul style="list-style-type: none"> <li>Not achieved</li> </ul>	
		3. Schools fenced	<ul style="list-style-type: none"> <li>Due to fire at Aiwo fencing contract being renegotiated</li> </ul>	
		4. Environmental and Liaison Officers policy continues; E.O. responsible for school maintenance	<ul style="list-style-type: none"> <li>This is an area of concern and very limited progress has been made</li> </ul>	
		5. School Rules are displayed in each school	<ul style="list-style-type: none"> <li>No progress</li> </ul>	
		6. Teachers exhibit respect for each other and for students	<ul style="list-style-type: none"> <li>No progress</li> </ul>	
		7. Behaviour Management Policy developed	<ul style="list-style-type: none"> <li>Achieved (needs implementation)</li> </ul>	
		8. All schools participate in the safe and healthy school programme	<ul style="list-style-type: none"> <li>Three schools currently participating</li> </ul>	
		9. Reliable security measures are taken for each school The Environmental Officer supervises the cleaning of schools	<ul style="list-style-type: none"> <li>In progress with security; Achieved EO supervisor- however there are considerable issues around the effectiveness of these officers</li> </ul>	
		10. Cleaner provided with training	<ul style="list-style-type: none"> <li>Achieved</li> </ul>	
		11. Schools provided with cleaning supplies	<ul style="list-style-type: none"> <li>Achieved</li> </ul>	
	A qualified team of frontline staff ensure schools are provided with timely and efficient administration and logistics support	1. Provide Frontline Courses for all administration and service staff of the Department	<ul style="list-style-type: none"> <li>Achieved</li> </ul>	Administration staff have Frontline qualifications
		2. Provide facilities, equipment, software applications and policies that	<ul style="list-style-type: none"> <li>In progress</li> </ul>	

		facilitate provision of timely services to schools		
	Reliable and efficient Bus service delivers students to school and to home on time and provides service to schools when transport is required for excursions, workshops, deliveries, meetings	<ol style="list-style-type: none"> <li>1. Negotiate a MOU with Transport Department for improvement in schedules and bus and transport availability</li> <li>2. Ensure safety practices are observed in transport operations</li> </ol>	<ul style="list-style-type: none"> <li>• There has been no progress in this area and it continues to have a serious and negative impact on schools and learning</li> <li>• No progress</li> </ul>	All buses arrive before 8.00 am and have all students home before 2.30 pm
	TVET and Trade Training facilities are operational	<ol style="list-style-type: none"> <li>1. Conduct an audit of TVET needs and associated courses using the services of UNESCO</li> <li>2. Use the audit to               <ol style="list-style-type: none"> <li>(i) Prepare a list of courses and accreditation requirements</li> <li>(ii) Prepare a TVET staff organisation chart</li> <li>(iii) Prepare a list of required facilities and equipment</li> <li>(iv) Prepare a timetabled work program which shows efficient use of the resources provided in (iii) and the staff provided in (ii)</li> <li>(v) Provide a community and student awareness campaign to promote the TVET program</li> </ol> </li> <li>3. Engage qualified TVET training and teaching staff, and consider the use of short term contracted trainers</li> <li>4. Consider increasing efficiency of the TVET budget by use of ICT to deliver some skills training competencies</li> </ol>	<ul style="list-style-type: none"> <li>• Achieved through Canberra/Sunshine Coast</li> <li>• Consultant did not complete all the TOR</li> <li>• 14 trainers graduated with a Certificate IV in TAA however now need to complete a Cert II in area of their trade to be able to assess</li> <li>• No progress</li> </ul>	Facilities for TVET courses are available
	A long term schools maintenance, refurbishment	<ol style="list-style-type: none"> <li>1. Develop a capital works program for schools</li> </ol>	<ul style="list-style-type: none"> <li>• Not achieved</li> </ul>	Students are adequately housed

	and replacement program exists	2. Review the School's Buildings Policy introduced in 2007	<ul style="list-style-type: none"> <li>Not achieved</li> </ul>	and provided with appropriate learning facilities
		3. Implement and support the revised Building Policy	<ul style="list-style-type: none"> <li>Not achieved</li> </ul>	
	School hours and length of time at school will be reviewed	1. Prepare a series of options for school hours for consideration by stakeholders	<ul style="list-style-type: none"> <li>Not achieved</li> </ul>	Students are provided with full instruction time per term.
		2. Set minimum instruction time for students in various year levels and enforce them	<ul style="list-style-type: none"> <li>Policy was drafted but not implemented</li> </ul>	
		3. Negotiate MOU with Transport Department to guarantee timely arrival and departure of students	<ul style="list-style-type: none"> <li>No progress</li> </ul>	
	OUR PLACE IN THE COMMUNITY	Schools will operate as part of the community	1. Strengthen linkage and integration with the delivery of education programs in which community participation is encouraged.	Active Parents and Community Associations in each of the 10 schools.
			2. Support Parents and Citizens Associations	
			3. Work with local community NGOs and interest groups such as Father's Club, Sporting Clubs, Churches and others.	
			4. Community members represented on Education and Training Committees	
		Our student report cards will be transparent and meaningful accounts of students' progress	1. Review existing format of report cards	Stakeholders express satisfaction with format of report card
			2. Ensure report cards are informative and reflect a meaningful account of students' progress	Stakeholders express satisfaction with format of report cards
			3. Ensure all students receive a report	

		4. Train Teachers to complete report cards	<ul style="list-style-type: none"> <li>In progress</li> </ul>	
		5. Conduct awareness raising campaign with community on understanding the report card	<ul style="list-style-type: none"> <li>No progress</li> </ul>	
	Schools will be venues for Youth and Adult and continuing education and training programs	1. Develop a policy on Adult and Community Education	<ul style="list-style-type: none"> <li>Under consideration</li> </ul>	Youth, Adult and Community Education policy developed and implemented
		2. Develop a program for Adult and Community Education and Training (ACET)	<ul style="list-style-type: none"> <li>Under consideration</li> </ul>	
		3. Train resource people to teach the program	<ul style="list-style-type: none"> <li>Not commenced</li> </ul>	
		4. Develop policy on shared use of resources and facilities	<ul style="list-style-type: none"> <li>Not commenced</li> </ul>	
		5. Appoint a co-ordinator to manage the ACET program	<ul style="list-style-type: none"> <li>Not commenced</li> </ul>	
		6. Provide relevant resources for Adult and Community Education and Training	<ul style="list-style-type: none"> <li>Not commenced</li> </ul>	
		7. Conduct community awareness programs on ACET.	<ul style="list-style-type: none"> <li>Not commenced</li> </ul>	
		8. Provide funding for ACET	<ul style="list-style-type: none"> <li>Not commenced</li> </ul>	
		9. Negotiate a MOU with Youth Affairs Directorate to delineate the groups and the services that are to be provided by Education and by Youth Affairs to avoid duplication of services, or some groups "dropping between the cracks"	<ul style="list-style-type: none"> <li>To be commenced</li> </ul>	
OUR ACCOUNTABILITY	The operations and performance of the Education and Training Department are reported annually	1. Develop and support the Curriculum, Accreditation, Statistics and Examinations (CASE) unit to provide the Monitoring and Evaluation services to the Department	<ul style="list-style-type: none"> <li>In progress</li> </ul>	Annual Report produced
		2. CASE to prepare an Annual report which shows the level of progress in achieving the goals of this Strategic	<ul style="list-style-type: none"> <li>Not achieved</li> </ul>	



		Plan. In particular, report against each performance indicator provided in Annual Operation Plan of the Department		
		3. Report published and made available for all stakeholders and public.	<ul style="list-style-type: none"> <li>Not achieved</li> </ul>	
		4. Train CASE staff in Monitoring and Evaluation skills	<ul style="list-style-type: none"> <li>Not achieved</li> </ul>	
		5. Provide CASE with resources, including human resources, to ensure Accountability programs are effective	<ul style="list-style-type: none"> <li>In progress</li> </ul>	
		6. CASE conducts annual satisfaction survey of all stakeholder	<ul style="list-style-type: none"> <li>No progress</li> </ul>	
	The quality of student outcomes and teachers' performances are monitored and reported	1. Provide the CASE unit with resources and policies to allow it to provide the accountability services to the Department	<ul style="list-style-type: none"> <li>In progress</li> </ul>	Reports on student results in regional benchmark tests and on teacher performance are published
		2. CASE conducts benchmark and standardised testing and makes results available to decision makers	<ul style="list-style-type: none"> <li>In progress</li> </ul>	
		3. Develop Teacher Appraisal Program	<ul style="list-style-type: none"> <li>In progress</li> </ul>	
		4. CASE, in collaboration with the Principals, conducts teacher performance reviews and Provides feedback to teachers (i) Makes recommendation based on teacher's performance (ii) Ensures continuous improvement in teachers' skills (iii) Ensures performance is recorded in teacher's file	<ul style="list-style-type: none"> <li>In progress</li> <li>Teacher inspection conducted and report produced</li> </ul>	

		5. Train Officer for Teacher Appraisal	<ul style="list-style-type: none"> <li>No progress</li> </ul>	
		6. CASE publishes reports on student outcomes	<ul style="list-style-type: none"> <li>In progress</li> <li>Rich tasks grades and exams reported at the end of each school year</li> </ul>	
		7. CASE maintains a secure record of student and teacher performance	<ul style="list-style-type: none"> <li>In progress</li> <li>Data is collated and recorded on excel spreadsheet on student results and teacher performance and qualification etc</li> </ul>	
		8. Maintain a secure Scholarship database	<ul style="list-style-type: none"> <li>No progress</li> </ul>	
	Timely data is available to our Education planners and managers to make evidence based decisions	1. Operate a functional Education Management Information System that is used by CASE	<ul style="list-style-type: none"> <li>In progress</li> </ul>	Timely presentation of reports Improved communication capability between Support Office and Schools
		2. Provide training for staff in maintaining the system	<ul style="list-style-type: none"> <li>In progress</li> </ul>	
		3. Build an ICT networking system that allows data and file sharing between Support Office and Schools.	<ul style="list-style-type: none"> <li>In progress</li> <li>Office networking system has been established. Still awaiting to get schools networking done</li> </ul>	
		4. Train staff to analyse data and present reports	<ul style="list-style-type: none"> <li>In progress</li> </ul>	
	Provide regular reviews of the Strategic Plan	1. Annual reviews of Footpath II,	<ul style="list-style-type: none"> <li>In progress</li> </ul>	Annual Review approves extension of Footpath II Annual Operation Plans produced
		2. Implement Footpath II through Annual Operation Plans which allow for flexibility	<ul style="list-style-type: none"> <li>In progress</li> </ul>	
	Ensure equitable and efficient allocation of resources	1. Maintain an asset register updated by annual stocktake and audit	<ul style="list-style-type: none"> <li>In progress</li> <li>Database yet to be established</li> </ul>	Asset Management Database is available and a process is in place to monitor it
		2. Create and appoint an Asset Manager	<ul style="list-style-type: none"> <li>Achieved</li> <li>Appointed Asset manager, working progress on tracking all assets and consumables</li> </ul>	

OUR EDUCATION SYSTEM		3. Operate a software program that tracks all assets and consumables, including texts and materials in schools.	<ul style="list-style-type: none"> <li>In progress</li> </ul>	
		4. Prepare table of various ratios that allows comparison of allocations to various schools and year levels.	<ul style="list-style-type: none"> <li>In progress</li> </ul>	
		5. Prepare schedule of annual allocation of resources to each school	<ul style="list-style-type: none"> <li>Achieved</li> <li>Regular supplies of resources is provided to the schools (TVET new)</li> </ul>	
		6. Ensure transport available for efficient distribution	<ul style="list-style-type: none"> <li>No progress</li> </ul>	
		7. Provide secure storage for consumables and assets at school and Departmental level	<ul style="list-style-type: none"> <li>Priority area to ensure secure storage of all assets and consumables</li> </ul>	
	We will operate under a new Education and Training Act which governs the curriculum taught, standards of learning and teaching, accountability of the Department, operations of schools and reporting.	1. Prepare draft Bill for consideration by Parliament	<ul style="list-style-type: none"> <li>In progress</li> </ul>	An Education and Training Bill is enacted.
		2. Prepare material to assist community to be made aware of proposals in the Bill	<ul style="list-style-type: none"> <li>Awaiting above</li> </ul>	
		3. Conduct community awareness program on all aspects of the Bill	<ul style="list-style-type: none"> <li>Awaiting above</li> </ul>	
	The Goals of our Education System align with the Nauru National Sustainable Development Strategy Goals	1. Prepare a strategic plan that aligns with the NSDS goals	<ul style="list-style-type: none"> <li>Achieved</li> <li>Footpath 2 is produced</li> </ul>	Department's Strategic Plan aligns with NSDS
		2. Develop Annual Operation Plan to implement the Strategic Plan programs	<ul style="list-style-type: none"> <li>Achieved</li> </ul>	
		3. Strategic Plan is reviewed annually and Annual Operation Plan reviewed quarterly	<ul style="list-style-type: none"> <li>Achieved</li> </ul>	
		4. Report to Aid Management Unit and NSDS Implementation Unit as required	<ul style="list-style-type: none"> <li>Achieved</li> </ul>	
		5. A comprehensive review of NeatRP is conducted in mid 2010	<ul style="list-style-type: none"> <li>In progress</li> </ul>	

	Is sustainable in terms of human and financial resources	1. Prepare annual Budgets that fund recurrent salary and staff expenditure and sustain operations of the System	<ul style="list-style-type: none"> <li>Partly Achieved</li> </ul>	Strategies endorsed by government, industries and other stakeholders Demographic report published by Bureau of Statistics.
		2. Promote the value and importance of Education and Training to the Community	<ul style="list-style-type: none"> <li>In progress</li> </ul>	
		3. Prepare long term projections on student and teacher numbers	<ul style="list-style-type: none"> <li>Achieved</li> </ul>	
		4. Prepare a succession plan for higher level positions	<ul style="list-style-type: none"> <li>Under consideration</li> </ul>	
		5. Establish a human resource capacity building program	<ul style="list-style-type: none"> <li>Under consideration</li> </ul>	
		6. Consider scope for parental financial contributions for schooling	<ul style="list-style-type: none"> <li>Not under consideration</li> </ul>	
		7. Consider a training levy on employers to partly fund education	<ul style="list-style-type: none"> <li>Not under consideration</li> </ul>	
		8. Consider ways to retain staff trained at Departmental expense	<ul style="list-style-type: none"> <li>In progress</li> </ul>	
		9. Develop productive partnerships with donors and regional education and training bodies	<ul style="list-style-type: none"> <li>In progress</li> </ul>	
		10. Consider franchising and forming alliances with other service providers to deliver sustainable quality services	<ul style="list-style-type: none"> <li>In progress</li> </ul>	
		11. Develop a position paper on corporatising the Education and Training system, or aspects of the system, to ensure sustainability	<ul style="list-style-type: none"> <li>Not yet considered</li> </ul>	
		12. Support Regional initiatives for donor harmonisation	<ul style="list-style-type: none"> <li>Achieved</li> </ul>	
	All stakeholders have a shared vision for Education and Training goals	1. Use consultative process to develop Strategic Plan	<ul style="list-style-type: none"> <li>Achieved</li> </ul>	Stakeholders express satisfaction with their ability to influence Education and
		2. Disseminate the Strategic Plan through publications, meetings, activities and ceremonies	<ul style="list-style-type: none"> <li>In progress</li> </ul>	

		3. Principals, as community change agents, “walk the talk” about the vision expressed in the Strategic plan	<ul style="list-style-type: none"> <li>• In progress</li> </ul>	Training programs
		4. Promote community involvement in the Education process	<ul style="list-style-type: none"> <li>• Achieved</li> </ul>	

## CONCLUSION.

Over 65 % of the strategies are either completed or in progress. The Strategic Plan provides for all the strategies to be completed by 2011 and the Department is on track to implement over 70 % of the strategies by then

It is recommended that the Strategic Plan undergo a major review in 2010, so that the Plan can be extended from 2011 to 2015. Currently the Plan is serving as a sound footpath for the Department and the lessons learnt in 2008-09 and 2009-10 will provide a extensive source of data and evidence for Footpath III.

### 2.3. Implementation and progress of projects including approved NPP's.

The following projects were implemented as NPP's in 2009-10.

#### **NPP 1 – New Fiji Scholarship Scheme – Not Approved**

**NPP 2 – School Refurbishment Program (\$494,000) Approved** - This NPP is fully funded by AUSAID and involves a wide range of major sub-projects across Education School Buildings which are as follows;

- Urgent Minor Repairs (**\$40,000**)
- Fencing in Schools (**95,000**)
- Library Refurbishment Program (**\$60,000**)
- Refurbishment of YPS Toilet blocks (**\$54,000**)
- Manual Arts Facility at NC (**\$120,000**)
- Refurbishment of BIS Playcentre (**\$100,000**)
- Air Conditioning System at NC (**25,000**)

**TOTALS - \$494,000**

#### **NPP 3 – One Laptop per child (\$28,750) Approved**

#### **NPP 4 – Library Management Program (Software) \$26,385 (\$NZ) Approved**

#### **NPP 5 – NZAID Partnership Arrangement (\$1,926,210) Approved**

#### **NPP 6 – Curriculum and Teacher Quality Improvement Program (\$25,000) Not Approved**

#### **NPP 7 – Library Development Program – Books (\$60,000) Approved**

#### **NPP 8 – Parent School Improvement Program (\$30,000) Approved**

#### **NPP 9 – Nauru Language Plan (\$50,000) Not Approved**

#### **NPP 10 – Secondary Qualifications Program (12,000) Approved**

#### **NPP 11 – NSS Opening (\$3000) Approved**

#### **NPP 12 – NSS Initial Consumables (\$70,000) Approved**

#### **NPP 13 – Skills development Program for Out of School Youths (\$15,000) Approved**

#### **NPP 14 – Expatriate Recruitment (\$8,000) Approved**

#### **NPP 15 – Expatriate Teacher Expenses (\$390,150) Approved**

#### **NPP 16 – East Coast Welding Program - Loan (\$178,000) Not Approved**

#### **NPP 17 – USP Debt Restructuring (35,000) Approved**

#### **NPP 18 – Laptop Loan for Teachers (\$20,000) Approved**

The following table describes the goals/strategies and progressive outcome for each of the above NPPs for 2009-10.

<b>NPP#</b>	<b>Project Name</b>	<b>Goal</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Comment</b>
<b>1</b>	New Fiji Scholarship Scheme	To develop and improve Secondary Education standard in Nauru	Abolish the RON Scholarship Scheme and use savings to recruit qualified Expatriate teachers to teach at the New NSS	Not Achieved	NPP not approved for implementation in 2009-10
<b>2</b>	School Refurbishment Program	Renovate Schools	Up to 4 school buildings rehabilitated, and daily minor repairs maintained	Achieved	
<b>3</b>	One laptop per child program	Improve the Educational system focusing on	Provide extra 230 XO laptops at \$250 each to 220 year 1 students & teachers – to be	Not Achieved	NPP not approved for implementation in 2009-10

		quality (to regional standards) scope (Primary, Secondary, vocational and life & trade skills) and reach (new audiences such as the mature age)	purchased by start of semester 2, 2009		
<b>4</b>	Library Management Program (Software)	Library Management systems in place for 5 Schools (YPS, APS, NC, KC & NSS)	Supply, install and train Librarians to manage a Library Asset (books) management system – Install a specialist software providing necessary library features not available in MYOB – Automatic access to SCIS, barcode scanning of books borrowed, automatic cataloguing using ISBN, Web based storage data and access to collections and updates on library issues	In progress	Training of staff has been completed. Scanning equipment has been received and books barcoded. Configuration of server is presently underway.
<b>5</b>	Nzaid Partnership Arrangement for 2010	Improved teacher quality	NZaid to fund projects for (yr 2 – 2010 Academic yr) that spread across Curriculum, Pedagogy, Infrastructure, Physical Resources, Human resources P&C involvement, Admin Framework, & Systems & HR performance mngmnt	Achieved	Received funding of 1.3m half way through 2010 Academic year due to delay in reporting expenditures against projects for 2009 Academic yr
<b>6</b>	Curriculum & Teacher Quality Improvement Program	Teacher Quality Development	Coaster bus to be provided and based at NSS for improved teacher mobility & student transport	Not Achieved	NPP not approved for implementation in 2009-10
<b>7</b>	Library Development Program (Books)	Public Library Established	Purchase and stock up reading and reference books (not text books) in school Libraries	Achieved	Books purchased from Wheelers Books (New Zealand)
<b>8</b>	School	Increased	Involve parents &	Not Achieved	This program never

	Improvement Program	Parental Involvement in Schools	teachers to identify the constraints on learning in schools and provide them with the funds to fix it. Constraints must be based on evidence such as student exam results, attendance or health related data		progressed therefore 50% of its allocation of \$30k was relocated to APS consumables as part of Educ's urgent needs to replace what has been lost in the fire
9	Nauru Language Plan	Teachers teach and students learn in Vernacular	Develop a plan to standardize the Language before it can be taught in schools, books published and curriculums set. Engage consultants to prepare a plan to a stage where it is approved by Cabinet, once approved, an NPP in 2010 will implement it	Not Achieved	NPP not approved for implementation in 2009-10 (although this was not approved, reading books in vernacular worth \$21k are published and provided to schools – Source of funding - UNESCO)
10	Secondary Qualifications Program		Travel to Sydney or Canberra to negotiate with NSW or ACT Educ. Dept to register NSS with senior qualifications framework for university entrance	Achieved	Secondary Manager and Secretary for Education travelled to Canberra in 2009 to undertake discussion with ACT. It has been determined that further investigation needs to occur and other state and territory providers approached in relation to this.
11	NSS Opening Ceremony	Preparation of New NSS opening ceremony	Provide catering, decorations, National flag commemorative plaque, beautification of grounds, costume for performers, transportation of OPC equipment from NSS state site to new NSS site	Achieved	A Successful and eventful opening
12	NSS Initial Consumables	Start up consumables for new NSS	Purchase start up consumables for new NSS that includes laboratory, TVET consumables, gas containers, cleaning supplies, phones/communications set up, painting of signs, publication of school handbooks etc.	In Progress	Asset list developed, items procured
13	Skills	Develop	Engage a course	Achieved	4S program delivered



	Development Program for Out of School Youths	Numeracy & Literacy for out of school youths	developer on an expat. Teacher salary to deliver basic Literacy & Numeracy. Provide teaching equipments and resources to cater courses		
<b>14</b>	Expatriate Recruitment	Engage more qualified Expatriate teachers	1 officer to travel to Fiji, 2 to PNG and Vanuatu to interview applicants in October 2009	Achieved	Mr. Calistus Cain travelled to Fiji in Oct. 2009 for a 1 week interview with applicants in Fiji before joining Mrs. Tryphosa Keke in PNG for another 1 week interview. Over 10 new expatriates were recruited for Academic yr 2010
<b>15</b>	Expatriate Teacher Expenses	Attract more qualified Expatriate teachers	Top up expat salaries to attract more expatriate teachers to supplement the teaching workforce at NSS & NC until we can train our own teachers by 2014 to fully take up the secondary teaching workforce	Achieved	Over 10 new expatriates were recruited for Academic yr 2010
<b>16</b>	East Coast Welding (Loan)	Improve employability skills of out of school youths & adults	Send 12 students at Bremer TAFE in Qld for a 6 week course. Selected applicants to sign a loan agreement with Educ. As a cost recovery scheme to recover cost of airfares, course fees etc. After gaining their welding qualifications	Not Achieved	NPP was not approved for implementation in 2009-10
<b>17</b>	USP Debt restructuring	Clear off outstanding debts with USP	3 yr repayment scheme with USP at \$35k each year (2009-2011)	Achieved	over \$35k paid to USP in 2009
<b>18</b>	Laptop Loan for Teachers	Teacher Quality development	Provide a loan of \$25k to up to 25 teachers at \$1000 each. Selected teachers to sign a loan agreement with Educ. As a cost recovery scheme to recover cost of the laptops	Not Achieved	NPP was not approved for implementation in 2009-10

## **2.4. Key/ Critical Issues Confronted by the Department**

A number of key and critical issues continue to confront the department. Across the sector the issue of attendance is a key concern and has direct and significant implications for overall student achievement. If students are not in school they are not learning. The average attendance rate as at June 2010 is 68%. The department is planning a number of strategies to specifically target student attendance.

An issue often linked to that of attendance rates is that of transport. There has been a lack of consistent and reliable transport for teachers and students. The unreliability of this service impacts directly on student attendance and the department's teachers to be able to get to schools for work on time to allow them to undertake daily preparation work.

Another key issue is that of accreditation. With recent changes made by SPBEA, accreditation has been devolved to each country. Nauru does not have the capacity to undertake accreditation processes; therefore the department has commenced investigation into licensing Australian Senior curriculum. Through a curriculum licensing agreement students in Nauru who successfully fulfil the course requirements will be eligible for an accredited senior certificate from an Australian State/Territory Authority.

In order for students at NSS to meet the standard of an Australian secondary curriculum there will need to be a significant increase in student achievement levels and attendance rates, as a minimum of 90% attendance rate is a requirement of the licensing authority and certification board. Attendance rates at NSS have dropped from 66% at the beginning of the year to 50% in June 2010.

Literacy and numeracy results continue to be an area of concern with evidence from 2010 results indicating a decrease in achievement in both areas. A review of the benchmarks is scheduled for this year as a means of addressing this issue. In addition, Managers from CASE will be working with teachers on strategies to improve achievement in these key areas.

## **2.5. Measures taken on Capacity Building**

The latter period of the financial year has seen a range of measures taken by the department towards capacity building. The appointment of the Education Advisor is a key strategy and a primary focus of the advisor's ToR is to develop the capacity of senior officers within the department. A number of workshops have already been undertaken since her appointment and these have been aimed specifically at enhancing and building the capacity of departmental staff. To date a total of 6 workshops have been completed covering aspects of strategic planning, curriculum development and design, curriculum frameworks and performance management.

Further capacity building measures that have been undertaken include the development of work plans for staff along with targeted needs analysis and professional development plans.

## **2.6. Departmental Outcome and Performance Indicators**

The departmental outcomes and performance indicators are identified within Table 1.

## **2.7. Key Priorities of the Department for the Future**

The Department of Education has identified a number of key priorities for the next financial year. Through a process of review, analysis of data and evidence and consultation with stakeholders the department will develop the 2010 -11 Annual Operation Plan (AOP). This key strategic document will outline the priorities from Footpath II that the department will focus on and identify the processes, strategies and mechanisms that the department will implement to achieve these identified goals and outcomes.

This year will see all senior departmental staff contributing to the development and implementation of the AOP. The key priorities of the department include the following:

- Improving attendance rates

- Secure a Curriculum Licensing Agreement with an Australian State or Territory Authority for delivery of Senior Secondary Curriculum at NSS
- Identify and enter into an agreement with a Registered Training Organisation for accreditation of TVET qualifications
- Progressing the Language Commission
- Continue training program for teachers
- Review curriculum and Rich Tasks to ensure provision of high quality curriculum
- Implement a range of policy and procedures to ensure effective delivery of services
- Implement quality assurance mechanisms such as Minimum Service Standards and Performance Development Framework

## 2.8. Head of Department Key note.

It is the role of schools to equip young people with the capabilities they will need to contribute to a cohesive society, a sustainable economy and a healthy environment. In the 21<sup>st</sup> Century we need learners who actively seek to understand complex issues, critically evaluate and sort information and are able to creatively apply what they have learned to new situations. The challenge for education is to provide our students with the skills they need now and for the future so that they will be able to participate as global citizens where digital technologies shape work and our day to day lives.

It is through the priorities that the department has identified within its Strategic plan and operationalised through our Annual Operation Plan that will see the development of an effective and quality education system that is able to meet these needs.

The 2009 -10 financial year has seen the department continue to progress a range of initiatives in this sector. Considerable progress has been made in the area of upgrading of our teaching workforce with over 90% of staff engaged in a training program. The Department continues to have this as a key focus area for the next financial year.

Our department is highly conscious of the challenges we face in preparing our young people with the skills, knowledge and attitudes that will prepare them for the world beyond school and the opportunities of further education and employment. We continue to work on refining our curriculum so that it is relevant and meaningful and has as a end point high achievement of student outcomes.

The department, through the dedicated work of teachers and departmental staff strive towards achievement of the NSDS goals and subsequently through our Strategic Plan.

## 2.9. Annual Budget 2009-10.

The following table provides a summary of the expenditure (july 09 to June 2010) by sub head for the funds provided to Education Government in 2009-10.

**Table 1: Republic of Nauru Budget Expenditure, 2009 -10.**

Subheads	Budget	Expenditure	Balances	% used	Comments
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<b>Salary Local - 202</b>	\$1,366,583	\$1,151,934.18	\$214,648.82	84.29	
<b>Salary Expatriate - 203</b>	\$239,000	\$194,181.10	\$44,818.90	81.25	
<b>Travel Staff - 251</b>	\$53,000	\$52,285.04	\$714.96	98.65	
<b>Travel Business - 255</b>	\$12,000	\$11,184.62	\$815.38	93.21	
<b>Recruitment - 280</b>	\$8,000	\$1,105.50	\$6,894.50	13.82	Anomalies in payments - Recruitment Officers travel were funded by NZAID instead of RON (Payments to be reversed)
<b>Library/Periodicals - 308</b>	\$60,000	\$1,090.68	\$58,909.32	1.82	Underspent due Library book orders from Wheelers are paid for by NZAID
<b>M'ship fees and Subs – 309</b>	\$101,905	\$99,642.91	\$2,262.09	97.78	Payments to SPBEA, USP and Commonwealth of Learning

<b>Special Projects – 326</b>	\$33,000	\$14,983.47	\$18,016.53	45.40	\$30K was allocated specifically for “School Improvement Program” (\$10K each for NSS, APS & NC) This program never progressed therefore its allocation was partially relocated to APS consumables as part of Educ’s urgent needs to replace what has been lost in the fire - \$3K was spent on NSS opening ceremony
<b>Stores – 352</b>	\$10,787	\$12,448.65	<b>-\$1,661.65</b>	115.40	Overspent
<b>Fuel &amp; Oil - 355</b>	\$8,021	\$9,400.20	<b>-\$1,379.20</b>	117.19	Overspent – An ISHT was prepared and submitted to Finance
<b>Electricity - 359</b>	\$62,768	\$35,907.70	\$26,860.30	57.21	First year of operation. Invoices for some schools for some months not received from Utilities
<b>Scholarships – 404</b>	\$640,800	\$414,790.55	\$226,009.45	64.73	Underspend due to reduced invoice from Our Airline after OA deducted fees and freight they had collected from private students and public
<b>Plant and Equip – 502</b>	\$90,000	\$16,894.61	\$73,105.39	18.77	80% of purchase is being paid for by NZAID therefore underspent

Printing & Stationery – 301	\$13,500	\$10,593.39	\$2,906.61	78.47	
<b>TOTALS</b>	<b>\$2,699,364</b>	<b>\$2,026,443</b>	<b>\$672,921.40</b>	<b>75.07</b>	<b>25% unspent</b>

### **Table 2: Republic of Nauru, Revenue.**

The Education Department is funded by the Republic, a number of donors and regional organisations and regional initiatives.

The basic funding allocation is that the Republic funds recurrent expenditure as shown in Table 1, AusAID funds physical infrastructure development and NZAID funds human resource development

In 2009-10, the source of funds was:

Source of Funds	Funds	Percentage
Republic of Nauru	\$ 2,699,364.00	61.09
AusAID – School Refurbishment	\$ 494,000.00	11.18
AusAID – NSS Consumables	\$ 70,000.00	1.58
NZAID Partnership Arrangement	\$ 1,136,269.00	25.72
UNESCO PPS	\$ 18,818.00	0.43
<b>TOTALS</b>	<b>\$ 4,418,451.00</b>	<b>100.00</b>

### Section 3.

#### Human Resources.

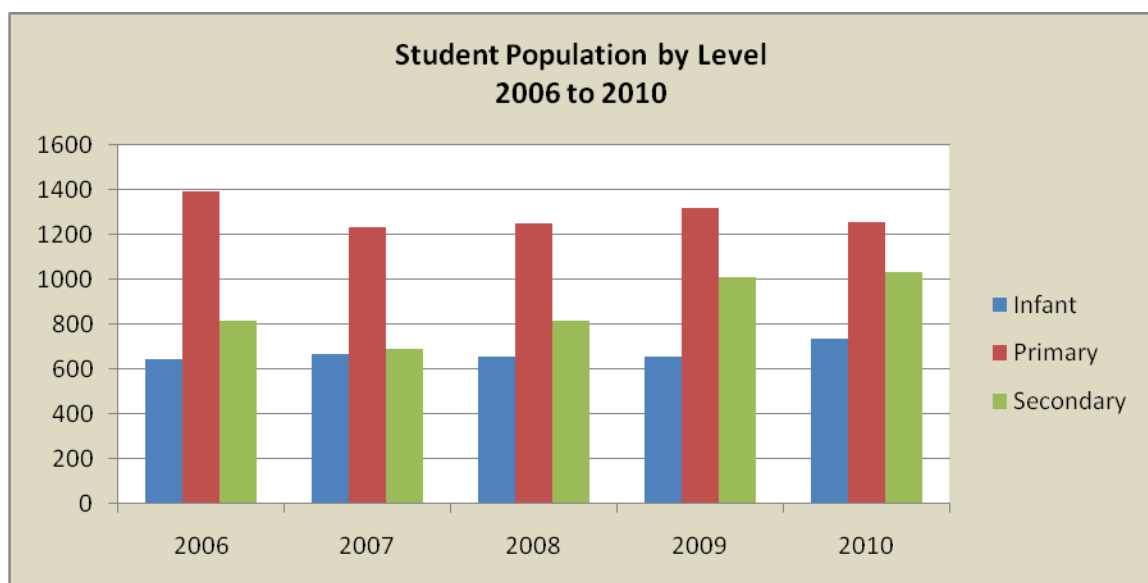
This Section presents some data on the Human Resources of the Department. Human Resources in this Report include Students as well as teachers. The data is presented in tables and graphs. Data has been provided by the Statistics section of CASE (Curriculum, Accreditation, Statistics and Examinations).

#### Comments on Tables and Graphs

Graph	Title	Comment
Graph 1	Changes in Enrolments	The number of students enrolled in schools by 6% over the period 2006 to 2010 from 2851 to 3026 students as of May 2010. This graph shows the distribution across three sectors for Infant, Primary & Secondary. There is major increase in Secondary level at 27% with Infant level at 14% increase since 2006. Primary level enrolment decreased by 10%.
Graph 2	Enrolment distribution 2010	Students enrolled in Fiji schools remains at 136 with a total of 75 private students and 61 government scholarship students. Fiji enrolments are based on Secondary level only.  For the students enrolled in Nauru Schools, Prep level and TVET enrolment has the highest number of student enrolments.
Graph 3	Teacher Qualification by Sector	This graph shows the distribution of teachers and their qualifications throughout the Sectors of Infants, Primary (six year levels), Lower secondary, Upper Secondary, Primary Extra Curricula, Secondary Extra curricula and Principals Note that most of the degree level teachers are in the Secondary Sector and most of the Certificate are in the Early Childhood area. The Diploma are spread across all areas. But of the degree level teachers in Secondary, the majority are expatriate. Clearly if we are to offer quality programs, and improve attendance, we need to change the profile of our teaching workforce. The most effective way is to provide full time University programs for our existing teachers and to offer a full time University teaching programs for our Trainees and pre service applicants. But the catch is that if we did that, we would not have enough teachers to teach our students. We would need to close the schools for a few years while all teachers were up-skilled or dramatically increase class size. Clearly this is not possible and our currently our teachers are studying by completing courses during the holidays and doing assignments during the Term. This is not our preferred mode of teacher quality development, but it is a workable model. Our strategy of engaging expatriate teachers to address the Secondary shortage is not a long term solution. However, given our current mode of teacher training, the rate of improvement in teacher quality in the Primary and lower Secondary will mean that we will rely on expatriates for some years to come
Graph 4 (Table 1)	Literacy levels; 2006 -2010 compared to the Standard	This graph shows that more than 80% of the total Year 4 population is at and above Reading Level of 15 (according to Education Goal Strategic) of PM Reading series. Even though the average reading level is below the expected or standard level, the graph shows that each year by cohort group or level, their

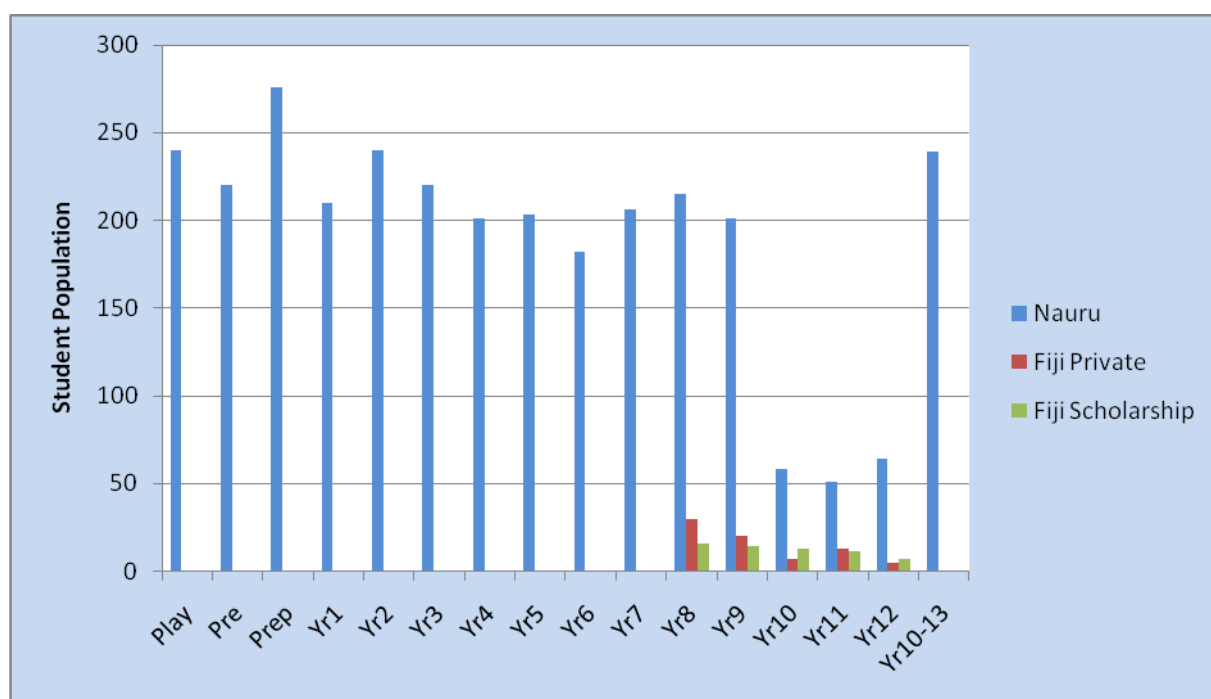
		<p>reading level is increasing at an average of 6 levels per year.</p> <p>The graph shows an incline in the reading level in all levels.</p>
Graph 5	Numeracy Level 2007-2010 Compared to the standard	<p>This graph shows that as the Year levels get higher, the lower the average marks. It shows that Years 2 – 4 has higher marks than Years 5 – 8.</p> <p>Numeracy level for all Levels for 2010 benchmarking decreased by 30% or more.</p>
Graph 6	National Exam Yr3, 6 & 9	<p>In 2009 National Exam set by Curriculum Managers was set for assessing student performance in Years 3, 6 &amp; 9 as exit levels prior to enrolment in Upper Primary, Lower and Upper Secondary.</p> <p>In 2009 Year 3 &amp; 6 has Health as part of the core subjects in their assessments but was removed for examination in 2010. Year 3 did not have Social Science in 2009.</p> <p>Year 3 has an average of 60% for total average scores on all subjects, with Health having the highest average and Science with lowest average of 50%. Year 6 has an overall average of 41% on all subjects with Social Science with highest average and Maths with the lowest average of 38% For Year 9, their overall average is 34%, Maths with the highest average and Science again as the lowest average of 22%.</p>
Table 2	Student Attendance	<p>Table 2 shows that in 2007 it has an average percentage of 65 and a decrease both in 2008 and 2009 at an average of 3% decrease each year.</p> <p>This data is not accurate as most schools exclude students who are truant at school therefore giving only the percentage of those currently in attendance.</p> <p>For 2010 half yearly attendance is at 68% from February to June 2010 for all levels.</p>

**Graph 1 Change in Enrolments**

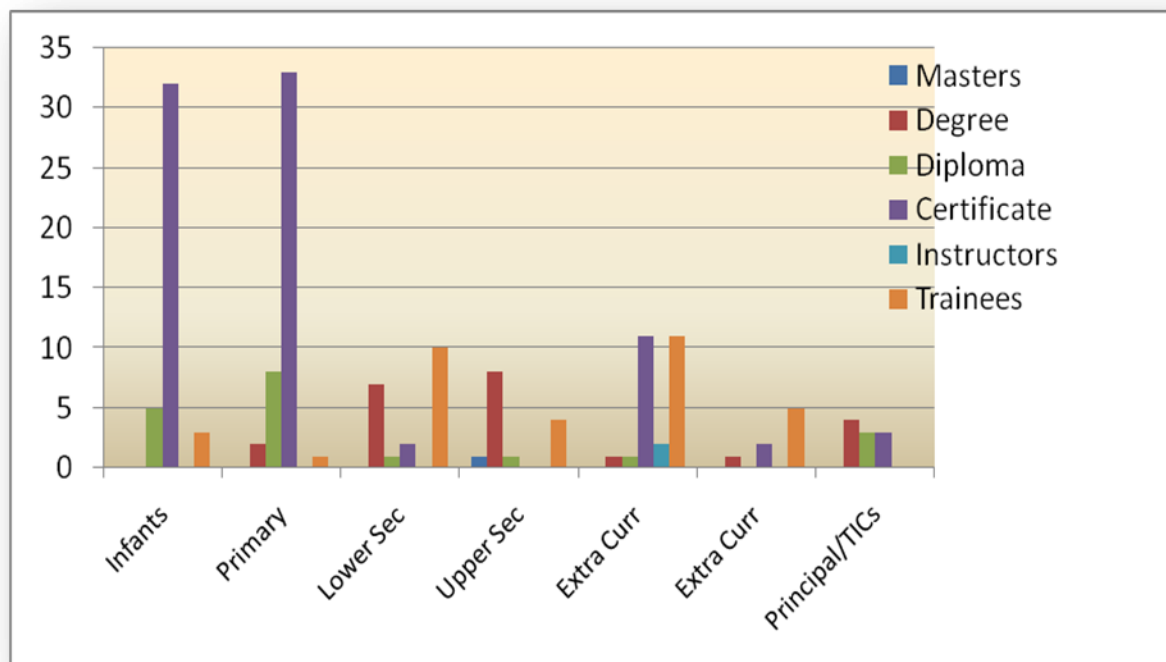




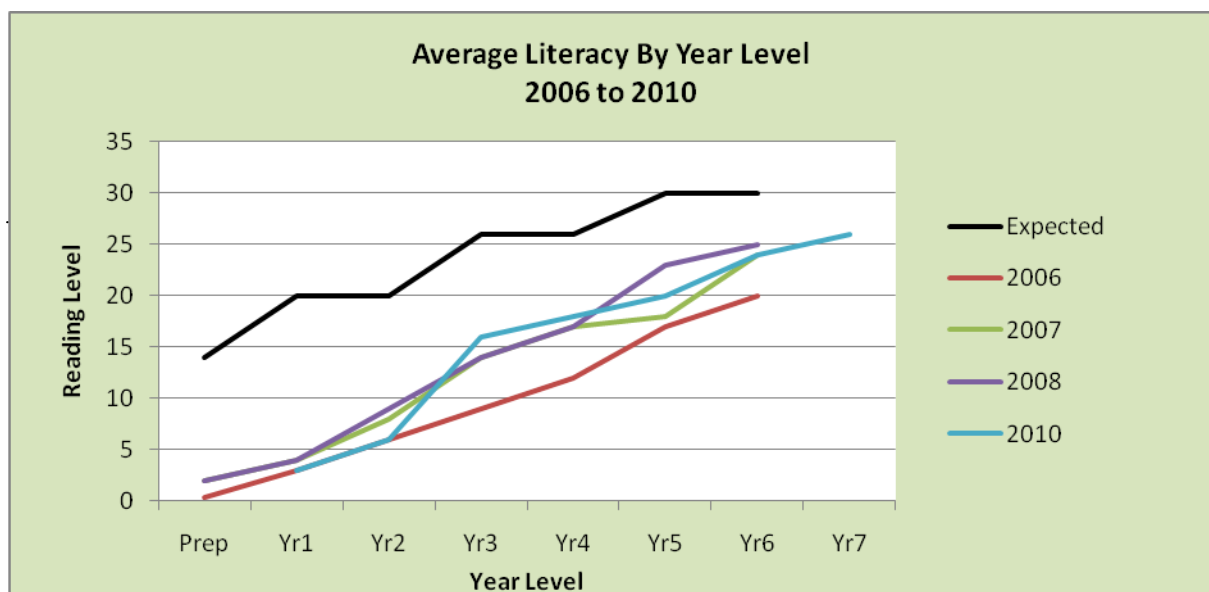
**Graph 2 Enrolment distribution 2010**



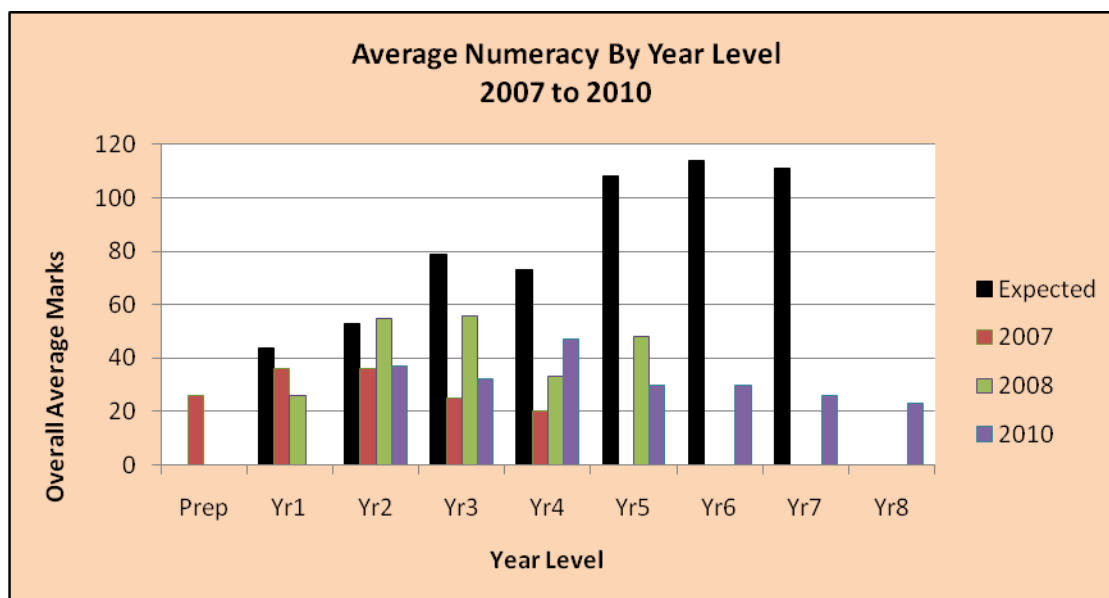
**Graph 3 Teacher Qualifications by Sector**



**Graph 4 Literacy levels; 2006 -2010 compared to the Standard**



**Graph 5 Numeracy levels; 2006 -2010 compared to the Standard**



**Graph 6 National End of Year Examination 2009**

