



Ministry of Education,  
Sports and Culture

# Education Statistical Digest



Samoa  
2016

# **EDUCATION STATISTICAL DIGEST**

**SAMOA**

**2016**

# FOREWORD

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Education data and statistics are vital and play a critical role in all aspects of policy and planning development, monitoring and evaluation and decision making for the development of Samoa. They are essential in planning and monitoring of the implementation of the Ministry's priorities as highlighted in annual management plans and budget preparations. The Statistical Digest this year captures data in relation to the performance indicators of the Ministry. This Statistical Digest outlines the three main levels of education namely, Early Childhood Education (ECE); Primary and Secondary. It is mandated in the work of the Ministry, and presents specific indicators associated with each of the three levels of education as mentioned earlier.

The calculations of most indicators derived from data and/or information collated in the Education Management Information System (EMIS). The indicators and information used in this publication can be used as a measuring tool against the national strategic plan,<sup>1</sup> which endeavours to improve the quality of education in Samoa.

The Samoa Government vision is to have an *"Improved Focus on Access for Education, Training and Learning Outcomes."* The Education Sector Plan 2013 – 2018, also clearly sets out its vision to ensure *"All people of Samoa are educated and productively engaged"*, with its mission *"To promote the achievement of high quality education and training to meet the national, economic, social and cultural goals of Samoa."* In doing so, it monitors and evaluates the progress against not only at national level but our international commitments to Sustainable Development Goals (SDG) and the global emphasis on Education for All (EFA).

I congratulate the Ministry for all the work and effort in compiling this 14th publication of the Statistical Digest with the hope it will be of great use to the members of the public as well as the stakeholders for the benefits of our education development in Samoa.

**Loau Solamalemalo Keneti Sio**  
**MINISTER OF EDUCATION, SPORTS AND CULTURE**

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<sup>1</sup> Strategy for the Development of Samoa 2012 - 2016

## ACKNOWLEDGEMENT

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The Ministry of Education, Sports and Culture (hereafter MESc) wishes to acknowledge the support of all private, mission and government schools for their ongoing support in ensuring the annual census forms are completed and submitted in a timely manner. Such information is critical in updating the data in the MESc Education Management Information System for the purpose of this publication.

The Ministry also acknowledges the ongoing assistance of the local UNESCO Office in Apia with the compilation of this Statistical Digest and in particular, the immense support of Gregory Keeble, Statistical Advisor of the UNESCO Office who assisted with data interpretation and analysis of various indicators.

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# INTRODUCTION

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This Statistical Digest presents a wide range of statistics, indicators and performance measures related to education in Samoa. It also provides definitions for indicators in the education field which measure Samoa's progress in relation to its commitment to international and national educational goals. This Statistical Digest is divided into three broad sections to reflect three levels of the Education Sector, namely Early Childhood Education (ECE), Primary and Secondary. Tertiary education statistics is not captured in this publication as it sits outside the jurisdiction of the Ministry of Education, Sports and Culture.

This publication is categorised under three levels and reflects various education indicators based on the data collected. The three levels and indicators are:

## **(1) Early Childhood Education (ECE)**

- Access and Participation Indicators
- Teacher Supply Indicators

## **(2) Primary Level**

- Access and Participation Indicators
- Grade Progression Indicators
- Learning Outcome Indicators
- Teacher Supply Indicators
- School Resources Indicators

## **(3) Secondary Level**

- Access and Participation Indicators
- Grade Progression Indicators
- Learning Outcome Indicators
- Teacher Supply Indicators
- School Resources Indicators

As ECE is currently governed by the National Council of Early Childhood Education in Samoa, the information presented here is collected and mainly used for Grant verification purposes. This information mainly focuses on the number of children enrolled at ECE centres<sup>2</sup> across the country.

The Annual School Census data collection held in the first week of March, is the main source of education statistical information. This data is stored in the EMIS (Education Management Information System) under the MANUMEA module. Information such as achievement results, performance standards and Minimum Services Standards has been sourced from respective divisions within the Ministry and a centralised database would assist in the efficient retrieval of data for this document and other purposes.

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<sup>2</sup> ECE centres are mainly governed by Mission groups, with a large number of private centres.

## **TECHNICAL DEFINITIONS**

**Age Specific Enrolment Rate (ASER):** Enrolment of a specific single age enrolled, irrespective of the level of education, as a percentage of the population of the same age.

**Disability:** The term includes impairment of body structure and function and the experience of activity limitation and participation restriction for an individual. The term *disability* includes the impairment, and the activity limitations and participation restrictions that require significant education adjustments for an individual student (Inclusive Education Policy)

**Drop Out Rate (DR):** Proportion of pupils from a cohort enrolled in a given year level in a given school year who are no longer enrolled in the following school year.

**Gross Enrolment Rate (GER):** Total enrolment in a specific level of education, regardless of age, expressed as a percentage of the eligible official school-age population corresponding to the same level of education in a given school year.

**Gross Intake Rate (GIR) in the First Year Level of Primary:** Total number of new entrants in the first year level of primary education, regardless of age, expressed as a percentage of the population at the official primary school entrance age.

**Minimum Service Standard (MSS):** The basic expectations of those conditions in a school that will achieve a quality education for the learners.

**Net Enrolment Rate (NER):** Enrolment of the official age group for a given level of education expressed as a percentage of the corresponding population.

**Net Intake Rate (NIR) in the First Year Level of Primary:** New entrants in the first year level of primary education who are at the official primary school entrance age expressed as a percentage of the same age.

**Primary Cohort Completion Rate (PCCR):** The number of graduates from primary education in a given year by the difference between enrolment in the last year level in the same year and repeaters in the last year level in the following year, and multiply the result by the retention rate to the last year level of primary education in the given year and by 100.

**Promotion Rate (PR):** Proportion of pupils from a cohort enrolled in a given year level in a given school year who study in the next year level in the following school year.

**Repetition Rate (RR):** Proportion of pupils from a cohort enrolled in a given year level in a given school year who study in the same year level in the following school year.

**Student Teacher Ratio (STR):** Total number of students enrolled at a given year in a specific level of education, expressed as a percentage of the total number of teachers at a given year level in a given school year.

**Transition Rate (TR):** The number of students admitted in the first year level of a higher level of education in a given year, expressed as a percentage of the number of students enrolled in the final year level of the lower level of education in the previous year.



# OVERVIEW OF SAMOA EDUCATION SYSTEM

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Since the early 1970's, the number of education providers in Samoa has increased particularly in Early and Primary Education. Early Childhood Education was established in Samoa as a private and community initiative. It was given an official recognition by Government through Cabinet approval in 1976. Since then, there has been a rapid increase of early childhood centres nationwide.

Early Childhood Education in Samoa today is governed by the National Council of Early Childhood Education. The centres at the same time, are managed by boards of various churches/religious groups and organisations namely (i) Methodist; (ii) Catholic; (iii) Faalapotopotoga A'oga Amata Ekalesia Faalapotopotoga Kerisiano Samoa, as part of the Congregational Christian Church of Samoa (CCCS); women committee groups (iv) Komiti Tumamā and (v) Private ECE centres. While the official age<sup>3</sup> for ECE is 3-4, enrolment in Early Education in Samoa is optional at 2.5 – 4 years.

Primary Education on the other hand is compulsory and the children are enrolled here at 5 years old. Primary Education covers Year levels 1 to 8 as governed by the Education Act (2009). At primary level, three national assessments are conducted. The Samoa Primary Education Literacy Level (SPELL) assessments, which are diagnostic and competency based tools are used at the end of years 4 and 6. At the end of Year 8, students sit the Samoa Primary Education Certificate Attainment (SPECA) assessment, which focuses on measuring aptitude and natural strengths; identifying the specific area of inclination of students (eg: Science, Language, Commerce, Arts, Vocational etc.,).

Secondary Education in Samoa caters for year levels 9 to 13. At the end of year 12, students sit the Samoa School Certificate (SSC) national examination to determine their progression to year 13 level. The localisation of the Pacific Senior Secondary Certificate (PSSC) came into effect in 2013 and as previously noted, has become Samoa School Leaving Certificate (SSLC), taken upon completion of year 13 in preparation for enrolment into tertiary education.

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<sup>3</sup> Some children are not enrolled until 4-5 years old

## A) EARLY CHILDHOOD EDUCATION

### A1. Access and Participation

Early Childhood Education is the most critical part of the learning process for a student. While the official age of ECE is three to four, ECE in Samoa today caters for children at the age of two and a half to four and is not compulsory. Children with special needs may remain enrolled in ECE centres until they reach the age of eight.

ECE centres or A'oga Amata in Samoa are managed through five different 'management' providers; MAT (private), FAAEA (EFKS), Metotisi (Methodist), Katoliko (Catholic) and Komiti Tumama (Women's Committee). Traditionally, most ECE centres are either set up by the pastor and his wife or the village women's committee. Each 'management' provider has a different structure, different pay scale (if they have pay scales at all), different teacher selection methodologies as well as different teaching methodologies and philosophies (Situational Analysis, 2014). While the ECE subsector is largely the responsibility of NGO, National Council of Early Childhood Education for Samoa, a number of activities in ECE are conducted by MESC. To a large extent, the Education Act 2009, which became effective in February 2010, recognises the formation of regulations for the establishment and registration of ECE Centres.

**Number of ECE Centers 2013 - 2016**

Year	MAT	Methodist	Catholic	EFKS (Faaea)	Komiti Tumama	TOTAL
2013	35	32	10	17	3	97
2014	32	35	14	24	2	107
2015	35	33	12	26	0	106
2016	34	30	12	26	0	102
<b>TOTAL</b>	<b>136</b>	<b>130</b>	<b>48</b>	<b>93</b>	<b>5</b>	<b>406</b>

**Percentage of ECE Centres run by each Governing Body  
2013 -2016**

Year	MAT	Methodist	Catholic	EFKS (Faaea)	Komiti Tumama
2013	36%	33%	10%	18%	3%
2014	30%	33%	13%	22%	2%
2015	33%	31%	11%	25%	0
2016	33%	29%	12%	25%	0

The largest proportion of A'oga Amata is run by private providers. Due to limited funding and resources, the Komiti Tumama ECE centres have either been closed or have switched their funding sources as can be evidenced by the fact that there was only one or two Komiti Tumama preschool operating in the whole of the country in 2014 (ECE Situational Analysis, 2014). The government of Samoa through the Ministry of Education, Sports and Culture assists ECE centres with disbursement of the annual government grant to develop and maintain their centres especially to improve the early stages of the learning process.

**Table A1.1: Gross Enrolment Rate in Early Childhood Education**

Year	Total Enrolment in ECE (age 2 ½ -5)			GER in ECE (age 2 ½ -5)		
	Male	Female	Total	Male	Female	Total
2012	1,716	1,768	3,484	32%	36%	34%
2013	1,796	1,888	3,684	33%	37%	35%
2014	1,932	1,916	3,848	34%	37%	35%
2015	2,093	2,090	4,183	37%	40%	38%
2016	2,014	2,023	4,037	37%	40%	39%

The gross enrolment rate in ECE over the last five years remains very low. Like in many countries, attending ECE in Samoa is optional. The ECE Situational Analysis (2014) highlights the attendance rate at ECE being 'poor' with an average absence rate of 21%. At the same time as it is noted in the Situational Analysis, "... some ECE centres even had an absence rate of 70% or more. A common response from parents was to blame poor attendance rate on poor performance of the A'oga Amata."

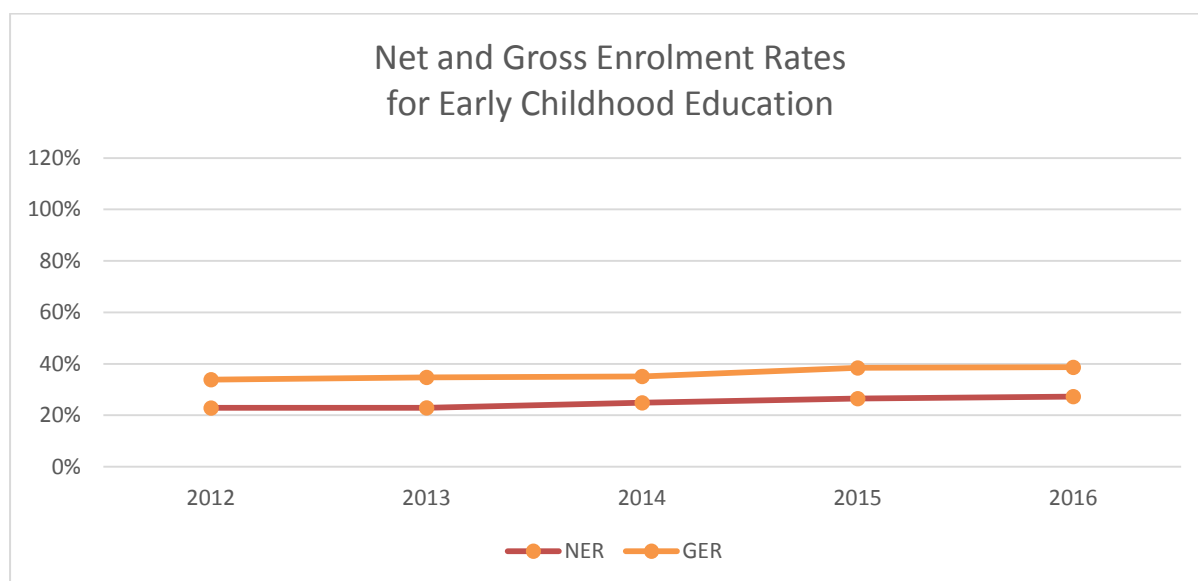
**Table A1.2: Net Enrolment Rate in Early Childhood Education**

Year	Enrolment of official ECE age group (age 3-4)			NER in ECE		
	Male	Female	Total	Male	Female	Total
2012	1,167	1,184	2,351	22%	24%	23%
2013	1,135	1,293	2,428	21%	25%	23%
2014	1,346	1,378	2,724	23%	26%	25%
2015	1,456	1,428	2,884	26%	27%	26%
2016	1,395	1,456	2,851	26%	29%	27%

Net Enrolment Rate in early childhood education has been comparatively low since 2012. This reflects a very low participation rate of children at the official age of 3 to 4 years old in early childhood centres. The fact that ECE is not compulsory maybe a contributing factor to this low participation rate. There are many children who stay home and are not enrolled in early childhood education.

NER has been static in 2012 and 2013 at 23%, and then increased only by 1% throughout 2014 to 2016. The consistently low increase of 1% since 2013 highlights the

concern of too many children not participating in early childhood education. The insignificant growth of 4% since 2013 shows a very slow increase in the number of children attending Early Childhood Education to date.



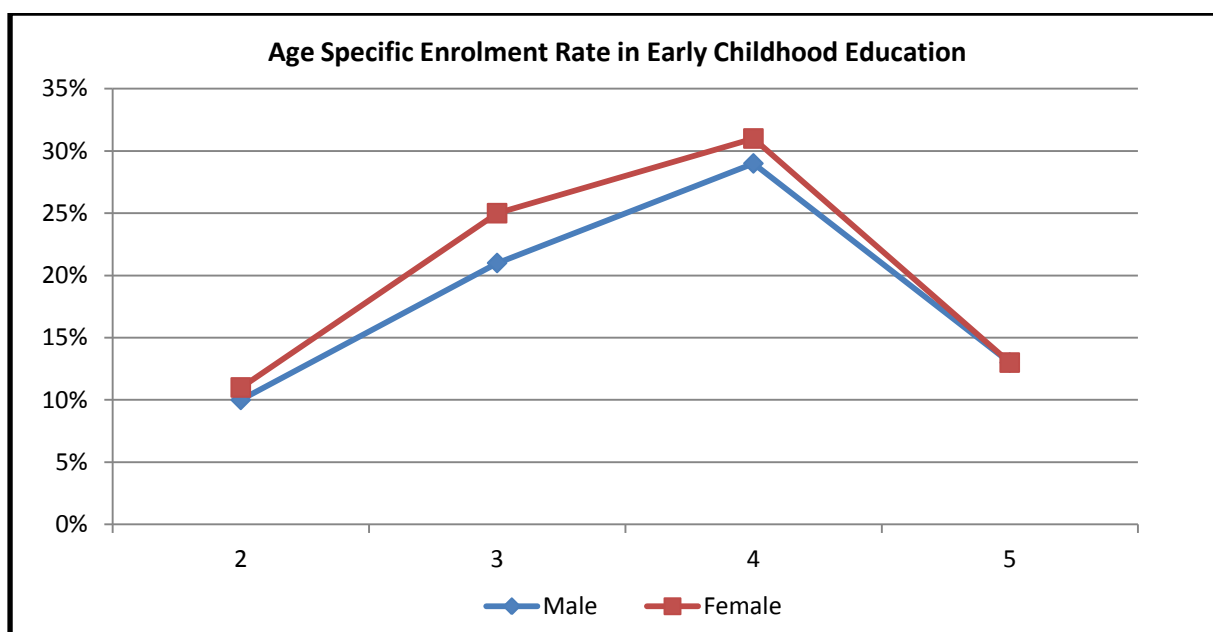
### **A1.3 Age Specific Enrolment Rate in Early Childhood Education**

Age specific enrolment rate indicates the scope of participation in Early Childhood Education of a specific age within a cohort. High participation was recorded in ages three and four as many children in these particular ages attend early childhood education as it corresponds to the 23% and 30% of Age Specific Enrolment Rate.

**Table A1.3.1: Age Specific Enrolment Rate in Early Childhood Education**

Age	Age Specific Enrolment			ASER in Early Childhood Education		
	Male	Female	Total	Male	Female	Total
2	272	269	541	10%	11%	11%
3	558	617	1,175	21%	25%	23%
4	796	793	1,589	29%	31%	30%
5	383	342	725	13%	13%	13%
<b>Total</b>	<b>2,009</b>	<b>2,021</b>	<b>4,030</b>	<b>18%</b>	<b>20%</b>	<b>19%</b>

The age for leaving ECE is 5 years of age. However, the table shows that there is a 13% of 5 year old children participating in early childhood education. It is assumed here that these children turn 5 after June, which is the cut off point for enrolling in primary education and therefore remain in ECE until the beginning of the following year when they can enter primary level.



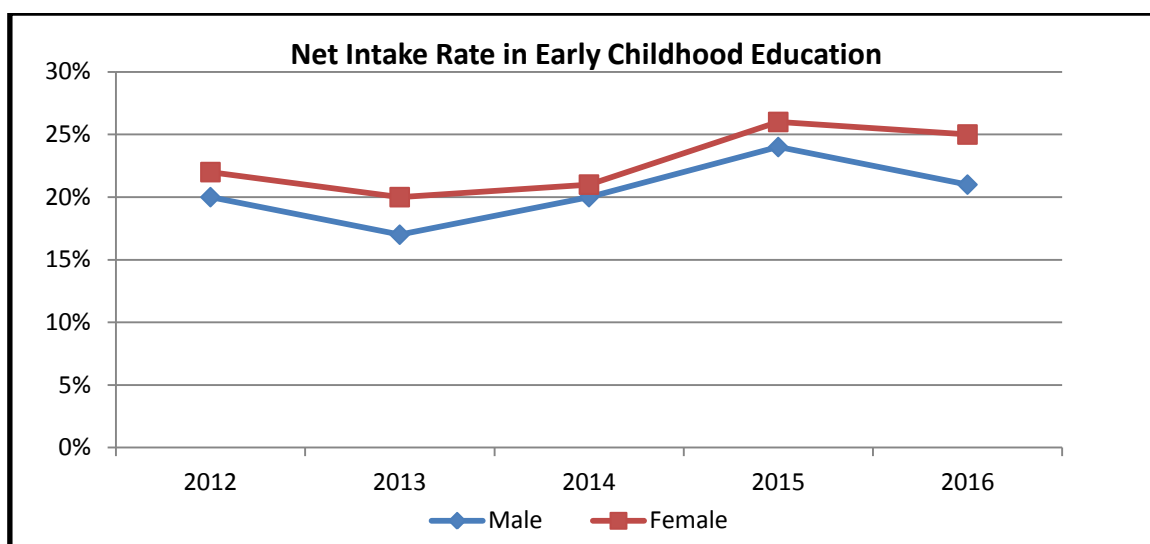
#### **A1.4 Net Intake Rate in Early Childhood Education**

Net Intake Rate precisely measures access to Early Childhood Education by the eligible population of three year olds. The Net Intake Rate is defined as the number of new entrants in early childhood education who are of the official ECE-entrance age, expressed as a percentage of the population of the same age.

**Table A1.4.1: Net Intake Rate in Early Childhood Education**

Year	Number of children aged 3 entering ECE Education			NIR in Early Childhood Education		
	Male	Female	Total	Male	Female	Total
2012	535	558	1,093	20%	22%	21%
2013	468	517	985	17%	20%	18%
2014	592	568	1,160	20%	21%	21%
2015	657	669	1,326	24%	26%	25%
2016	558	617	1,175	21%	25%	23%

The Net Intake Rate for Early Childhood Education has been fluctuating during the five year period. The lowest intake was only 18% recorded in 2013, whereas the highest of 25% was experienced in 2015. Apart from that in 2014, the intake of females has been higher over males from 2012 to 2016. Given the population of children at three years of age, the participation rate continues to be low.



## A2: Teacher Supply

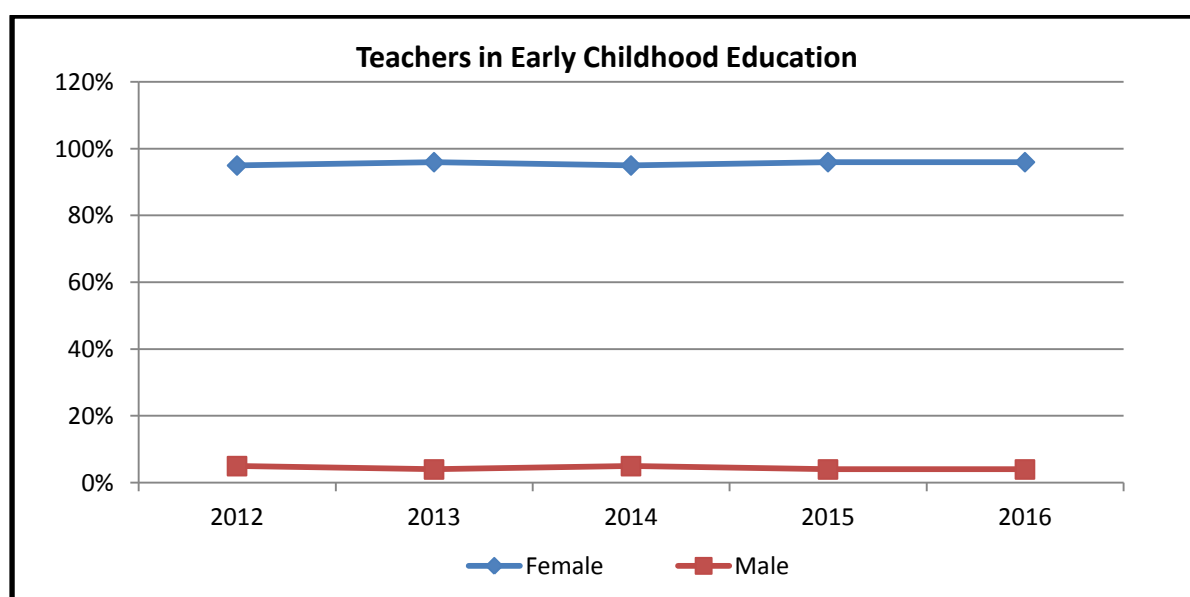
### A2.1 Teachers in Early Childhood Education

Teachers in Early Childhood Education are independently managed by the National Council of Early Childhood Education for Samoa. Controlling authorities who run ECE centres are responsible for paying their own staff.

**Table A2.1.1: Teachers in Early Childhood Education by Gender 2012 - 2016**

Teachers	2012	2013	2014	2015	2016
Female	95%	96%	95%	96%	96%
Male	5%	4%	5%	4%	4%

Teaching in ECE has been predominantly female led over the last five years. By and large, there is gender disparity in the teaching workforce, and effective strategies need to be in place to minimise this concern.



## B) PRIMARY EDUCATION

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### B1. Access and Participation

#### B1.1 Gross Enrolment Rate in Primary Education

The main purpose of gross enrolment rate is to show the participation of students in a given level of education, and the capacity of the education system to enroll students of a particular age group. The overall number of students enrolled in primary education has been gradually increasing with more males enrolled than females.

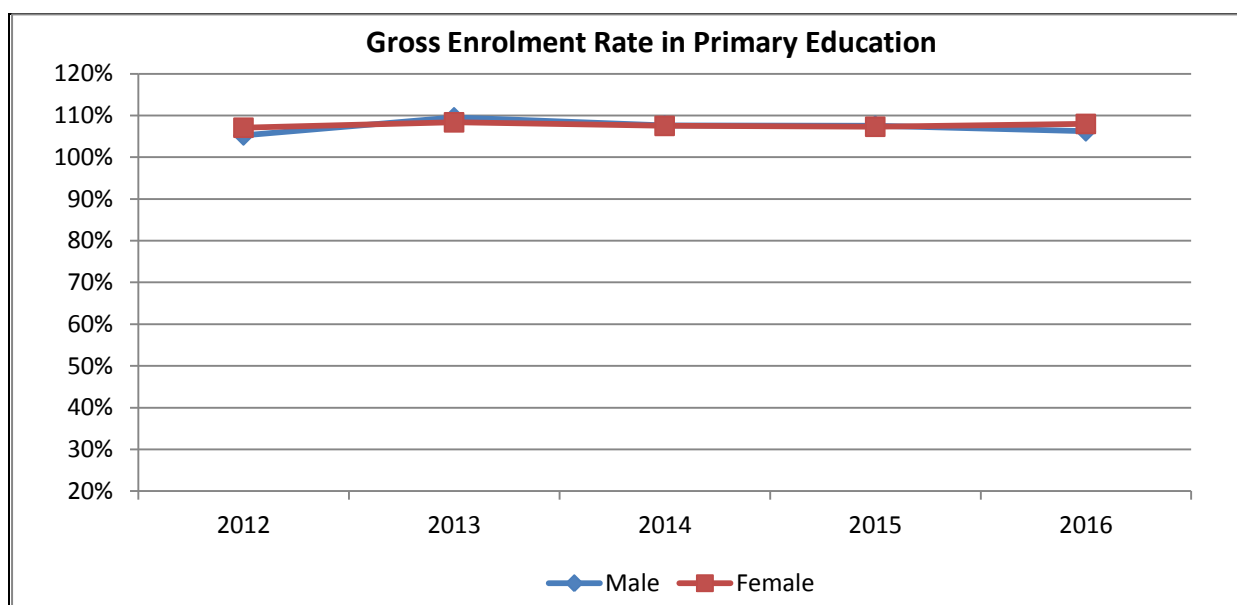
**Table B1.1.1: Gross Enrolment Rate for Primary Level 2012 – 2016**

Year	Enrolment in primary education			Gross Enrolment Rate		
	Male	Female	Total	Male	Female	Total
2012	20,037	18,976	39,013	105%	107%	106%
2013	21,071	19,414	40,485	110%	108%	109%
2014	21,005	19,530	40,535	108%	108%	108%
2015	21,415	19,835	41,250	108%	107%	107%
2016	21,687	20,381	42,068	108%	106%	107%

The Gross Enrolment Rate trend over the last five years in primary education remains above 100%, reflecting a high degree of participation, and more over-aged students attending primary education. Female gross enrolment rate fluctuates between 106% and 108% while the fluctuating trend was recorded for males at 105% to 110% highlighting an increase of 5% recorded in 2013 (110%). The Gross Enrolment Rate here is different from that presented in the previous Statistical Digest due to calculation differences based on population estimates used. The calculations above are based on population estimates provided by South Pacific Community (SPC)<sup>4</sup>.

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<sup>4</sup> SPC SDD Pop2000-2018 by 1 and 5 year age groups, June 2013



### **B1.2 Net Enrolment Rate in Primary Education**

Net Enrolment Rate shows a steady movement over the past five years of official school aged children attending primary education.

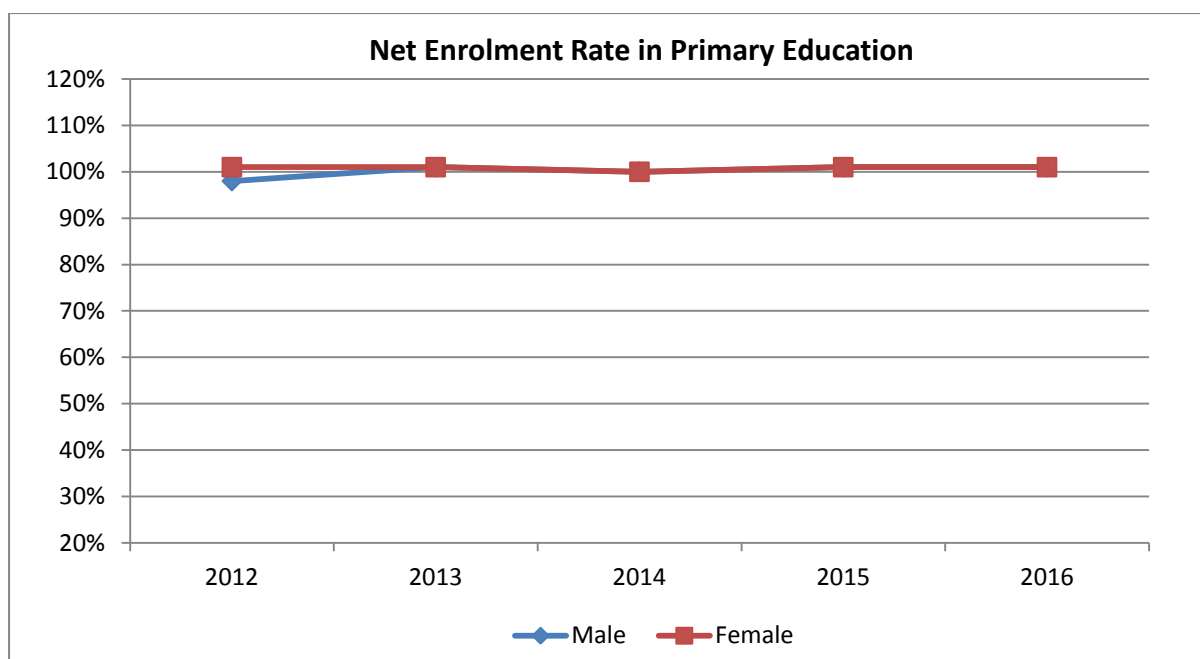
**Table B1.2.1: Net Enrolment Rate for Primary Level 2012 – 2016**

Year	Enrolment of official primary school age group			Net Enrolment Rate		
	Male	Female	Total	Male	Female	Total
2012	18,596	17,911	36,507	98%	101%	99%
2013	19,385	18,080	37,465	101%	101%	101%
2014	19,168	18,176	37,344	100%	100%	99%
2015	19,830	18,635	38,465	101%	101%	100%
2016	20,194	19,087	39,281	101%	101%	100%

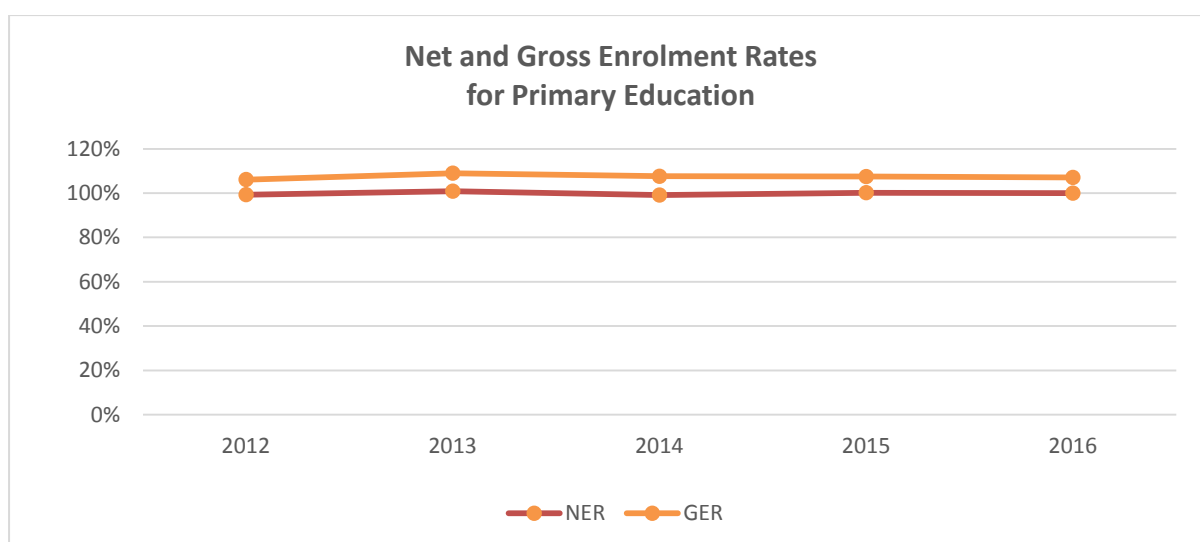
The net enrolment rate as shown in Table B1.2.1 has been consistently high for males since 2012, indicating more official school aged males enrolled in primary education. This is comparable to males' net enrolment rate between 2013 and 2016 with an increase of 3% in 2013.

Net Enrolment Rate is different here compared to data in the previous publication due to different population estimates used for the 2015 Statistical Digest, as the information above is based on population estimates provided by SPC.





**Figure B1.2.2: Net Enrolment and Gross Enrolment Rates for Primary Level  
2012 - 2016**



The Net Enrolment Rate and Gross Enrolment Rate for primary education show no difference from year to year over the past five years. Throughout this period, Net Enrolment Rate remains at 100% which indicates high participation of officially school aged students in primary education, while Gross Enrolment Rate remains at above 100%. This reflects a high number of students outside of the official school age also remaining in schools at primary level. This is attributed to the Samoa School Fee Grant Scheme (SSFGS) as well as the Compulsory Education Act enforcement, which have led to more students enrolled in some schools.

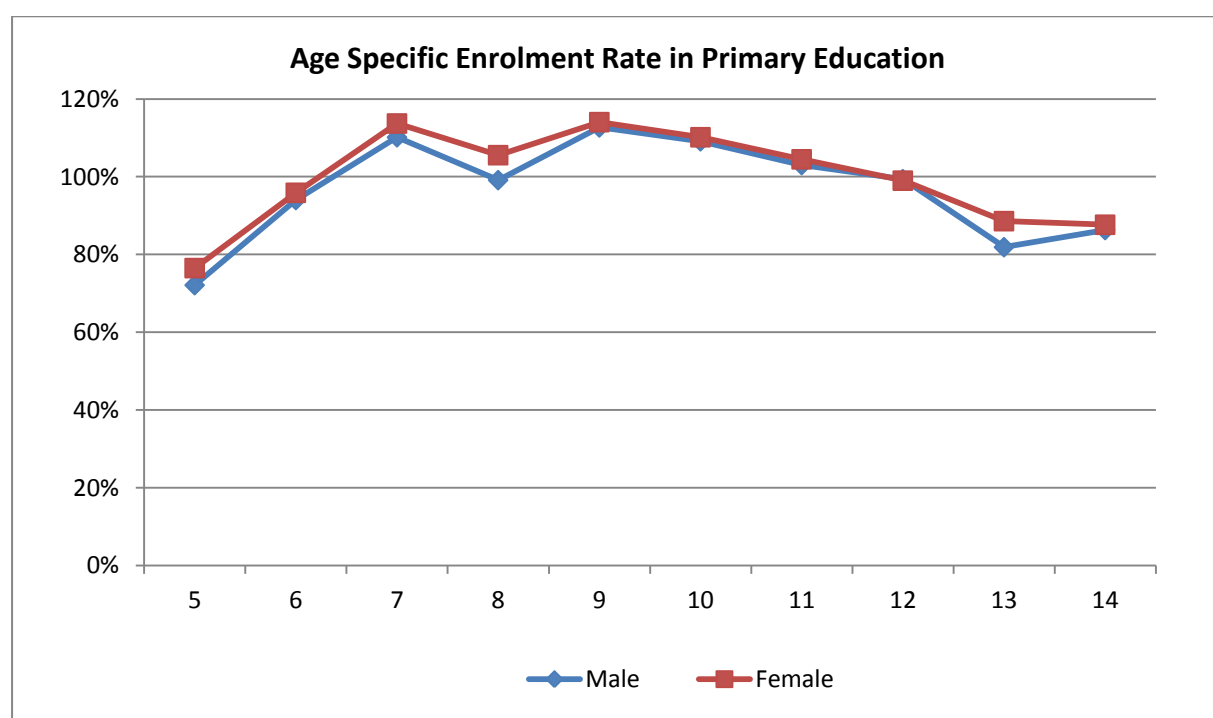
### B1.3 Age Specific Enrolment Rate in Primary Education

The main purpose of the Age Specific Enrolment Rate is to show the extent of the educational participation of a specific age cohort. The Age Specific Enrolment Rate signifies the extent of participation in the education system of a specific age cohort.

**Table B1.3.1: Age Specific Enrolment Rate for Primary Level 2016**

Age	Age Specific Enrolment			ASER in Primary Education		
	Male	Female	Total	Male	Female	Total
5	2,084	2,001	4,085	72%	77%	74%
6	2,600	2,421	5,021	94%	96%	95%
7	2,923	2,777	5,700	110%	114%	112%
8	2,535	2,501	5,036	99%	106%	102%
9	2,792	2,632	5,424	113%	114%	113%
10	2,629	2,480	5,109	109%	110%	110%
11	2,423	2,299	4,722	103%	105%	104%
12	2,299	2,140	4,439	99%	99%	99%
13	1,877	1,891	3,768	82%	89%	85%
14	1,972	1,856	3,828	86%	88%	87%

Full participation is shown in the Age Specific Enrolment Rate of 7 – 11 year olds while low percentage is recorded for 5-6year olds and 13-14 year olds. This suggests that specific enrolment at 5 and 6 years of age some students either enter at a later age, or at age five but remain in ECE (Early Childhood Education) for another year.



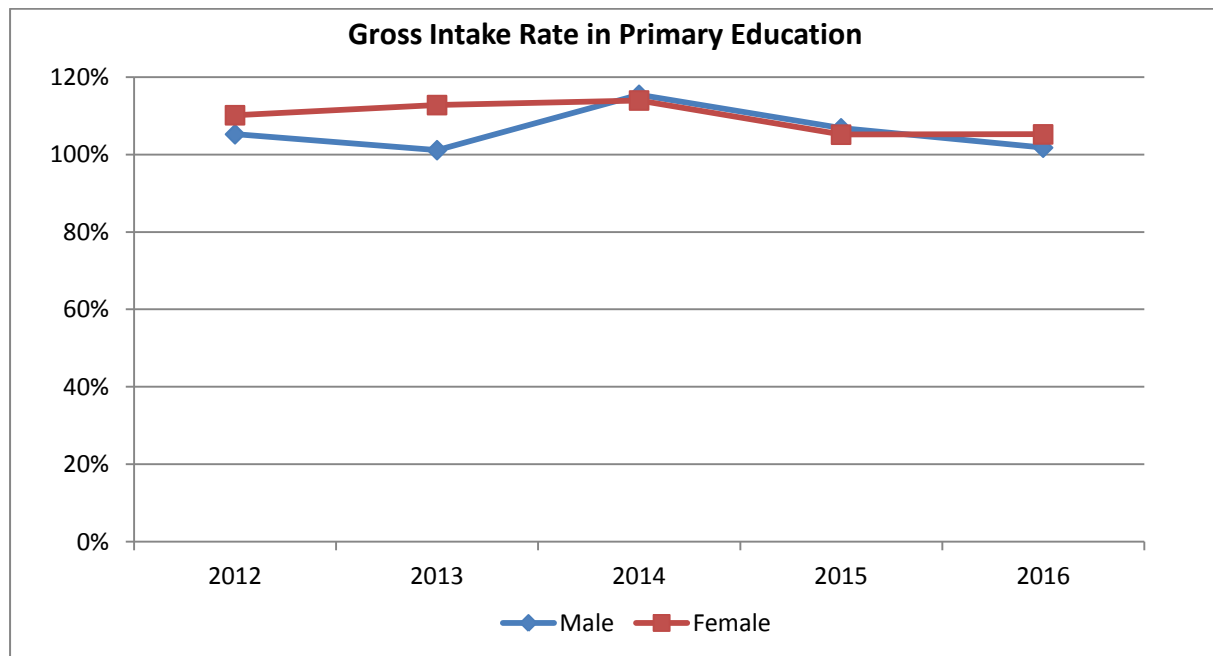
#### **B1.4 Gross Intake Rate in Primary Education**

The purpose of the Gross Intake rate for primary education is to indicate the general level of access to primary education, as well as the capacity of the education system to provide access to year level one for the official school entrance age population. New entrants to year one level in primary education fluctuate, where more boys than girls were enrolled over the last five years.

**Table B1.4.1: Gross Intake Rate for Primary Level 2012 -2016**

Year	New Entrants to Year 1 (all ages)			Gross Intake Rate		
	Male	Female	Total	Male	Female	Total
2012	2,660	2,597	5,257	105%	110%	108%
2013	2,624	2,714	5,338	101%	113%	107%
2014	3,092	2,812	5,904	115%	114%	115%
2015	2,966	2,668	5,634	107%	105%	106%
2016	2,941	2,752	5,693	102%	105%	103%

The fluctuating Gross Intake Rate occurs at above 100% suggesting more over-aged students who do not enter primary education for the first time when turn five which is the official primary entrance age. The highest gross intake rate was recorded in 2014 of 115% and the lowest rate being 103% in 2016.



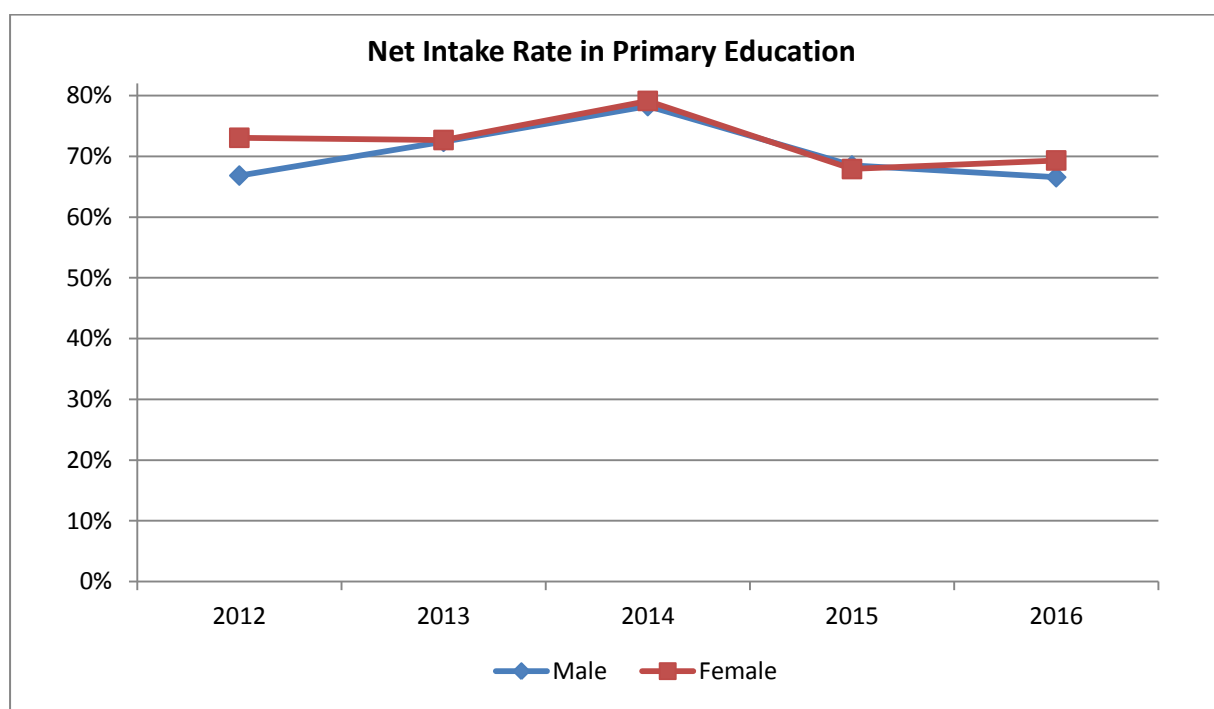
### ***B1.5 Net Intake Rate in Primary Education***

The purpose of the Net Intake Rate is to specifically measure the level of access to primary education by the eligible population of primary school entrance age.

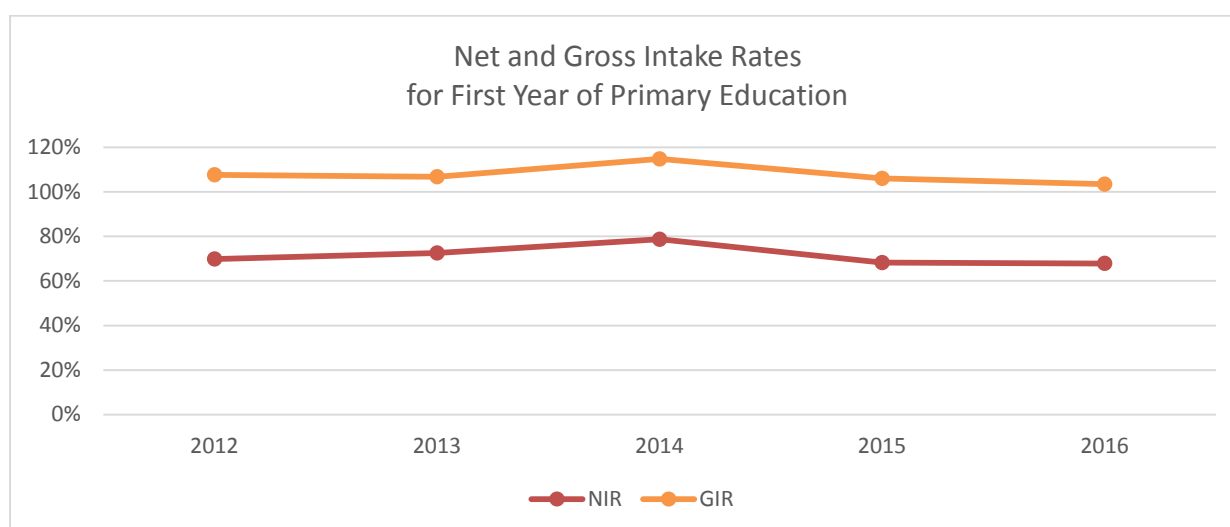
***Table B1.5.1: Net Intake Rate for Primary Level 2012 -2016***

Year	Number of children aged 5 entering Year 1			Net Intake Rate		
	Male	Female	Total	Male	Female	Total
2012	1,689	1,722	3,411	67%	73%	70%
2013	1,878	1,749	3,627	72%	73%	73%
2014	2,096	1,952	4,048	78%	79%	79%
2015	1,902	1,723	3,625	68%	68%	68%
2016	1,923	1,813	3,736	67%	69%	68%

There has been fluctuation within the Net Intake Rate over the past five years. The Net Intake Rate increased between 2012 and 2014 with many more students at the official primary school entrance age entering primary education for the first time in 2014. However, these figures dropped by 11% in 2015 and 2016. The high repetition rate at year one level is assumed to be one of the contributing factors for this reduction.



**Figure B1.5.2: Net Intake and Gross Intake Rates for Primary Level 2012 - 2016**



Over the last five years, the Net Intake and Gross Intake Rates have been corresponding to each other. The gross intake rate peaked in 2014, suggesting more children were enrolled and entered primary education then. A big drop of 11% was recorded in 2015 and this percentage remained the same in 2016. The same pattern is evident in the Net Intake Rate hence the parallel illustration in Figure B1.1.

### **B1.6: Students with Disabilities in Primary Education**

#### **KPI 6: Students with Disability**

The data collected has been for students with disability enrolled in Government primary schools (*MESC Statistical Digest 2016*). The Ministry has measures to collect data that reflect the number of students with disability enrolled in primary and secondary schools, as well as data to include the different types of disability. An IVP recommendation was to reflect a disaggregation of data by gender for students with disability.

#### **Interim KPI (2016/2017)**

Key Outcome Indicators	ESP code	Sub category	2014 Baseline	2015	2018 Target
Number of students with Disability <sup>5</sup> enrolled in Primary schools by gender using 2014 data as a baseline.	2.2	Primary	133	166	260
		Male	Male 77	Male 95	Male 130
		Female	Female 56	Female 71	Female 116

<sup>5</sup> Pacific Indicators for Disability-Inclusive Education pg 20

**Permanent KPI (2016/2017)**

Key Outcome Indicators	ESP code	Sub category	2014	2015	2016 Target	2017 Target	2018 Target
Number of students with Disability <sup>6</sup> enrolled in Primary schools by gender using 2016 data as a baseline	2.2	Primary	133	166	180	200	220
		Male	Male 77	Male 95		Male 95	Male 130
		Female	Female 56	Female 71		Female 71	Female 116

**B1.6: Students with Disability enrolled in Primary Education**

Guided by the Goals in the Sector Plan, the inclusion of students with disabilities in mainstream education is a priority of the Ministry to ensure '*a provision of a curriculum and assessment that promotes equity of achievement in learning*', enabling them to make fulfilling life choices. The Inclusive Education Policy<sup>7</sup> is in place and provides an overall framework for '*improving educational opportunities for children living with disabilities in early childhood, school and post-school subsectors.*'

**B1.6.1 Students with Disability enrolled in Primary Education**

Year	Male	Female	TOTAL
2014	77	56	133
2015	95	71	166
<b>TOTAL</b>	<b>172</b>	<b>127</b>	<b>299</b>

The table shows the total number of students with disability in government primary schools in 2014 and 2015. There has been an increase in the number of students with disability in 2015 compared to 2014, thus indicating a growing number of students with special needs are enrolled in mainstream government schools. Males have outnumbered females in the last two years.

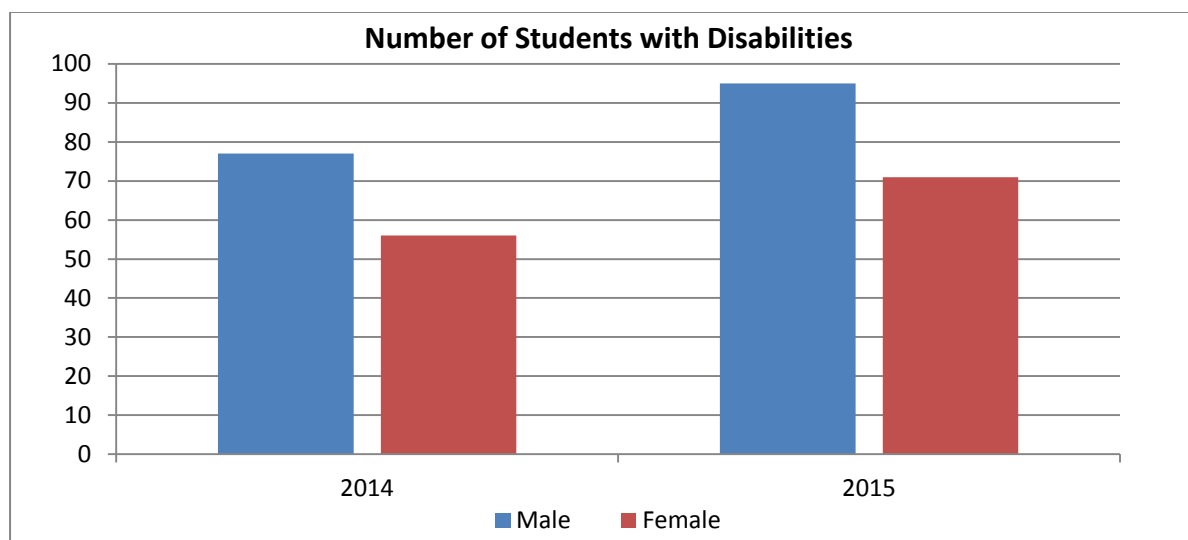
There is a big need for teachers to be trained in special needs education to ensure they have the expertise to cater for children with disabilities in their classrooms.

The collection of the disability data is dependent on teacher knowledge of the students as there are no formal diagnosis assessments available. As data collection for students with disability is fairly new for this publication, submission of accurate information is an area some schools need support with. There is also a need for clarification on different

<sup>6</sup> Pacific Indicators for Disability-Inclusive Education pg 20

<sup>7</sup> Inclusive Education Policy for Students Living with Disability

types of disability and for the Ministry to work towards improving the quality of the data collected.



## **B2: Progression and Completion**

### ***B2.1 Progression Rate in Primary Education***

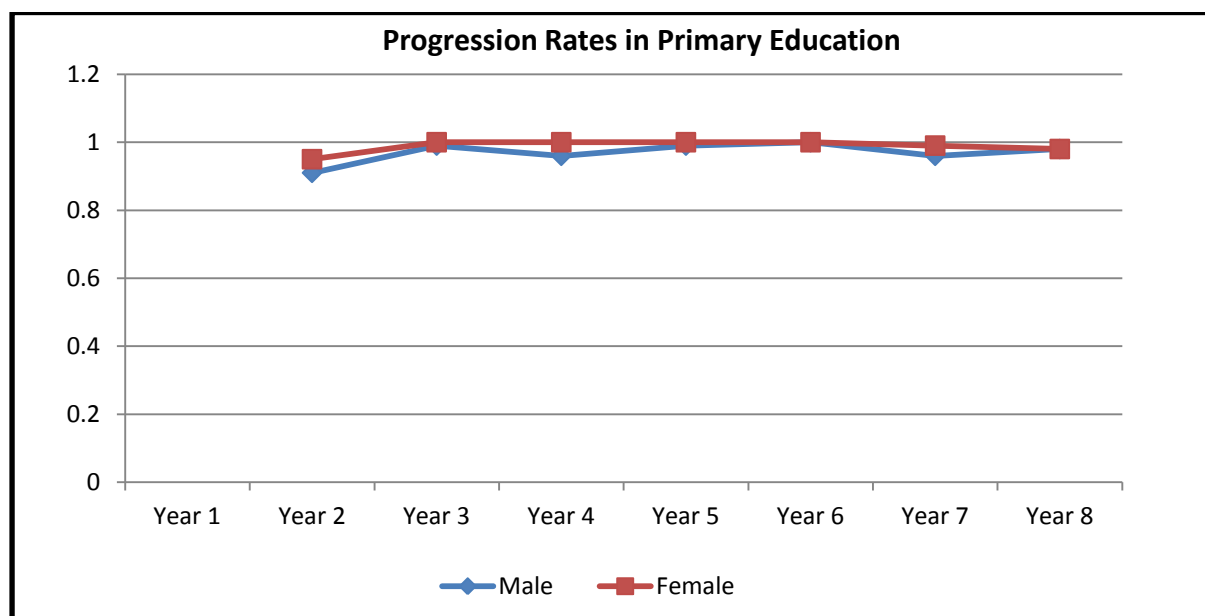
The purpose of Progression Rate is to measure the performance of the education system in promoting pupils from a cohort from year level to year level and its effect on the internal efficiency of the education system. Progression Rate by year level shows that most students who were in various year levels in 2015 managed to continue and move to the next year level this year.

***Table B2.1.1: Progression Rate for Primary Level 2016***

Year Level	New Entrant Year Level Enrolment 2016			Progression Rate in Primary Education		
	Male	Female	Total	Male	Female	Total
Year 2	2,850	2,629	5,479	91%	95%	93%
Year 3	2,782	2,682	5,464	99%	100%	99%
Year 4	2,717	2,571	5,288	96%	100%	98%
Year 5	2,618	2,544	5,162	99%	100%	100%
Year 6	2,666	2,442	5,108	100%	100%	101%
Year 7	2,430	2,420	4,850	96%	99%	98%
Year 8	2,378	2,164	4,542	98%	98%	98%

Year levels 5 and 6 were recorded at and just above 100% this year assuming either repeaters from these year levels are low; or a number of students migrated from overseas and entered primary education in these particular year levels. The lowest progression rate is from year one level to year two level, which indicates that many students reached their 5th birthday later in the year and therefore remained in year one

level for the rest of 2016. Boys consistently have a lower progression rate than girls due to many boys repeating in all year levels. On the other hand, in-school promotion which occurs annually in primary education determines a high progression rate. In 2016, there is high internal efficiency in the flow of students.



### ***B2.2 Gross Intake Rate for the Last Year (Year 8) in Primary Education***

The main purpose of gross intake rate is to indicate the capacity of the education system to provide access to the final year level (year 8) of primary education, for the official primary school aged 12 population. This is a proxy measure of primary completion which reflects the impact of policies shaping the early years of primary school on the completion of the final year of primary education.

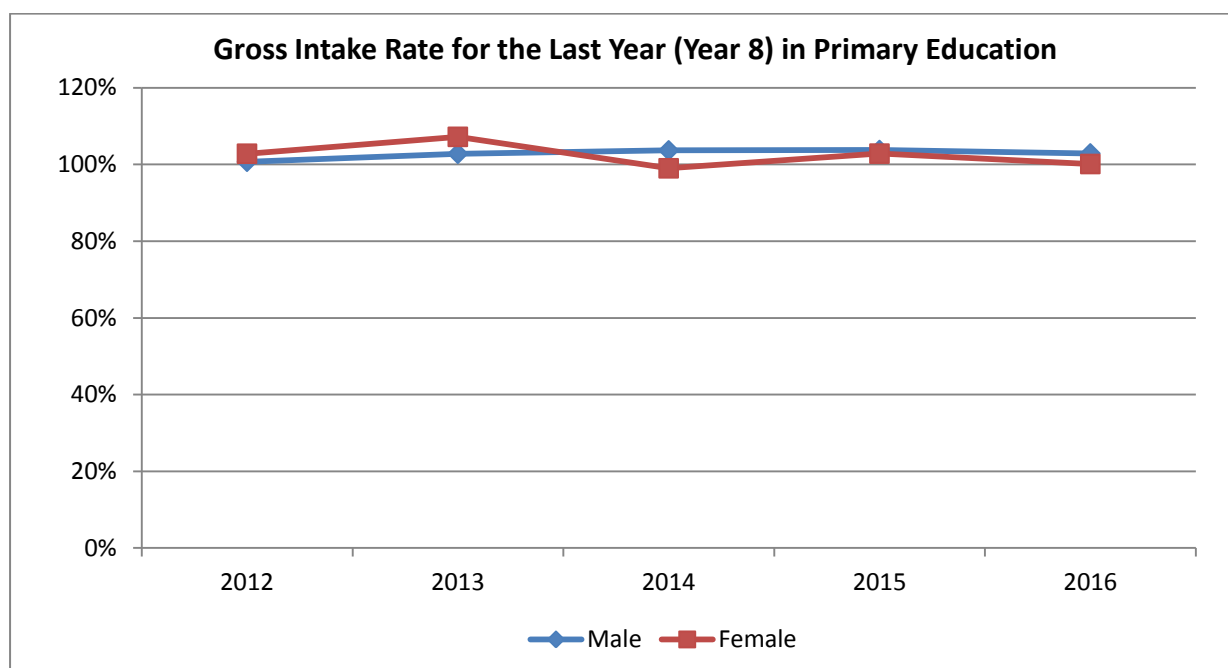
***Table B2.2.1: Gross Intake Rate for the Last Year (Year 8) for Primary Level  
2012 – 2016***

Year	New Entrants to Year 8 (all ages)			Gross Intake Rate		
	Male	Female	Total	Male	Female	Total
2012	2,338	2,190	4,528	101%	103%	102%
2013	2,378	2,288	4,666	103%	107%	105%
2014	2,389	2,116	4,505	104%	99%	101%
2015	2,388	2,206	4,594	104%	103%	103%
2016	2,380	2,164	4,544	103%	100%	102%

The total Gross intake Rate for the final year (year 8) of primary education over the last five years has been consistently at just above 100%. This shows more students enrolled and progressed to year eight level. The highest rate of 105% was recorded in 2013. The Gross intake rate for females was recorded at its lowest of 99% in 2014 while males



show a steady trend over the past five years with a drop this year to 103% as it was in 2013.



### ***B2.3 Net Intake Rate for the Final Year (Year 8) in Primary Education***

The Net Intake Rate for the final year (year 8) of primary education is an indicator which specifically measures the level of access to primary education by the eligible population of primary school final year level age (age 12).

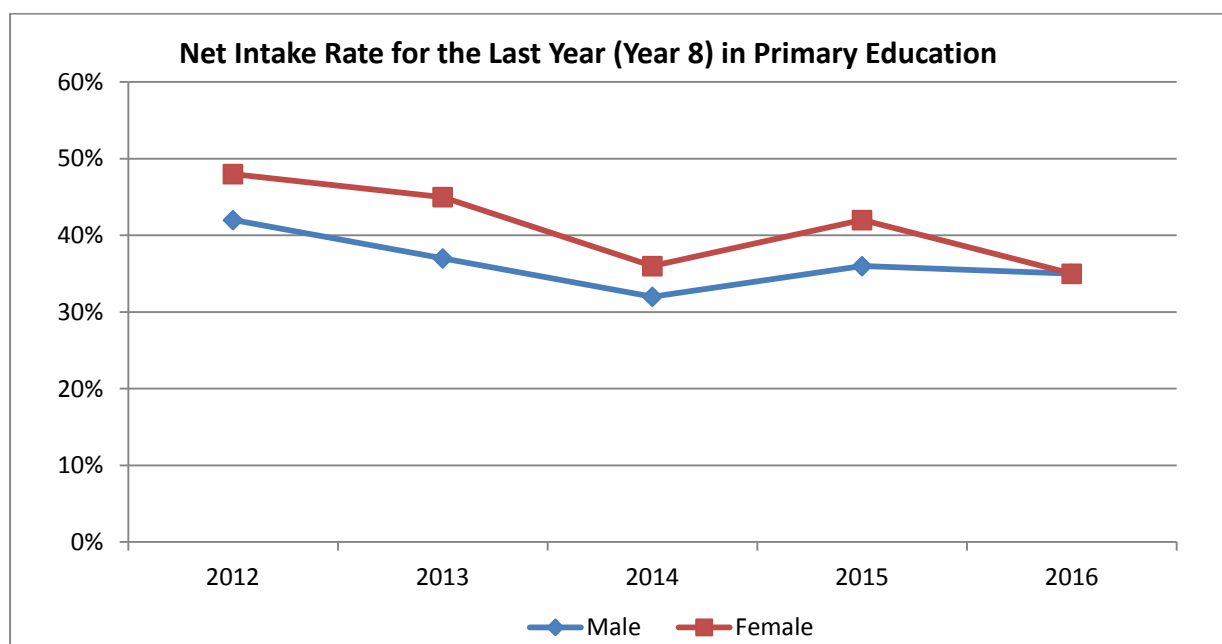
The Net Intake Rate for the final year (Year 8) of primary education is below 50% and this has been the trend over the last five years. The number of 12 year olds who reached year 8 is extremely low. This trend of very low completion rate at year 8 creates a domino effect on the low number of age 12 students entering the first year level (Year 9) in secondary education.

***Table B2.3.1: Net Intake Rate for the Final Year (Year 8) for Primary Level  
2012 – 2016***

Year	Number of children aged 12 entering Year 8			Net Intake Rate		
	Male	Female	Total	Male	Female	Total
2012	1,061	1,138	2,199	42%	48%	45%
2013	957	1,073	2,030	37%	45%	41%
2014	863	893	1,756	32%	36%	34%
2015	1,013	1,056	2,069	36%	42%	39%
2016	1,007	917	1,924	35%	35%	35%

The overall net intake rate over the last five years continues to decline. The percentage of 12 year old female students who completed the final year level of primary education

(Year 8) peaked at 48% in 2012 and dropped to its lowest at 35% in 2016. The highest percentage of males entering year 8 was recorded at 42% in 2012 while its lowest of 32% was recorded in 2014.



#### ***B2.4 Repetition Rate in Primary Education***

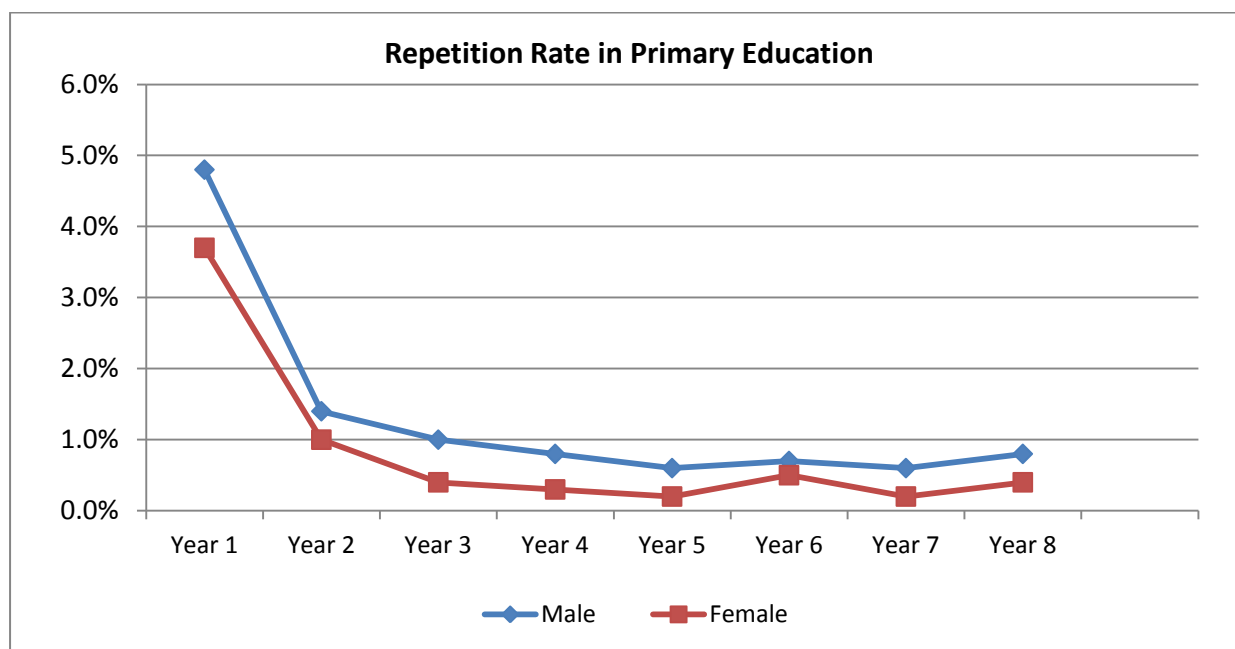
Repetition rate is used to measure the rate at which pupils from a cohort repeat a year level and its effect on the internal efficiency of the education system.

***Table B2.4.1: Repetition Rate for Primary Level 2016***

Year Level	Year Level Repeaters 2016			Repetition Rate in Primary Education		
	Male	Female	Total	Male	Female	Total
Year 1	151	102	253	4.8%	3.7%	4.3%
Year 2	39	26	65	1.4%	1.0%	1.2%
Year 3	29	10	39	1.0%	0.4%	0.7%
Year 4	20	8	28	0.8%	0.3%	0.5%
Year 5	15	5	20	0.6%	0.2%	0.4%
Year 6	18	12	30	0.7%	0.5%	0.6%
Year 7	15	5	20	0.6%	0.2%	0.4%
Year 8	18	9	27	0.8%	0.4%	0.6%
<b>Total</b>	<b>305</b>	<b>177</b>	<b>482</b>	<b>1.4%</b>	<b>0.9%</b>	<b>1.2%</b>

Of all year levels within primary education, repetition rate is higher in year one and gradually decreases as pupils progress to the higher levels. Repetition rate is much higher in the first year level (Year 1) of primary education, and gradually decreases throughout the higher levels. The highest rate was recorded in year one level as more students repeat, and therefore very low progression rate for this particular year level.

Low repetition rates in year 2 to year 8 signify most of the children progress to the next year level. Annual in-school promotions in primary education as mentioned earlier also contribute to more students progressing through the year levels in some cases. Repetition rate is always higher for males than females in all year levels.



### ***B2.5 Drop Out Rate in Primary Education***

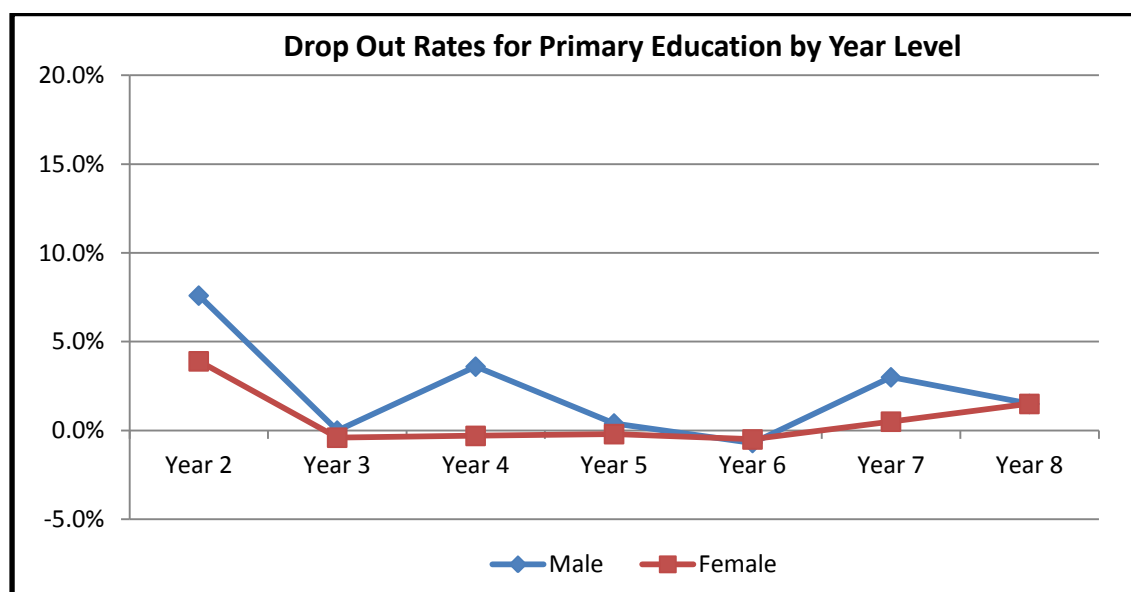
Drop Out Rate is used to measure the trend of pupils from a cohort leaving primary education without completion, and its effect on the internal efficiency of the education system.

***Table B2.5.1: Drop Out Rate for Primary Level 2016***

Year Level	Drop Out Rate		
	Male	Female	Total
Year 2	7.6%	3.9%	5.9%
Year 3	0.0%	-0.4%	0.0%
Year 4	3.6%	-0.3%	1.1%
Year 5	0.4%	-0.2%	0.0%
Year 6	-0.7%	-0.5%	-1.1%
Year 7	3.0%	0.5%	1.7%
Year 8	1.5%	1.5%	1.5%
<b>Total</b>	<b>-1.3%</b>	<b>-2.8%</b>	<b>-2.0%</b>

Dropout rates for primary education fluctuates across all year levels, with the highest percentage of almost 6% recorded for year two level. The assumption here is high dropout rates may be caused by students staying home and some migrate.

SSFSG (Samoa School Fee Grant Scheme) has been introduced to address the issue of participation in education with the idea to assist parents with schools fees; nevertheless there are far too many students who are not engaged in formal school instructions.



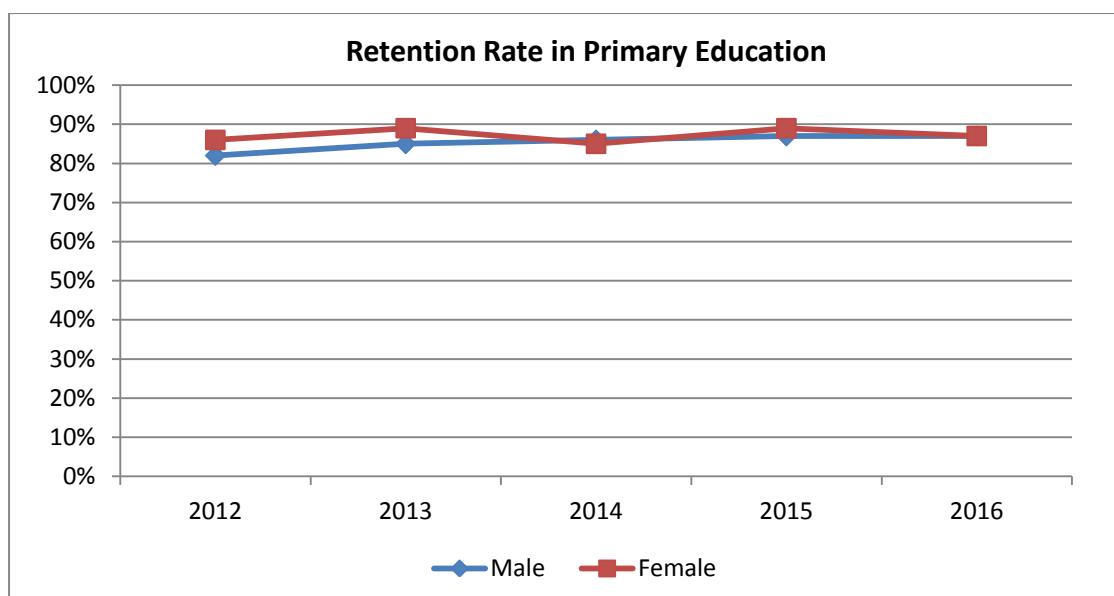
### ***B2.6 Retention Rate in Primary Education***

The main purpose of retention rate is to measure the trend of pupils from a cohort who complete and retain in primary level of education.

***Table B2.6.1: Retention Rates in Primary Education 2012 - 2016***

Year	Year 8 Enrolment			Retention Rate in Primary Education		
	Male	Female	Total	Male	Female	Total
2012	2,360	2,218	4,578	82%	86%	84%
2013	2,403	2,308	4,711	85%	89%	87%
2014	2,400	2,119	4,519	86%	85%	86%
2015	2,400	2,213	4,613	87%	89%	88%
2016	2,396	2,173	4,569	87%	87%	87%

The Retention rate has been consistently above 80% for the last five years and fluctuates between 84% and 88%. It signifies the percentage of pupils who are retained from Year 1 up to Year 8 in primary education. It is assumed that students who dropped out during this progression either migrated overseas or were held at home and therefore unable to complete their primary education.



### B3: Learning Outcomes

Three national assessments are conducted at primary level. These are Year 4 SPELL 1; Year 6 SPELL 2 and Year 8 SPECA assessments. While SPECA is an aptitude test to find out about the natural strengths of the students, the SPELL assessments are diagnostic and competency based tests in the learning areas of Numeracy, English Literacy, and Gagana Samoa Literacy for Years 4 and 6. Students achieving proficient or established achievement levels demonstrate proficiency in the knowledge and skills necessary for literacy and numeracy as specified in the Samoa Curriculum Standards (National SPELL Report 2015). Key Performance Indicators were needed to be included in this Statistical Digest to provide an equivalency measure to compare 2012 data with 2015 results.

The Independent Verification Process<sup>8</sup>, (2016) for the Samoa Education Sector was conducted on 20 – 24 June 2016 "through a performance-linked mechanism based on Government of Samoa's (GoS) achievement of agreed Key Performance Indicators (KPIs) in the Education Sector," (Independent Verification Process Report, 2016). Based on this report, the recommendations for Key Performance Indicators (KPI) 1 & 2 are set out below:

#### Recommendations:

- Create an 'interim' KPI for the next IVP to provide an equivalency measure to compare 2012 data with 2015 results
- Create a permanent KPI from 2015 with the already proposed baseline and targets from the 2015 revised SPELL Report

<sup>8</sup> A Sector wide verification to assess the achievement of Key Performance Indicators (KPI)

### Interim KPI

Equivalency measure completed by September 2016 to compare 2012 with 2015 SPELL results.

### Permanent KPI

Key Outcome indicators	ESP code	Sub category	2015 Baseline <sup>9</sup>	Intermediate targets 2016 - 2018	2019 target
The percentage of Year 4 primary school children meeting a minimum of Level 3 <sup>10</sup> for Literacy and Numeracy by gender	SO1	<b>SPELL Year 4 English</b>			
		Female	32%	42%	50%
		Male	22%	32%	50%
		<b>SPELL Year 4 Samoan</b>			
		Female	36%	46%	60%
		Male	49%	59%	70%
		<b>SPELL Year 4 Numeracy</b>			
		Female	49%	59%	70%
		Male	40%	50%	60%
The percentage of Year 6 primary school children meeting a minimum of Level 3 for Literacy and Numeracy by gender	SO1	<b>SPELL Year 6 English</b>			
		Female	24%	34%	50%
		Male	12%	22%	50%
		<b>SPELL Year 6 Samoan</b>			
		Female	57%	67%	80%
		Male	37%	47%	60%
		<b>SPELL Y6 Numeracy</b>			
		Female	56%	66%	80%
		Male	45%	55%	70%

### B3.1: Year 4 SPELL 1 Assessment

The overall National data for SPELL 1 Gagana Samoa and English Literacy indicates that seven out of 10 Year 4 students are yet to reach the 'proficient' level or higher. One in 10 students were unable to demonstrate proficiency on any of the Literacy SPELL 1 expected learning outcomes, that is, at the 'Critical' level. This suggests that their proficiency is to be found at a year level below Year 4. Identifying these students should be a priority for facilitating appropriate interventions.

The overall National data for SPELL 1 Numeracy indicates that more than half of Year 4 students are yet to reach proficiency in numeracy. A total of 15% of students were unable to demonstrate proficiency on any of the SPELL 1 expected learning outcomes (referred to as Beginner critical). This suggests that their proficiency is to be found at a year level below Year 4. Identifying these students should be a priority for facilitating appropriate interventions.

<sup>9</sup> Change of baseline year reflects modification of assessment tools. Refer to Education Sector Plan for full explanation

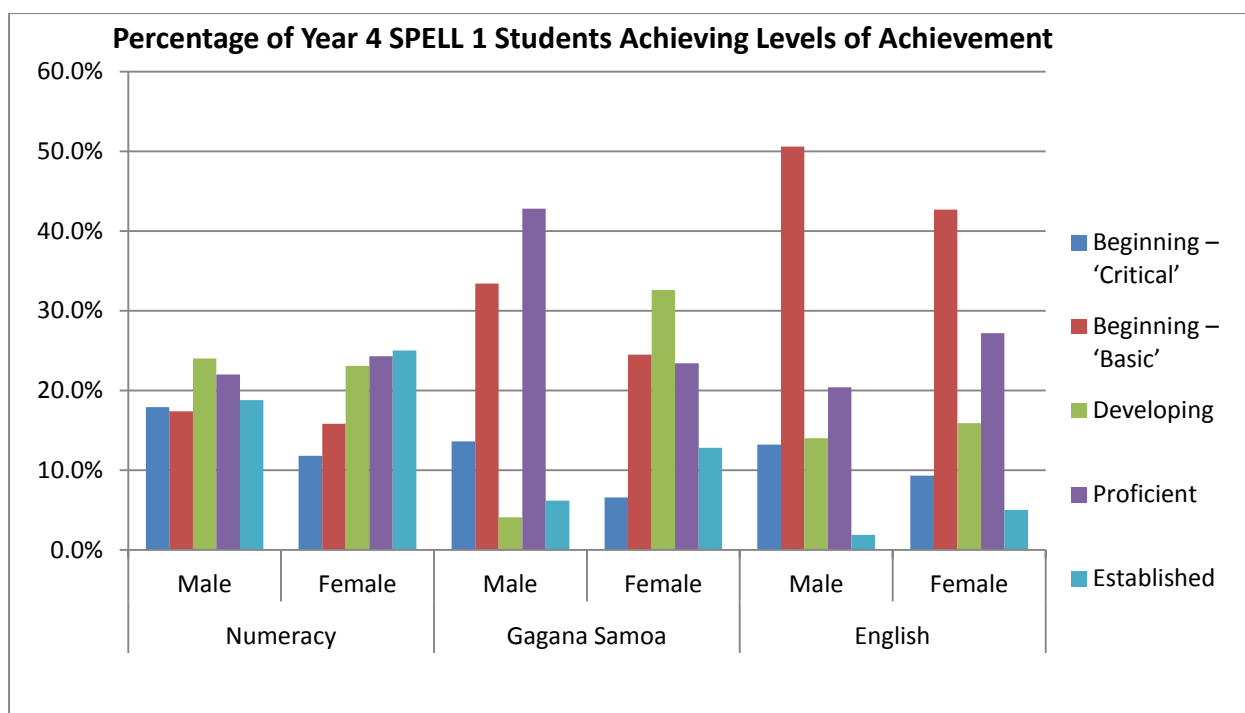
<sup>10</sup> Pupils who demonstrate proficiency in the knowledge and skills necessary at Year 4 and Year 6 as specified in the Samoan Curriculum Standards. (National SPELL Report 2015)

**Table B3.1.1: Year 4 SPELL 1 Assessment**

<b>SPELL 1</b>	<b>Gender</b>	<b>Beginning - 'Critical'</b>	<b>Beginning – 'Basic'</b>	<b>Developing</b>	<b>Proficient</b>	<b>Established</b>
Numeracy	Male	17.9%	17.4%	24.0%	22.0%	18.8%
	Female	11.8%	15.8%	23.1%	24.3%	25.0%
	Total	14.9%	16.6%	22.8%	23.9%	21.9%
Gagana Samoa	Male	13.6%	33.4%	4.1%	42.8%	6.2%
	Female	6.6%	24.5%	32.6%	23.4%	12.8%
	Total	10.3%	28.9%	31.8%	19.5%	9.5%
English	Male	13.2%	50.6%	14.0%	20.4%	1.9%
	Female	9.3%	42.7%	15.9%	27.2%	5.0%
	Total	11.8%	46.6%	14.7%	23.4%	3.4%

The percentage of Year 4 primary school children meeting a minimum level of proficiency for Literacy and Numeracy by gender is shown below. Numeracy shows that females are more proficient than males with 49.3% of females at the proficient level or higher compared with 40.8% of males. It is further evident with 35.3% of males still at the beginning level compared with 27.6% of females. Males are more proficient than females in Gagana Samoa, with 49.0% of males who reached 'proficient' or 'established' levels compared with 36.2% of females. English shows that there is a low percentage of both males and females who reached proficient or established levels of only 1.9% and 5%, and this corresponds to the high percentage at the beginning level of 50.6% and 42.7%.

Overall, a high percentage of students are at the beginning (basic) learner level especially in English, calling for interventions and appropriate measures to address this achievement issue.



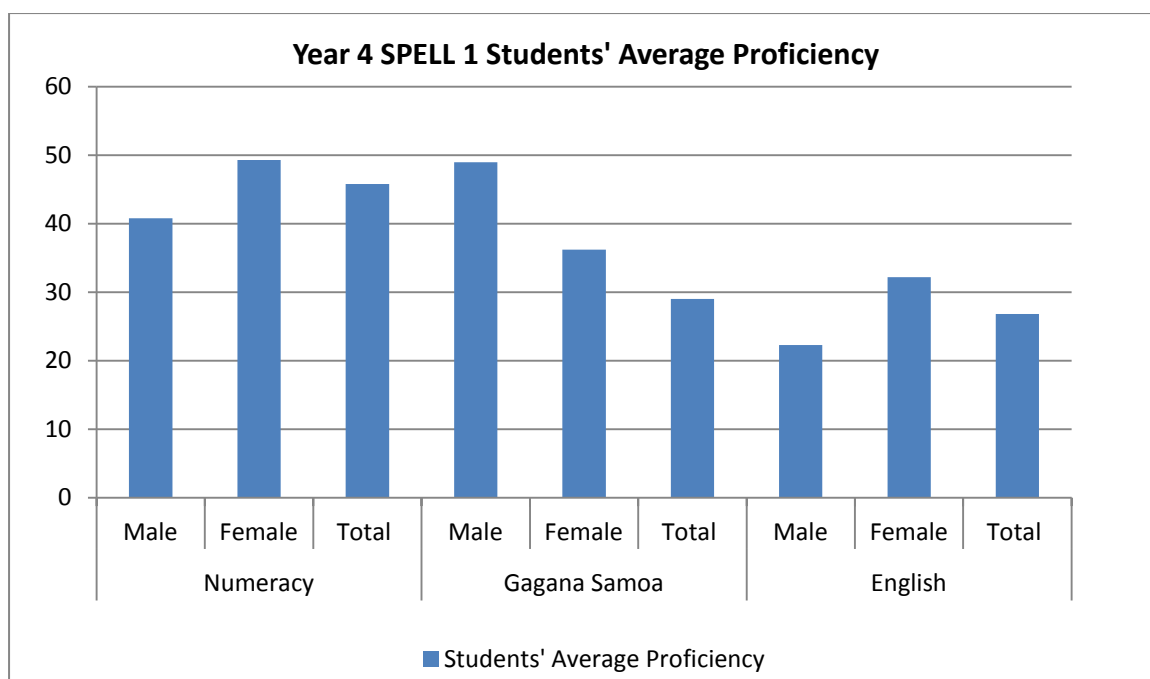
#### ***B.3.1.2: Year 4 SPELL 1 Student Average Proficiency***

SPELL 1	Gender	Students' Average Proficiency
Numeracy	Male	40.8
	Female	49.3
	Total	45.8
Gagana Samoa	Male	49.0
	Female	36.2
	Total	29.0
English	Male	22.3
	Female	32.2
	Total	26.8

The average proficiency of Year 4 primary school children is indicated in Table 3.1.2. For Numeracy, the average proficiency for females is 9.5% more than for males. Males have achieved a much higher average proficiency in Gagana Samoa than Females, showing a 12.8% difference between the two. In English, Females are more proficient compared to males. Across the three learning areas, **Numeracy** by far shows the highest average proficiency for Year 4 students.

However, effective interventions still need to take place and more focus is needed on all three subjects to achieve learning outcomes of students and improve proficiency of students sitting SPELL 1 examinations.





### B.3.1.3: SPELL Equivalency

#### B.3.1.3.1: Equating 2015 SPELL “At Risk” Level with 2012 Baseline Situation

The 2015 SPELL data has been transformed to forms that are equivalent and comparable with the baseline data. This will determine how the 2015 SPELL results compare with the 2012 baseline results. With only the ‘At Risk’ data available from the baseline 2012<sup>11</sup>. The 2015 SPELL equivalent data outlined in the following Tables (B.3.1.3.2, B.3.1.3.3, B.3.1.3.4) has been further transformed into a 2-point scale (“At Risk and “Not At Risk) so that comparison can finally be made. This is in line with the emphasis in this equating work where focus is on those students considered to be “At Risk’.

#### Year 4 Equivalency

#### B.3.1.3.2: Result of transforming 2015 SPELL 1 Numeracy based on 2012 re-processed data

Achievement Level	2012 SPELL 1 Numeracy (Re-processed)			2015 SPELL 1 Numeracy (Adjusted)		
	Overall	Female	Male	Overall	Female	Male
	%	%	%	%	%	%
1	19	24	15	19	22	16
2	24	25	22	15	17	14
3	28	26	29	35	36	35
At Risk Level (4 & 5)	29	25	34	31	25	35

<sup>11</sup> See SPELL report (2016)

The overall proportion of students considered to be 'at risk' in numeracy at the end of Year 4 marginally increased from 28% in 2012 to 31% in 2015. For females, those considered to be 'at risk' at the end of Year 4 increased from 23% in 2012 to 25% in 2015. Like the girls, the 'at risk' level for males at the end of Year 4 also increased from 32% in 2012 to 35% in 2015.

**B.3.1.3.3: Result of transforming 2015 SPELL 1 English Literacy based on 2012 re-processed data**

Achievement Level	2012 SPELL 1 English Literacy (Re-processed)			2015 SPELL 1 English Literacy (Adjusted)		
	Overall	Female	Male	Overall	Female	Male
	%	%	%	%	%	%
1	24	30	19	18	22	14
2	35	38	32	30	3	28
3	14	14	15	15	15	16
At Risk Level (4 & 5)	27	18	34	37	33	42

Overall, the level of students considered to be 'at risk' in English Literacy at the end of Year 4 in 2015 showed significant increase from 27% in 2012 to 37% in 2015. For females, the 'at risk' level also increased from 18% in 2012 to 33% in 2015. The situation for males was similar to the females with increase in the 'at risk' level from 35% in 2012 to 42% in 2015.

**B.3.1.3.4: Result of transforming 2015 SPELL 1 Samoan Literacy based on 2012 re-processed data**

Achievement Level	2012 SPELL 1 Samoan Literacy (Re-processed)			2015 SPELL 1 Samoan Literacy (Adjusted)		
	Overall	Overall	Male	Overall	Male	Female
	%	%	%	%	%	%
1	58	49	67	44	49	39
2	19	21	17	26	27	26
3	6	8	5	18	16	20
At Risk Level (4 & 5)	17	22	11	12	8	15

The overall level of students considered to be 'at risk' in the Samoan Literacy at end of Year 4 decreased from 16% in 2012 to 12% in 2015. The level of girls considered to be 'at risk' in 2015 showed a decrease from 12% in 2012 to 8% in 2015. The situation for boys also showed decrease in the proportion of boys considered to be 'at risk' from 21% in 2012 to 15% in 2015.

### **B3.2: 2015 Year 6 SPELL 2 Assessment**

The overall National data for SPELL 2 indicates that five out of ten Year 6 students are yet to reach the 'proficient' level or higher in Gagana Samoa, and eight out of ten students are yet to reach proficiency in English Literacy. Two in 10 students are unable to demonstrate English Literacy proficiency on any of the Literacy SPELL 2 expected learning outcomes, that is, at the 'Critical' level. This suggests that their proficiency is to be found at a year level below Year 6. Identifying these students should be a priority for facilitating intervention.

The overall National data for SPELL 2 Numeracy indicates that 49.4% of students are yet to reach proficiency in numeracy. About 5% of students were unable to demonstrate proficiency on any of the SPELL 2 expected learning outcomes for Numeracy and Gagana Samoa, while 22.9% for English (referred to as Beginner critical). This suggests that their proficiency is to be found at a year level below Year 6. Identifying these students should be a priority for facilitating intervention.

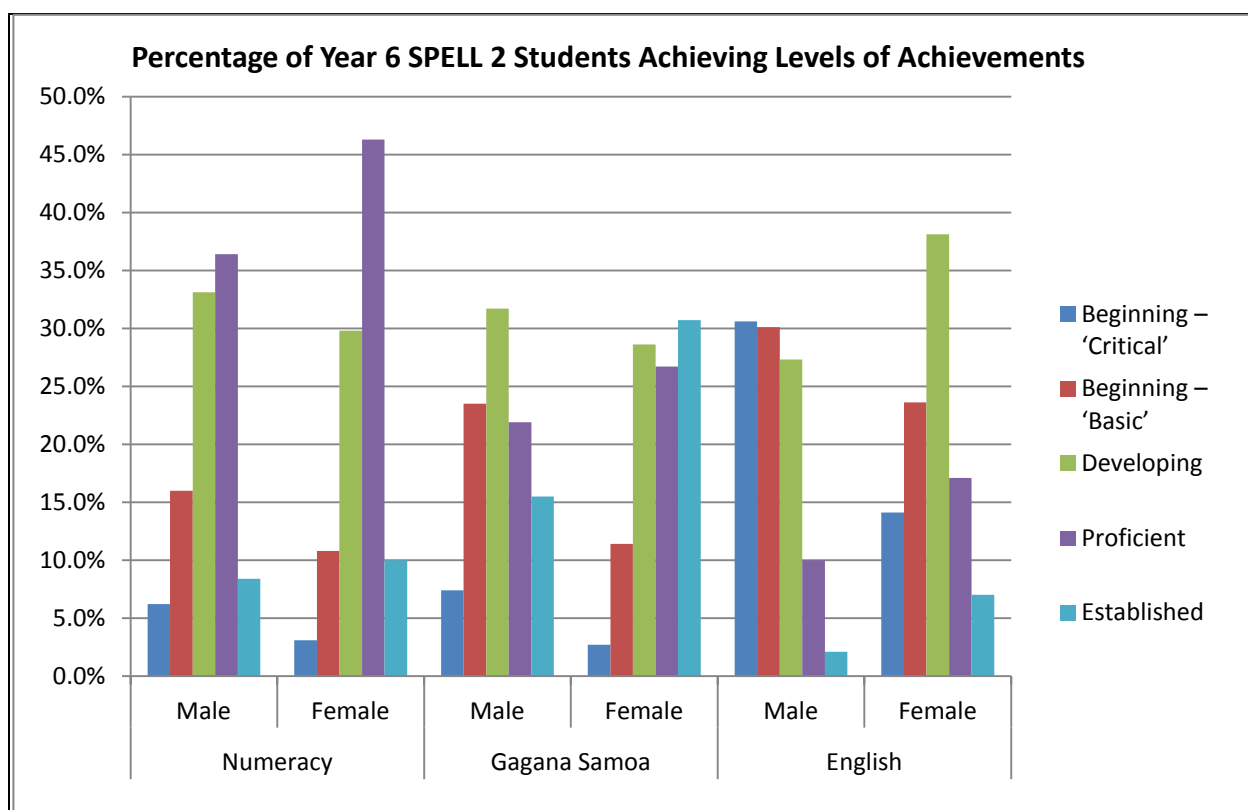
**Table B3.2.1: 2015 Year 6 SPELL 2 Assessment**

<b>SPELL 2</b>	<b>Gender</b>	<b>Beginning – 'Critical'</b>	<b>Beginning – 'Basic'</b>	<b>Developing</b>	<b>Proficient</b>	<b>Established</b>
Numeracy	Male	6.2%	16.0%	33.1%	36.4%	8.4%
	Female	3.1%	10.8%	29.8%	46.3%	10.0%
	Total	4.7%	13.1%	31.6%	41.3%	9.2%
Gagana Samoa	Male	7.4%	23.5%	31.7%	21.9%	15.5%
	Female	2.7%	11.4%	28.6%	26.7%	30.7%
	Total	5.1%	17.5%	29.0%	25.5%	23.0%
English	Male	30.6%	30.1%	27.3%	10.0%	2.1%
	Female	14.1%	23.6%	38.1%	17.1%	7.0%
	Total	22.9%	26.6%	32.5%	13.5%	4.5%

The percentage of Year 6 primary school children meeting a minimum level of proficiency for Literacy and Numeracy by gender is shown below. Females are more proficient than males in Numeracy, with 56.3% at the proficient or established levels compared with 44.8% of males. This difference is further evident with 22.2% of males still at the beginning learner level compared with 13.9% of females.

Overall, girls are more proficient in English and Gagana Samoa. However, there is still a high percentage of students at the beginning learner level (Critical and Basic) especially

in English, and the Ministry urgently needs interventions and measures to take place to overcome and to assist these students at this level.

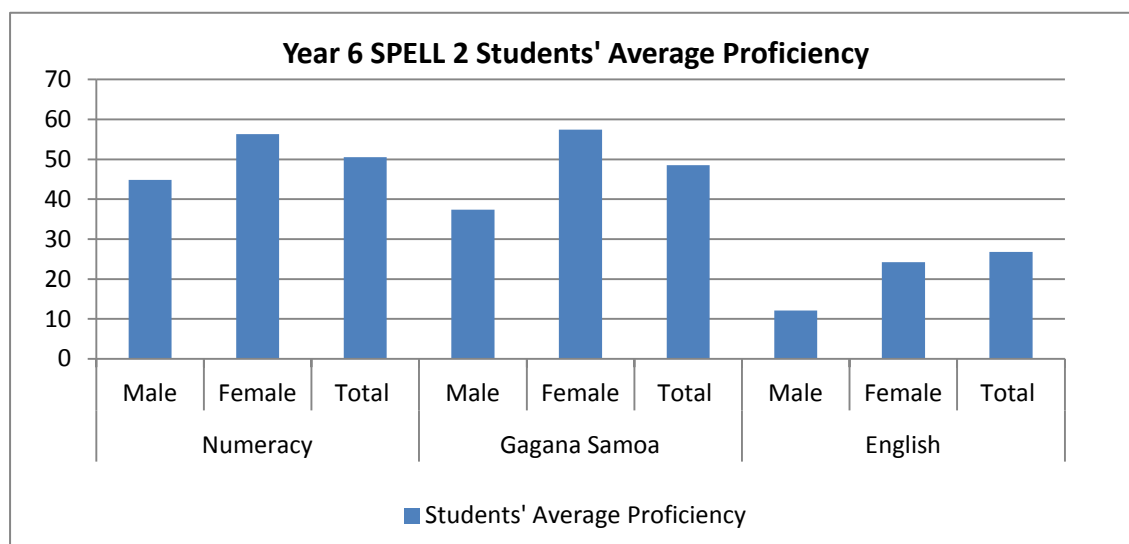


### ***B3.2.2: Year 6 SPELL 2 Students' Average Proficiency***

SPELL 2	Gender	Students' Average Proficiency
Numeracy	Male	44.8
	Female	56.3
	Total	50.5
Gagana Samoa	Male	37.4
	Female	57.4
	Total	48.5
English	Male	12.1
	Female	24.2
	Total	26.8

The average proficiency for Numeracy is much more for females by 11.5% than males. Almost 60% of females are proficient in Gagana Samoa, while less than 40% for males. Year 6 students scored very low in English than any of the other two subject areas as shown in the lowest average proficiency of only 26.8%.

Overall, more students are at the beginning level (critical level) in all three subjects. More focused programmes, interventions and strategies need to be in place to assist these students especially in English.



### **B3.2.3: Year 6 Equivalency**

#### **B3.2.3.1: Result of transforming 2015 SPELL 2 Numeracy based on 2012 re-processed data**

Achievement Level	2012 SPELL 2 Numeracy (Re-processed)			2015 SPELL 2 Numeracy (Adjusted)		
	Overall	Overall	Female	Male	Female	Male
	%	%	%	%	%	%
1	5	5	6	4	6	5
2	12	2	35	23	15	9
3	24	0	31	29	25	22
At Risk Level (4 & 5)	59	36	28	44	54	64

The overall proportion of students considered to be 'at risk' in numeracy at the end of Year 6 show a significant decrease from 56% in 2012 to 36% in 2015. The proportion of females considered to be 'at risk' in numeracy at the end of Year 6 also decreases significantly from 50% in 2012 to 28% in 2015. Similarly, males also experience decrease in those considered to be 'at risk' from 62% in 2012 to 44% in 2015.

**B3.2.3.2: Result of transforming 2015 SPELL 2 English Literacy based on 2012 re-processed data**

Achievement Level	2012 SPELL 2 English Literacy (Re-processed)			2015 SPELL 2 English Literacy (Adjusted)		
	Overall	Female	Male	Overall	Female	Male
	%	%	%	%	%	%
1	24	32	18	19	19	19
2	19	23	14	24	24	23
3	16	16	15	13	15	13
At Risk Level (4 & 5)	41	29	53	44	42	45

The overall level of students considered to be 'at risk' in English Literacy at the end of Year 6 in 2015 remain the same as in 2012, with 44% considered to be 'at risk'. In spite of the overall situation, females experience an increase in the 'at risk' level from 32% in 2012 to 42% in 2015. In contrast, males experience a **decrease** in the 'at risk' level from 55% in 2012 to 45% in 2015.

**B3.2.3.3: Result of transforming 2015 SPELL 2 Samoan Literacy based on 2012 re-processed data**

Achievement Level	2012 SPELL 2 Samoan Literacy (Re-processed)			2015 SPELL 2 Samoan Literacy (Adjusted)		
	Overall	Female	Male	Overall	Female	Male
	%	%	%	%	%	%
1	58	67	49	50	61	40
2	19	17	21	28	27	28
3	6	5	8	9	6	13
At Risk Level (4 & 5)	17	11	22	13	6	19

The overall students considered to be 'at risk' in Samoan Literacy at the end of Year 6 decreased from 17% in 2012 to 13% in 2015. The 'at risk' level for females decrease from 12% in 2012 to 6% in 2015. Like the females, the 'at risk' level for males also experienced a marginal decrease from 22% in 2012 to 19% in 2015.

**B3.3: Year 8 SPECA Assessment**

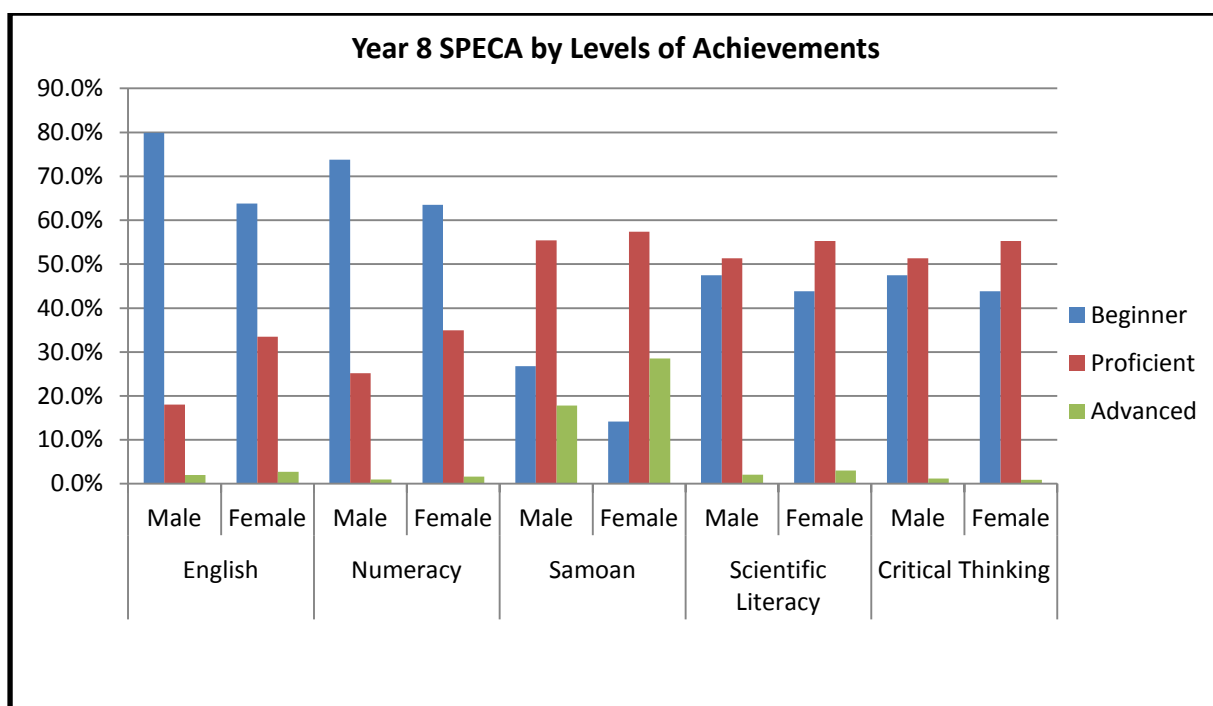
The overall national data for SPECA indicates that both English and Numeracy have the highest percentage of students who are found in the 'beginner' level of about 72% and 69%. However seven out of ten Year 8 students have yet to reach proficiency in English

Literacy; only three in ten students were able to demonstrate English Literacy proficiency at Year 8 level. This suggests that the proficiency in English Literacy for most students is to be found at a year level below Year 8. For the SPECA numeracy assessment, less than a third of Year 8 students reached the level of proficiency in numeracy. This also suggests that their proficiency in numeracy is to be found at a year level below Year 8. For Gagana Samoa, 56% are proficient while 23% achieved 'advanced' level. Therefore identifying interventions to improve student learning in English literacy and numeracy should be a priority for education policy makers.

**Table B3.3.1: Year 8 SPECA Assessment**

<b>SPECA</b>	<b>Gender</b>	<b>Beginner</b>	<b>Proficient</b>	<b>Advanced</b>
English	Male	79.9%	18.0%	2.0%
	Female	63.8%	33.5%	2.7%
	Total	72.0%	26.0%	2.0%
Numeracy	Male	73.8%	25.2%	1.0%
	Female	63.5%	34.9%	1.6%
	Total	69.0%	30.0%	1.0%
Gagana Samoa	Male	26.8%	55.4%	17.8%
	Female	14.2%	57.4%	28.5%
	Total	21.0%	56.0%	23.0%
Scientific Literacy	Male	47.5%	51.3%	2.1%
	Female	43.8%	55.3%	3.0%
	Total	36.0%	62.0%	3.0%
Critical Thinking	Male	47.5%	51.3%	1.2%
	Female	43.8%	55.3%	0.9%
	Total	46.0%	53.0%	1.0%

The percentage of Year 8 primary school children meeting a minimum level of proficiency for Literacy and Numeracy shows more girls than boys are proficient in Gagana Samoa, English Literacy and Numeracy.



#### ***B3.4: Primary Education Completion Rate***

The Primary Completion Rate is the percentage of students starting school, who complete Year 8. Around 80% of students complete Year 8 and there is no significant movement.

***Table B3.4.1: Primary Education Completion Rate 2014-2015***

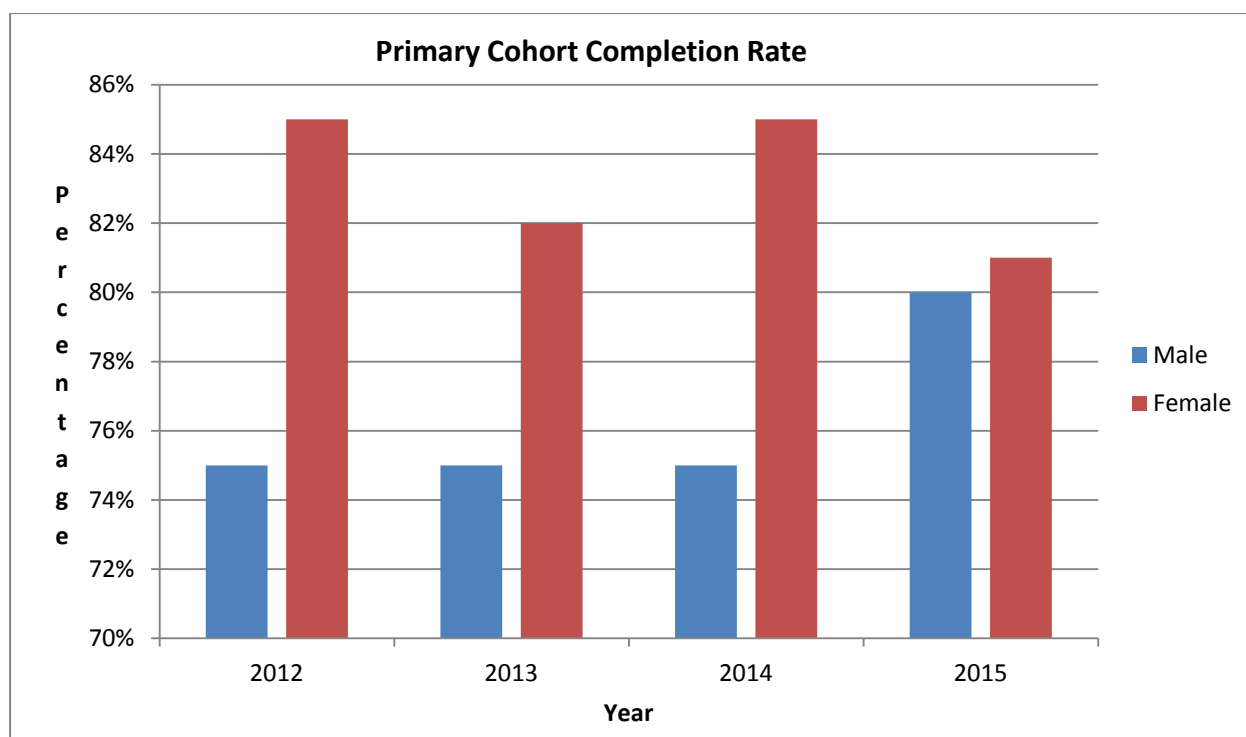
Year	Primary Cohort Completion Rate		
	Male	Female	Total
2012	75%	85%	81%
2013	75%	82%	79%
2014	75%	85%	80%
2015	80%	81%	81%

Table 2.7.1 indicates a low completion rate for students in primary education, suggesting that many students drop out of primary education before the completion of Year 8.

Three quarters of males have completed primary education compared to more than 80% of females. The table also shows that completion rate for males has remained static between 2012 and 2014. The 2015 increase indicates more males staying in primary education compared to previous years.

A 4% decrease in the completion rate for females is shown from 2014 to 2015. Thus while more females are enrolled in Year 8, fewer of them sit the SPECA examination.





## B4: Teacher Supply

### B4.1 Teachers in Primary Education

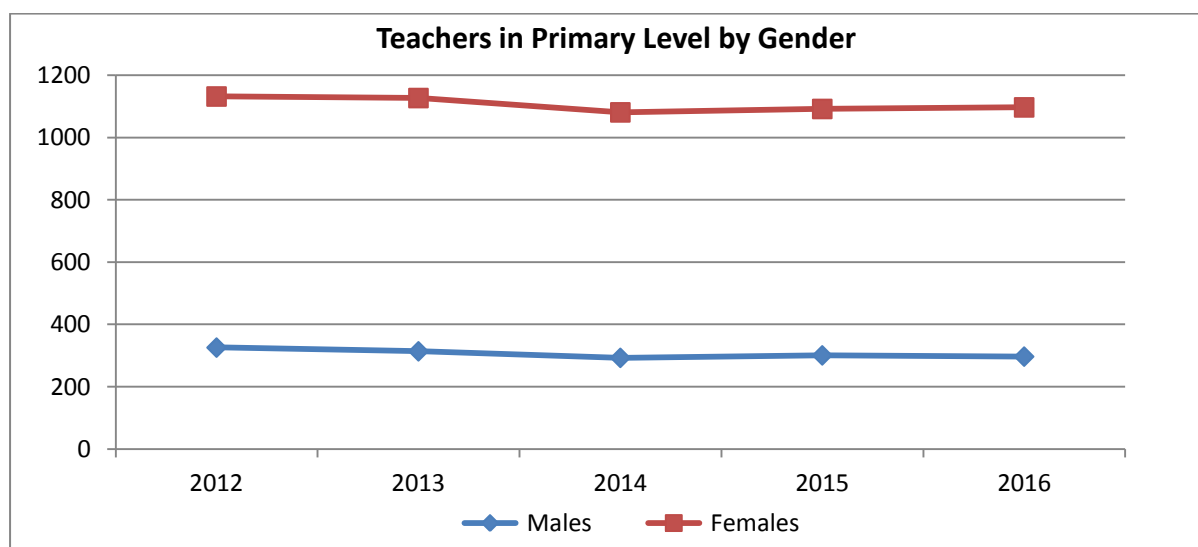
There are 1394 teachers who are currently teaching in primary education. A total of 1080 teachers are employed by government schools, 215 are employed by mission schools and 99 teachers are employed by private schools. There has been a decline in teachers from 2013 and 2014 but a slight increase was recorded in 2015. The critical shortage of teachers which is a longstanding issue, forces many schools to provide multigrade programmes.

**Table B4.1.1: Number of Teachers in Primary Education 2012 – 2016**

School Status	Teachers	2012	2013	2014	2015	2016
<b>Government</b>	Males	274	260	243	240	231
	Females	928	918	854	853	849
<b>Mission</b>	Males	34	38	36	46	49
	Females	126	124	139	157	166
<b>Private</b>	Males	18	16	14	15	17
	Females	78	85	88	82	82
	<b>Total Males</b>	<b>326</b>	<b>314</b>	<b>293</b>	<b>301</b>	<b>297</b>
	<b>Total Females</b>	<b>1132</b>	<b>1127</b>	<b>1081</b>	<b>1092</b>	<b>1097</b>
	<b>Total Teachers</b>	<b>1458</b>	<b>1441</b>	<b>1374</b>	<b>1393</b>	<b>1394</b>

It is evident that teaching as a profession in primary education is highly favourable among females as the graph below shows compared to the percentage of male teachers

in this level of education. The trend is consistent for the past five years across government, mission and private schools. The graph below shows that there is a wide gap between males and females in taking up teaching as a profession.

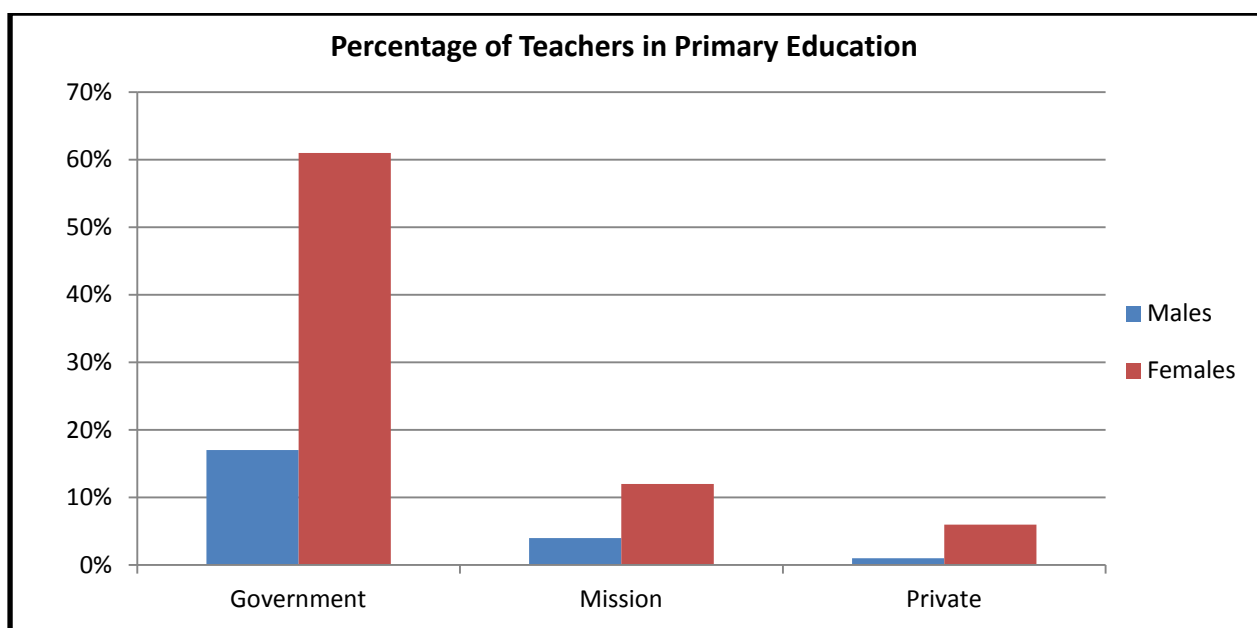


**Table B4.1.2: Percentage of Teachers in Primary Education 2012 – 2016**

School Status	Teachers	2012	2013	2014	2015	2016
Government	Males	19%	18%	18%	17%	17%
	Females	64%	64%	62%	61%	61%
Mission	Males	2%	3%	3%	3%	4%
	Females	9%	9%	10%	11%	12%
Private	Males	1%	1%	1%	1%	1%
	Females	5%	6%	6%	6%	6%
	<b>Total Males</b>	22%	22%	21%	22%	21%
	<b>Total Females</b>	78%	78%	79%	78%	79%

Given the number of Government schools, the highest percentage of teachers is employed by the Government over the last five years compared to mission and private schools. In government schools, the number of teachers is declining by 2% for males and 3% for females. This is in addition to the long standing critical issue of teacher shortage. This teacher attrition is due to many teachers migrating overseas, changing a career path or ceasing employment altogether.

Females dominate the teaching profession with a 78%-79% record from 2012 to 2016. In consistency with the trend over the past five years, females dominate the teaching workforce in 2016 across the three sectors with government schools having the most. Mission schools have a slight increase of female teachers employed whereas in private schools the percentages remain the same.



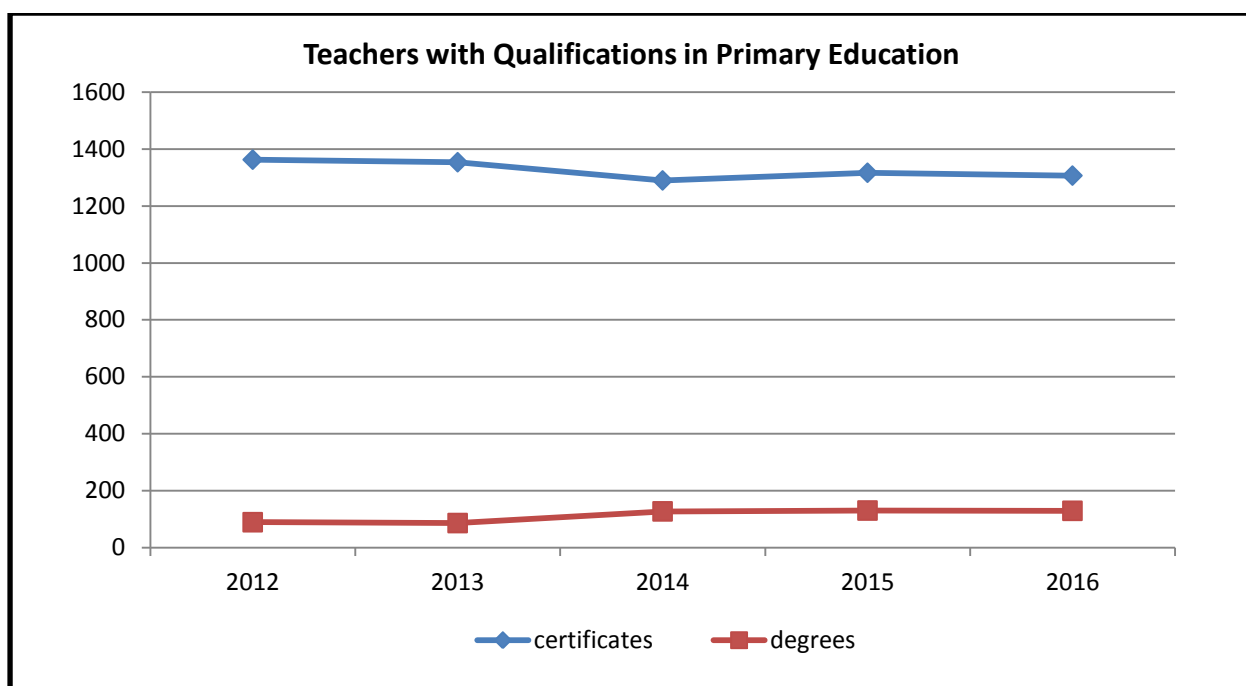
#### ***B4.2: Teachers with Qualifications in Primary Education***

The total number of teachers who have completed teacher training and received the minimum qualification (certificate) varies a little from year to year, with the lowest of 1290 recorded in 2014. The majority of teachers in the workforce obtained their certificates from the local Teachers Training College.

***Table B4.2.1: Number of Primary Teachers with Qualifications 2012 – 2016***

School Status	Teachers	2012	2013	2014	2015	2016
<b>Government</b>	Certificates	1175	1150	1085	1087	1066
	Degrees	42	31	68	64	63
<b>Mission</b>	Certificates	113	118	122	146	156
	Degrees	18	26	28	38	40
<b>Private</b>	Certificates	75	86	83	84	85
	Degrees	29	29	31	28	26
	<b>Total Certificates</b>	<b>1363</b>	<b>1354</b>	<b>1290</b>	<b>1317</b>	<b>1307</b>
	<b>Total Degrees</b>	<b>89</b>	<b>86</b>	<b>127</b>	<b>130</b>	<b>129</b>

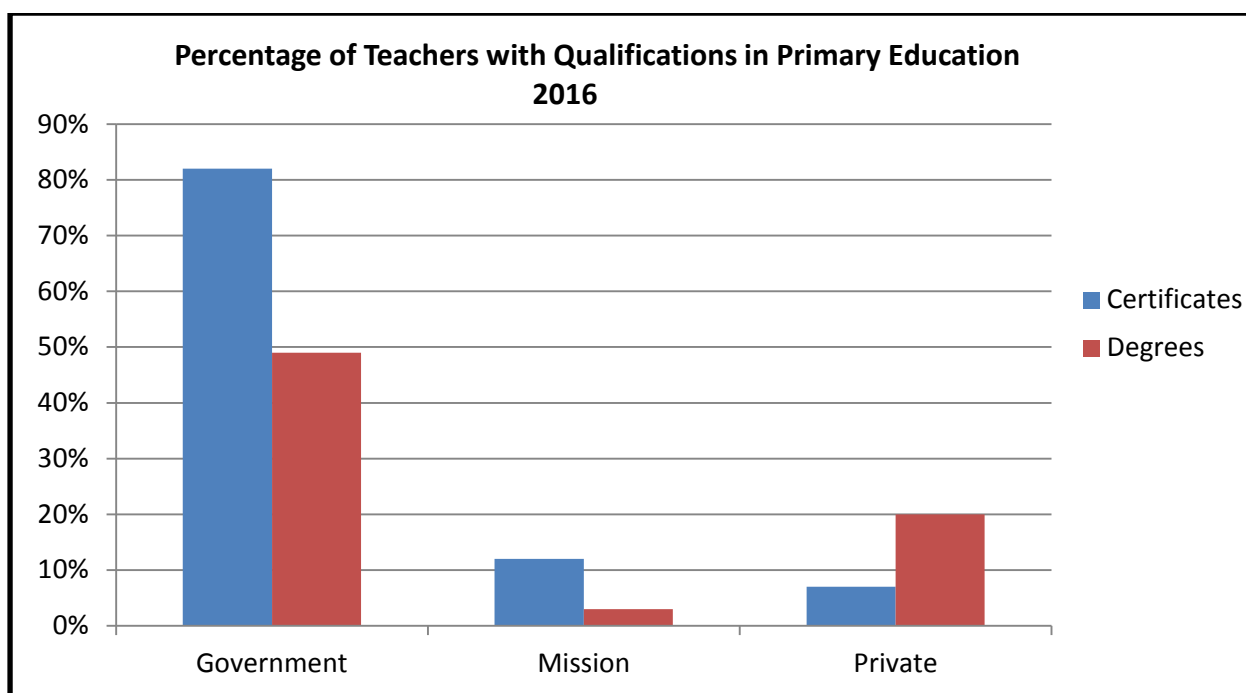
Since the introduction of the new reforms, the emphasis on a minimum qualification for teaching is a degree level, and teachers with certificates are now encouraged to enroll in teacher upgrade programmes. These programmes are currently provided by the Ministry in collaboration with the National University of Samoa and University of the South Pacific in Fiji.



**TableB4.2.2: Percentage of Primary Teachers with Qualifications 2012 – 2016**

School Status	Teachers	2012	2013	2014	2015	2016
Government	Certificates	86%	85%	84%	83%	82%
	Degrees	47%	36%	54%	49%	49%
Mission	Certificates	8%	9%	9%	11%	12%
	Degrees	1%	2%	2%	3%	3%
Private	Certificates	6%	6%	6%	6%	7%
	Degrees	33%	34%	24%	22%	20%

A very high percentage of government school teachers are certificate holders. More so than those employed in mission and private schools. The percentage of teachers holding certificates in government schools is declining, presumably as most of them have retired or resigned from the teaching workforce. This is the most contributing factor to the critical long standing issue of teacher shortage. To date, the minimum qualification and requirement to teach is a Bachelor of Education, and increasingly more certificate holders are enrolled at the Faculty of Education at the National University of Samoa to pursue a higher qualification. This suggests an increase in the number of degree holders as recorded in 2013 to 2014 in government schools. Given the number of private schools compared to mission schools, private schools outnumber mission schools with degree holding teachers. A 10% decrease in degree holders in the private sector was recorded in 2014 while 2016 sees a 2% decrease.



### ***B4.3: Primary Teacher Performance Standards***

Part of the IVP recommendations stated earlier was to create a KPI to measure the number of teachers who meet the professional teacher standards. Proposed here is having 2017 data as the baseline to allow enough time to provide valuable intervention programmes/ professional development to support teachers in order to meet Professional Teacher Standards.

#### **KPI 7: Teacher Standards**

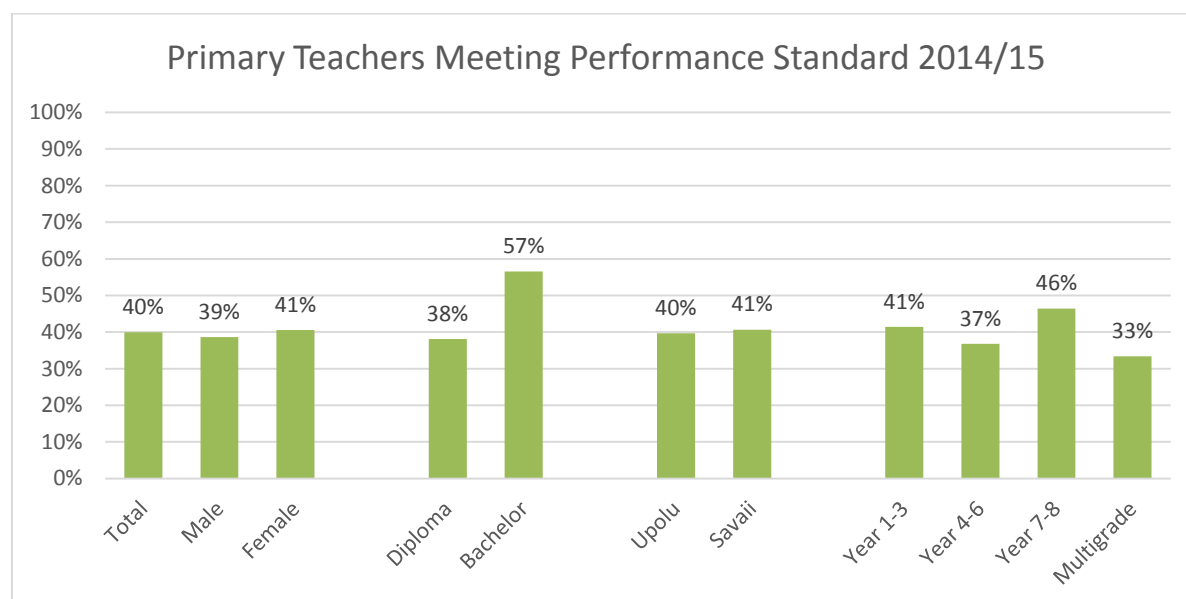
##### **Interim KPI (2016/2017)**

Key Outcome Indicators	ESP code	Sub category	2014 Baseline	2015-2017 baseline	2018 target
Number of teachers who have met the professional teacher standards	<b>1.1.4</b>	<b>Primary</b>			
		Male	10%	20%	50%
		Female	20%	30%	50%

##### **Permanent KPI for Teacher Standards**

Key Outcome Indicators	ESP code	Sub category	2016 Baseline	2017 Baseline	2018 target
Number of teachers who have been reappraised and have met the professional teacher standards after participating in a Teacher	<b>1.1.4</b>	<b>Primary</b>			
		Male	5%	10%	20%
		Female	15%	25%	35%

Intervention Support PD Programme					
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A total of 338 primary teachers in government schools were appraised in 2014/2015 with teaching experience years ranging between 3 to 11. This represents 31 percent of all primary teachers in government schools in Samoa. On average, 40 percent of the appraised teachers meet the performance standards. There was no significant difference in the performance of male and female teachers or in the location of the schools, whether in Upolu or Savaii. However a greater proportion of higher qualified teachers meet the standards compared to less qualified teachers. Compared to the average, more teachers of Year 7-8 classes and fewer teachers of multi-grade classes meet the standards.

#### ***B4.3.1: Number of Primary Teachers re-appraised 2016***

<b>GENDER</b>	<b>No of teachers re-appraised</b>	<b>Percentage of re-appraised teachers</b>	<b>No of teachers meeting standards after re-appraised cycle</b>	<b>Percentage of teachers meeting standards after re-appraised cycle</b>
Male	21	25%	10	12%
Female	63	75%	15	18%

The appraisal system is based on the Quality Assurance Performance Appraisal for teachers (QAPA). The appraisal cycle has been done for teachers who haven't met the criteria of the appraisal system. Of the 338 government primary teachers appraised in 2014/2015, 84 of them have been re-appraised (2nd appraisal) this year, which corresponds to the 25% of the total number. The majority of these teachers have been supported through a Teacher Intervention Support Programme (TISP) for professional

knowledge, planning and teaching practice. The same teachers will be monitored through a 12 month period. During this time, they will be re-appraised again (3rd time appraisal) at midterm/six months with an expectation for them to show improvement in professional practice, and thereafter at the end of the 12 month period.

Of the 84 teachers who were reappraised, females accounted for 75% and only 15 of them and 10 males subsequently met the standards. Structured training workshops have been developed this year to address this issue. Continuing with a more focused support programme is needed to improve and upgrade professional capacity of teachers.

#### ***B4.4 Student Teacher Ratio in Primary Education***

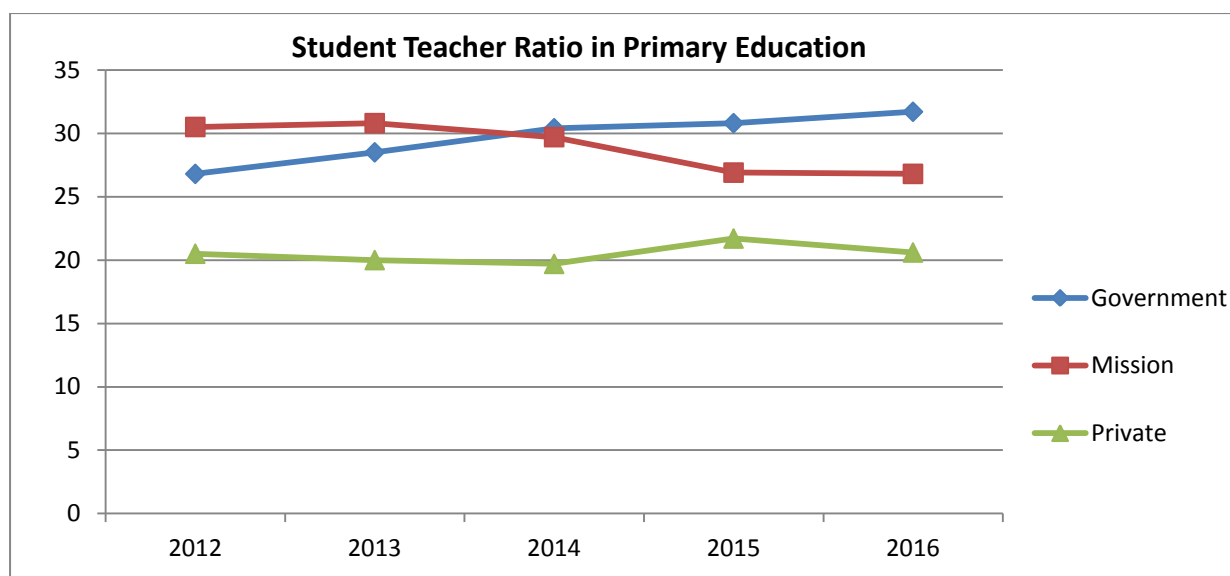
The Student Teacher Ratio is referred to the number of students within a classroom compared to the number of teachers teaching each class. The national student teacher ratio for primary level is 1:30. Private and mission schools are within the range of 1:30 in 2016 while government schools fall outside the standard ratio.

***Table B4.4.1: Student Teacher Ratio in Primary Education 2012 – 2016***

Year	Student Teacher Ratio		
	Government	Mission	Private
2012	26.8	30.5	20.5
2013	28.5	30.8	20.0
2014	30.4	29.7	19.7
2015	30.8	26.9	21.7
2016	31.7	26.8	20.6

The alarming pattern of teacher shortage is consistent across the three subsectors. The STR for government primary schools has been increasing for the last five years, showing that enrolment is increasing while teacher supply is diminishing. Teacher shortage is the key problem of this decline with many schools having no option but to teach multi graded classes. As a result, teachers are overloaded, resulting in many either resigning from the profession or opt into migration opportunities to seek a better future. The Ministry has in place a sponsorship program in the Faculty of Education to attract students into the teaching profession. A strategy which endeavours to address critical teacher shortage in the education system is urgently needed.

Student teacher ratio in mission schools has declined over the last five years, while the lowest was recorded in private schools in 2014, and then an increase in 2015.



## B5: School Resources

### B5.1 School Resources in Primary Education

**Table B5.1.1: School Resources in Primary Education 2016**

School Level	School Status	Desk	Chair	Teacher Desks	Teacher Chairs	Computer	Photocopier	TV
Primary	Government	100%	100%	100%	100%	91%	98%	76%
	Mission	100%	100%	100%	100%	94%	94%	89%
	Private	100%	100%	100%	100%	100%	100%	67%

All schools in primary education have access to desks and chairs, for both students and teachers. While this corresponds to 100% recorded under resources for government, mission and private schools, not all schools have enough furniture for the number of students they have. All private schools have computers and photocopiers, compared to 91% of government schools and 94% of mission schools. About 89% of mission schools have TV, with 76% of government schools and 67% of private schools. The introduction of the SSFGS (Samoa School Fee Grant Scheme) assisted government and mission primary schools to purchase resources and teaching materials to support teaching and learning as well as improving the school environment. This was made more feasible with the increase of SSFGS allocations.

**Table B5.1.2: School Facilities at Primary Education 2016**

School Level	School Status	Classrooms	Staffroom	Science Lab	Computer Lab	Library
Primary	Government	100%	93%	1%	32%	93%
	Mission	100%	89%	33%	83%	89%
	Private	100%	100%	67%	33%	100%



While the government sector has the least percentage of primary schools with science laboratory, 33% mission and 67% of private schools have a science laboratory. Private schools have the highest percentage for having access to most of the facilities except having a computer laboratory which is reflected in 33% of the private sector. The Mission schools have a very high percentage with 83% of schools having computer laboratories and 89% have staffrooms and libraries.

**Table B5.1.3: Sanitation Facilities in Primary Education 2016**

School Level	School Status	Toilets	Urinals	Washbasins
Primary	Government	100%	50%	97%
	Mission	100%	53%	69%
	Private	100%	83%	100%

All colleges have the facilities (toilets) mentioned above while 50% of government colleges have urinals and 97% with washbasins. In comparison, 53% of mission colleges have urinals while 69% have washbasins. Of the private primary schools, 83% have urinals in their sanitation blocks, a necessary facility all schools should provide for a healthy school environment.

## **B6: Minimum Service Standards in Government Schools**

### **KPI 8: Minimum Service Standards for Literacy and Numeracy**

#### **Interim KPI (2016/2017)**

#### **Government Primary Schools meeting Minimum Service Standards**

Key Outcome Indicators	ESP code	% of Primary Schools meeting MSS							
		2013 Baseline	2014	2015	2018 Target	2013 Baseline	2014	2015	2018 target
% of Primary Schools meeting Minimum Service Standards identified as key to achieve the improvement of the teaching of Literacy and Numeracy	<b>1.2</b>	<b>11</b>	26	46	80	6.5%	15.5%	27.5%	50%

### Permanent KPI (2016/2017)

The following KPI proposes 2017 to be the baseline of data for schools which meet MSS related to the improvement of teaching and learning Literacy and Numeracy.

Key Outcome Indicators	ESP code	Number of Primary Schools meeting MSS				% of Primary Schools meeting MSS			
		2013 Baseline	2014	2015	2018 Target	2013 Baseline	2014	2015	2018 Target
Number of Government Primary schools meeting Minimum Service Standards identified as key to achieve the improvement of the teaching of Literacy and Numeracy	1.2	11	26	46	80	6.5%	15.5%	27.5%	50%

In order to address quality issues to indicate the achievement/or lack of quality in government schools, the Minimum Service Standards<sup>12</sup> (MSS) are in place so that principals, school communities, school operations personnel and teachers are more effective in their work in educational support and delivery.

The four domains of the MSS include: school environment, school management and learning, teacher knowledge and practice, and student achievement. They are the basic expectations of the following conditions in a school that will achieve a quality education for the learners:

- The school environment domain includes standards for the state of school buildings and facilities, enforcement of school regulations and policies, safe and positive learning environment, and classroom size.
- The school management and learning domain includes effective parental and community support, adequate teaching and learning materials, effective and efficient leadership across the school.
- The teacher knowledge and practice domain includes approaches to teaching and learning, presentation skills, classroom management, student assessment, teacher values and attributes.
- The student achievement domain includes improved student achievement based on school determined targets.

<sup>12</sup> Has been revised and will be reflected in Statistical Digest of 2017

The MSS data presented here are specifically related to Literacy and Numeracy in Primary Schools and are based on those developed in 2010 as a means of monitoring the standards of schools.

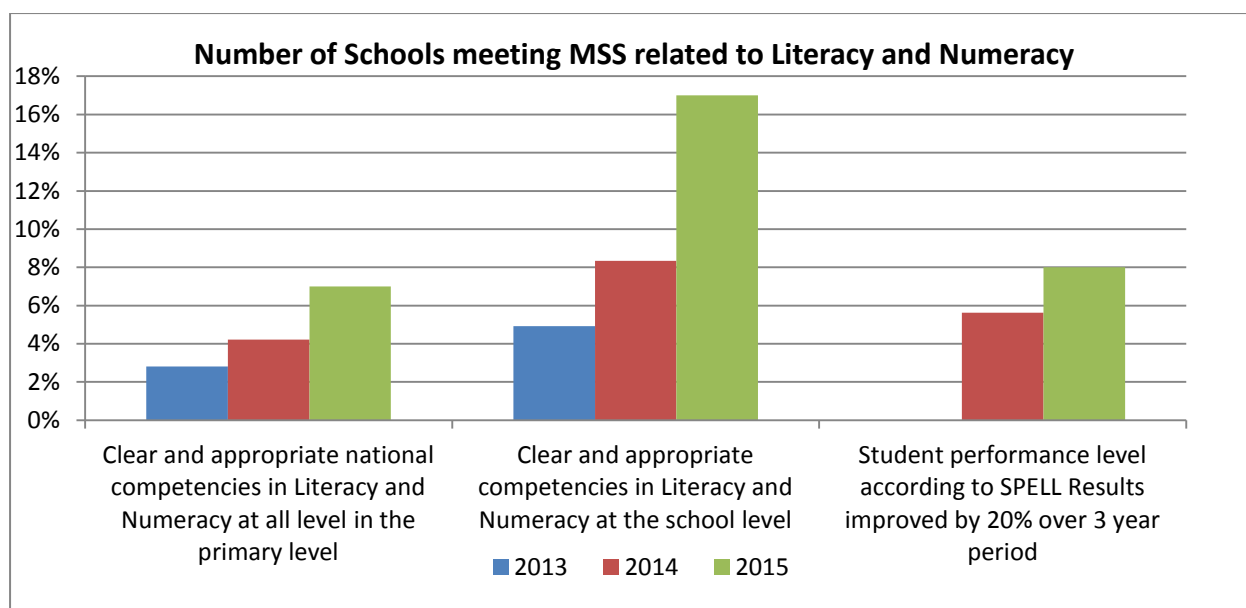
**Table B6.1: Primary Schools Meeting Minimum Service Standard for Literacy and Numeracy 2013-2015**

STANDARD	INDICATORS	NUMBER of SCHOOLS MEETING STANDARD			PERCENTAGE of SCHOOLS MEETING STANDARD		
		2013	2014	2015	2013	2014	2015
<b>4.1 Student Achievement</b>	Clear and appropriate national competencies in Literacy and Numeracy at all level in the primary level	4	6	10	3%	4%	7%
Improved student achievement based on school determined targets	Clear and appropriate competencies in Literacy and Numeracy at the school level	7	12	25	5%	8%	17%
	Student performance level according to SPELL Results improved by 20% over 3 year period	0	8	11	0%	6%	8%

Table B6.1 shows a very small number of schools meeting the Student Achievement standard related to Literacy and Numeracy particularly within the National examination results. In 2014, an increase of 6% was recorded for SPELL results while an insignificant 1% has been noted for other National assessments in the same year.

Of the three indicators within Student Achievement, the most significant increase is shown in competencies at school level where results are based on classroom assessments and teacher observations, identified by the Ministry for improvement since PaBER, (2016).

Findings from PaBER (2016), highlighted the gaps in teacher understanding of different types of assessment and the lack of formative assessments in schools. For this reason, the Ministry through its Teacher Development programme, has started structured Professional Development activities to address this issue. The emphasis is to develop a teacher understanding of classroom-based assessments and how to monitor Literacy and Numeracy at school level.



## C) SECONDARY EDUCATION

### C1. Access and Participation

#### C1.1: Gross Enrolment Rate in Secondary Education

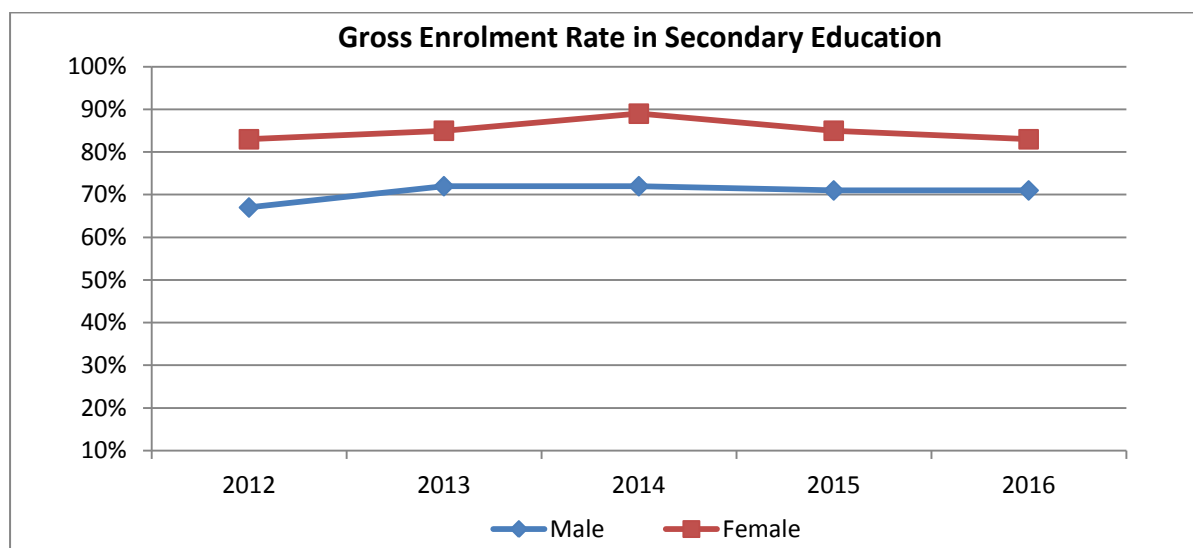
The purpose of gross enrolment rate is to show the participation of students in a given level of education, and the capacity of the education system to enroll students of a particular age group. Females have been dominating enrolment into secondary education for the last five years and it is believed that girls are more academically oriented than boys, based on low male gross enrolment. The low gross enrolment for males suggests that boys leave secondary education early to register with either PSET or TVET providers.

**Table C1.1.1: Gross Enrolment Rate in Secondary Education 2012 – 2016**

Year	Enrolment in secondary education			Gross Enrolment Rate		
	Male	Female	Total	Male	Female	Total
2012	7,382	8,378	15,760	67%	83%	75%
2013	7,970	8,604	16,574	72%	85%	78%
2014	8,109	9,028	17,137	72%	89%	80%
2015	7,980	8,762	16,742	71%	85%	78%
2016	7,967	8,556	16,523	71%	83%	77%

Gross Enrolment Rate over the last five years remains above 75% with the highest of 80% recorded in 2014. This suggests that there is consistently low participation of

students in secondary education, as many males prefer to enroll and register at TVET and PSET providers sooner. Females have a higher gross enrolment rate than males as recorded from 2012 to 2016, indicating that more females remain in secondary education compared to males. Gross enrolment rates above are calculated based on population estimates provided by SPC.



### ***C1.2: Net Enrolment Rate in Secondary Education***

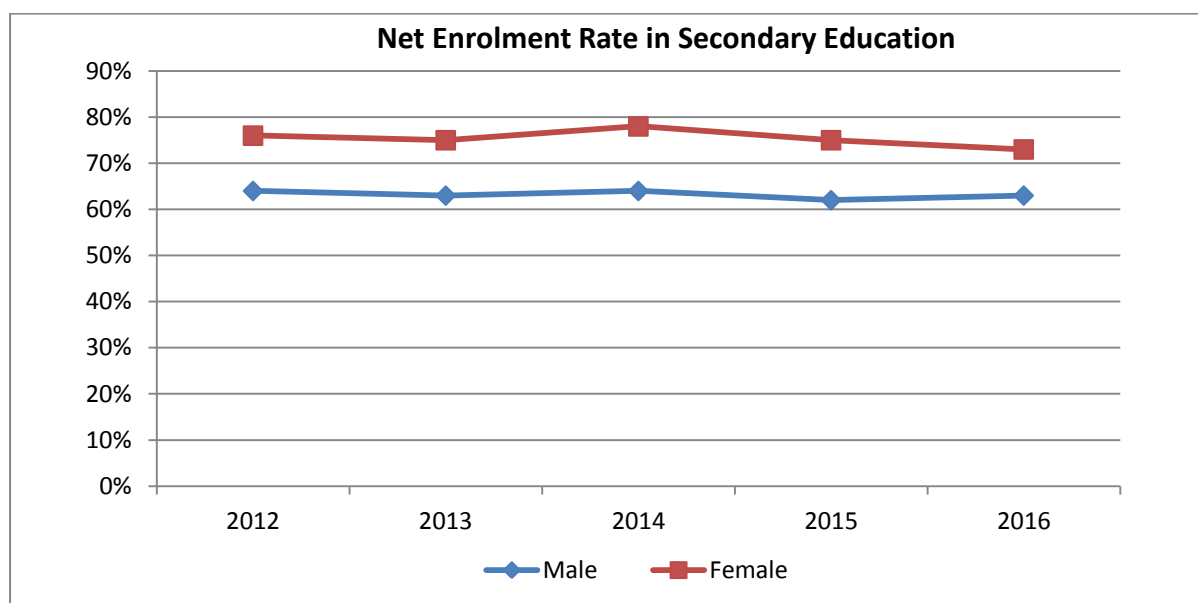
The main purpose of net enrolment rate is to show the extent of coverage of students in the official age group in a given level of education which corresponds to the given level of education. As previously stated, it is believed that more girls stay in secondary education while many males prefer to move on to vocational institutions. The data below reiterates that more females at the official secondary age attend secondary education than males.

***Table C1.2.1: Net Enrolment Rate in Secondary Education 2012 – 2016***

Year	Enrolment of official primary school age group			Net Enrolment Rate		
	Male	Female	Total	Male	Female	Total
2012	7,081	7,624	14,705	64%	76%	70%
2013	7,014	7,599	14,613	63%	75%	69%
2014	7,122	7,978	15,100	64%	78%	71%
2015	7,002	7,662	14,664	62%	75%	68%
2016	7,055	7,528	14,583	63%	73%	68%

The total Net Enrolment Rate in secondary education ranges between 68% and 70% over the past five year period, with the lowest recorded in 2013. The low range suggests the low participation rate of students of the official secondary school age (13 to 17 years old) attending secondary education. It is assumed that some repeat Year 8 while

others leave secondary education to enroll and register at vocational institutions. Net enrolment rates were previously reported based on different population estimates while calculations above are based on population estimates provided by SPC.



### ***C1.3: Age Specific Enrolment Rate in Secondary Education***

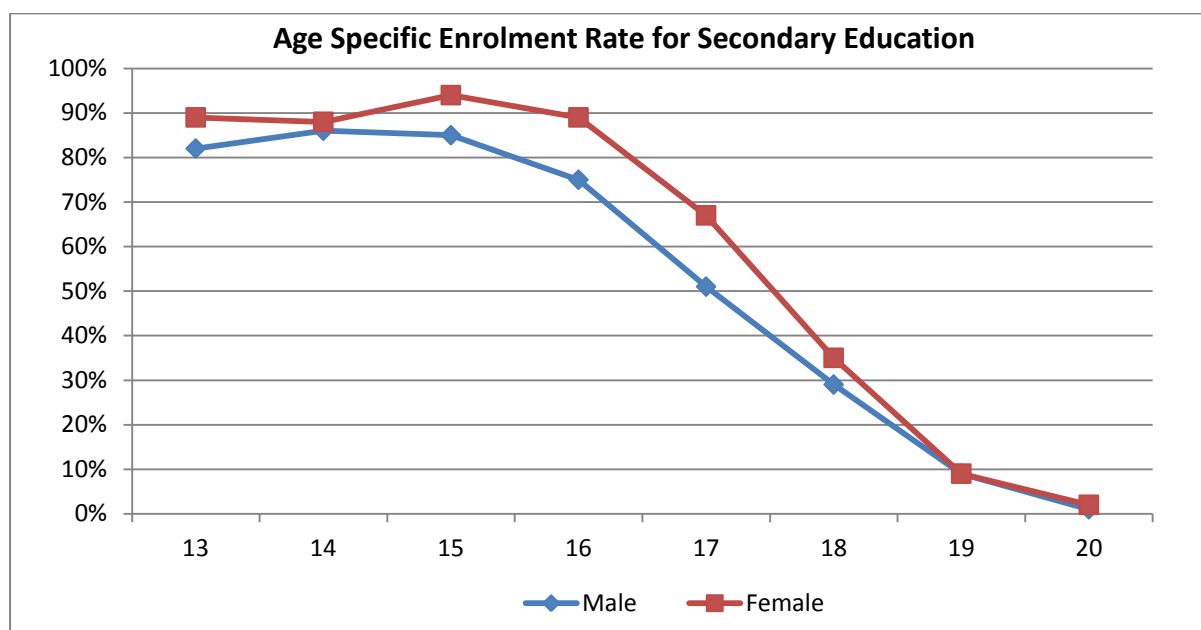
Age Specific Enrolment Rate in secondary education is used to show the extent of the educational participation of a specific age cohort. Many students at 11 to 17 years of age are in secondary education while some at 18 to 20 years of age enroll with PSET and TVET providers.

***Table C1.3.1: Age Specific Enrolment Rate in Secondary Education 2016***

Age	Age Specific Enrolment			ASER in Secondary Education		
	Male	Female	Total	Male	Female	Total
11	2,423	2,299	4,722	103%	105%	104%
12	2,299	2,140	4,439	99%	99%	99%
13	1,877	1,891	3,768	82%	89%	85%
14	1,972	1,856	3,828	86%	88%	87%
15	1,916	1,956	3,872	85%	94%	89%
16	1,664	1,805	3,469	75%	89%	81%
17	1,119	1,314	2,433	51%	67%	59%
18	606	671	1,277	29%	35%	32%
19	189	166	355	9%	9%	9%
20	28	27	55	1%	2%	1%

Age Specific Enrolment Rate for secondary education shows a highest percentage of children at age 15 engaging in secondary schools. Many students attend secondary

education between the official secondary age of 13 and 17; however, these figures are declining as many students are enrolled in vocational institutions before reaching the age of 17. Including in this information are students who stay home altogether. This information corresponds to the percentage decline as students get older (e.g. 17-20 years of age) and start to leave secondary education, whether or not they register in TVET and PSET.



## KPI 6: Students with Disability

### Permanent KPI (2016/2017)

Key Outcome Indicators	ESP code	Sub category	2014	2015	2016 Target	2017 Target	2018 Target
Number of students with Disability <sup>13</sup> enrolled in Secondary schools by gender using 2016 data as a baseline.	2.2	Secondary Male Female	n/a	n/a	15	20	25

<sup>13</sup> Pacific Indicators for Disability-Inclusive Education pg 20

## **C1.4 Students with Disability enrolled in Secondary Education**

The number of students with disability in secondary education is non-comparable to that in primary education and therefore unpublishable due to two possible reasons. First, many students are enrolled in 'Special Schools' after primary education if these schools are in the area. Secondly, for many students especially those in the rural areas, they are kept at home altogether as there are limited resources (if any) to cater and accommodate students with disability.

Similar to primary level data, issues are consistent with the collection of information such as inaccurate information submitted, lack of specialised expertise in diagnosis and assessment of disability. These issues need to be addressed and full support of the Ministry should be in place.

Awareness programs and interventions will provide teachers with information to improve their professional knowledge and a clear understanding of essential disability information needed.

## **C2. Progression and Completion**

### ***C2.1: Progression Rate in Secondary Education***

The main purpose of this indicator is to measure the performance of the education system in promoting students from a cohort from year level to year level and its effect on the internal efficiency of the education system.

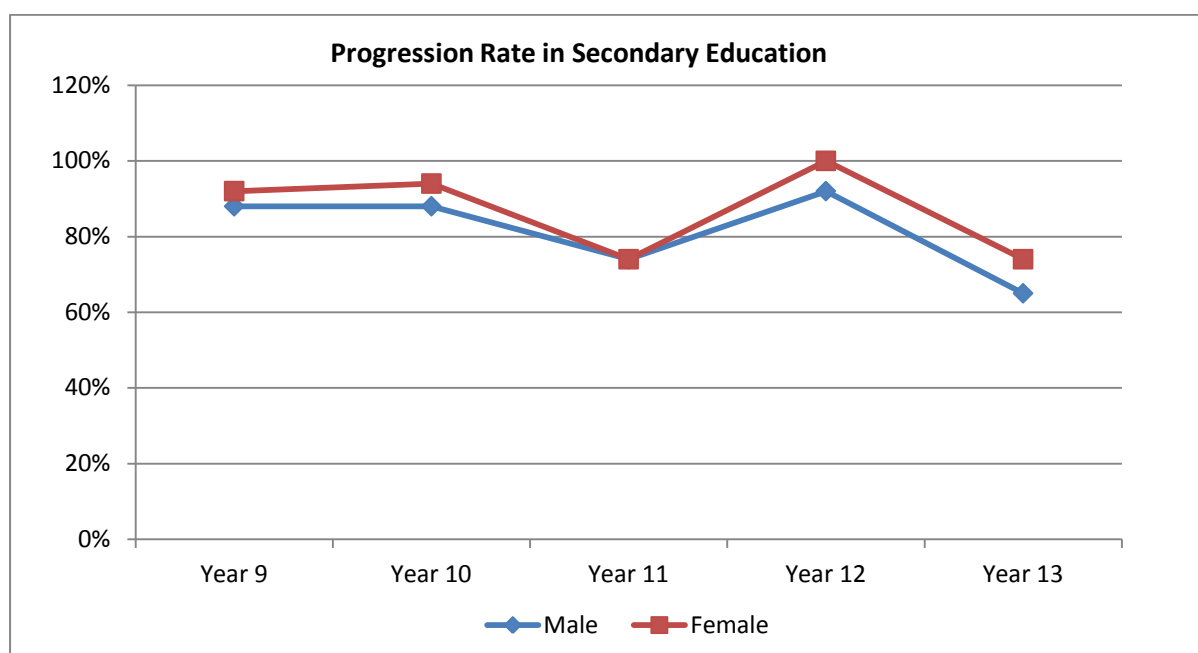
***Table C2.1.1: Progression Rate in Secondary Education 2016***

Year Level	New Entrant Year Level Enrolment 2016			Progression Rate in Secondary Education		
	Male	Female	Total	Male	Female	Total
Year 9	2,101	2,045	4,146	88%	92%	90%
Year 10	1,955	1,922	3,877	88%	94%	91%
Year 11	1,445	1,539	2,984	74%	74%	74%
Year 12	1,390	1,678	3,068	92%	100%	96%
Year 13	863	1,245	2,108	65%	74%	70%

Progression rate for year levels 9, 10 and 12 are above 90% suggesting the majority of the students from the year levels 8, 9, and 11 in the previous year progressed to the next year levels. The low percentage recorded for year 11 is due to some schools not having a year 11 level. On the other hand, internal exams are set by some schools for year 10 students to determine whether or not the year 10 students are capable to move to year 12 level. It is also believed that most students leave secondary education at year 10 level when they fail to skip year 11, and would rather shift to vocational institutions to further their studies. Progression to year 13 level is very low with 70% of students attending this final year of secondary education. Progressing to year 13 is determined by the SSC (Samoa School Certificate) national examination. It is assumed here that as



many students fail to progress to the year 13; they drop out of secondary education and enroll at TVET institutions to continue their studies.



## ***C2.2: Repetition Rate in Secondary Education***

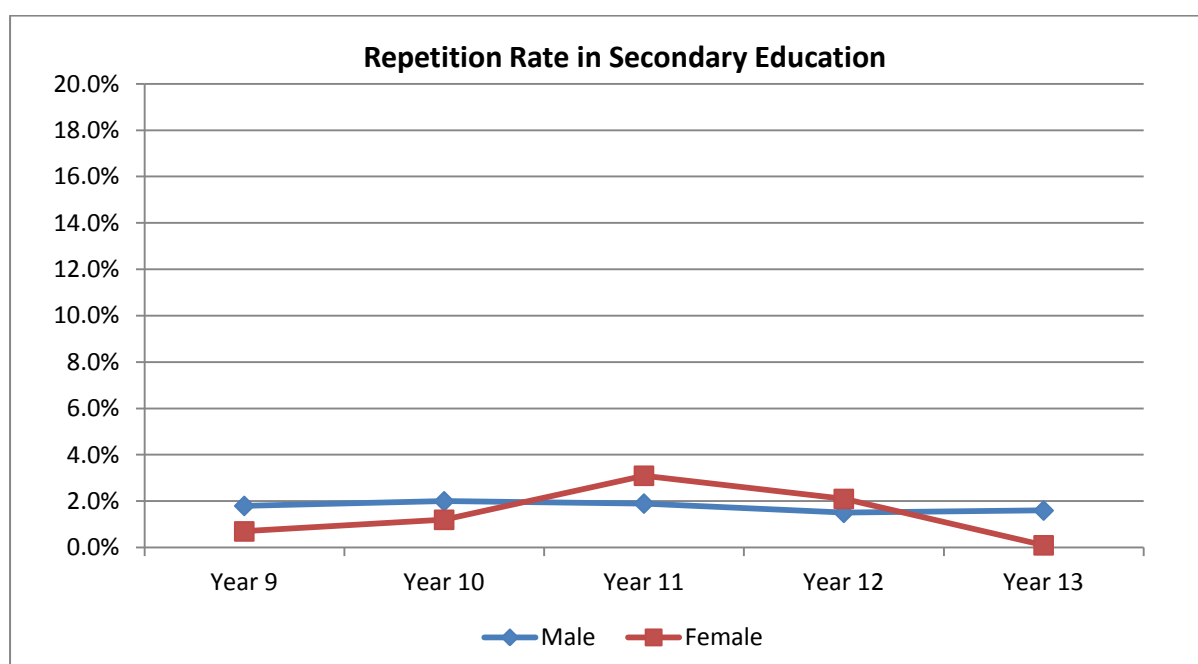
Repetition rate measure which students from a cohort repeat a year level and measures the effect on internal efficiency of education system. There is a higher overall proportion of males repeating each year level than females.

***Table C2.2.1: Repetition Rate in Secondary Education 2016***

Year Level	Year Level Repeaters 2016			Repetition Rate in Secondary Education		
	Male	Female	Total	Male	Female	Total
Year 9	40	14	50	1.8%	0.7%	1.2%
Year 10	39	26	65	2.0%	1.2%	1.6%
Year 11	29	51	80	1.9%	3.1%	2.5%
Year 12	20	35	55	1.5%	2.1%	1.8%
Year 13	15	1	16	1.6%	0.1%	0.7%
Total	143	127	270	1.8%	1.4%	1.6%

The lowest repetition rate is recorded at 0.7% as shown in year 13 level, while the highest of 2.5% is recorded in year 11. It is assumed that the internal assessments and external examinations contribute to the high repetition rate. Repetition in year levels is when students do not meet the achievement level to progress to the next year level. Year 13 students may repeat when they do not meet the pass rate which allows them to enroll in tertiary education. Of the 0.7% reflected here, females are accounted for 0.1% of these students, while 1.6% is recorded for males. This signifies that most females

complete secondary education to register at tertiary institutions and other PSET providers. High repetition rate is simply due to the results of internal and external assessments and examinations sit by students.



### ***C2.3: Drop Out Rate in Secondary Education***

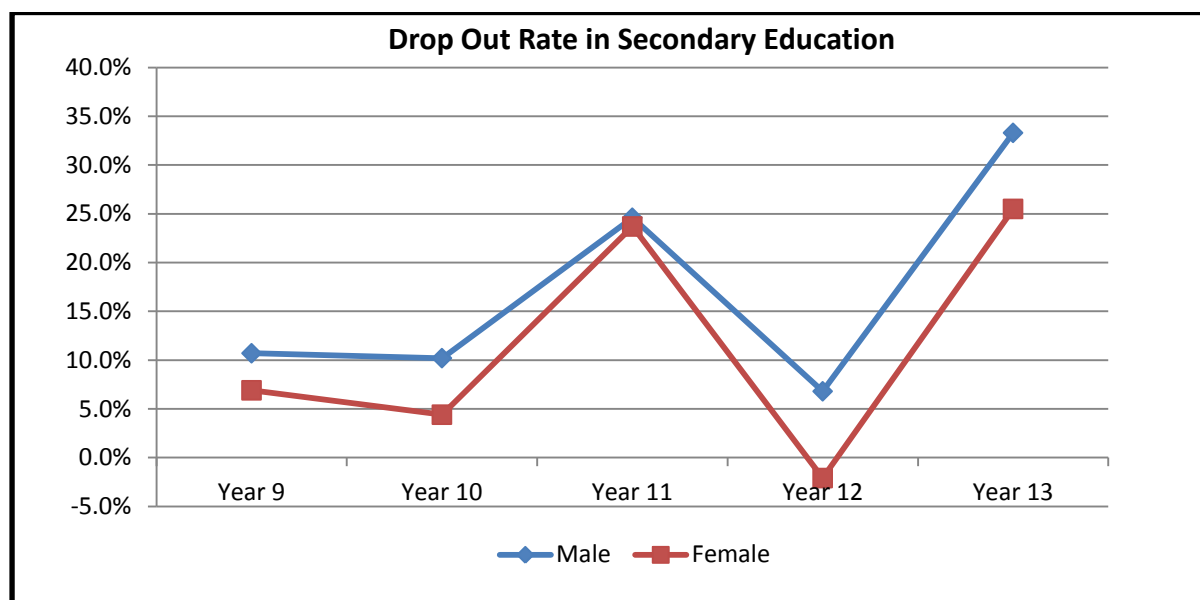
The dropout rate indicator is used to measure the phenomenon of students from a cohort leaving school without completion, and its effect on internal efficiency of secondary education.

***Table C2.3.1: Drop Out Rate in Secondary Education 2016***

Year Level	Drop Out Rate		
	Male	Female	Total
Year 9	10.7%	6.9%	9.0%
Year 10	10.2%	4.4%	7.4%
Year 11	24.6%	23.7%	23.7%
Year 12	6.8%	-2.1%	1.7%
Year 13	33.3%	25.5%	29.0%

Overall, there is a high dropout rate in secondary education for all year levels except 1.7% recorded for the year 12 level. High dropout rates of 23.7% at year 11 and 29% at year 13 correspond to the low progression rate at these year levels. Here, students presumably register and enroll at either TVET, tertiary institutions or migrate overseas through the Quota system. It is assumed that students are dropping out of the secondary education but register and enroll at other TVET or tertiary institutions, or migrate overseas through the Quota system. Although Samoa School Fee Grant Scheme

(SSFSGS) has been introduced to secondary level for year 9 – 11, it seems that there are still students who leave secondary education for unclear reasons. Male dropout rate is consistently higher than females as many males seem to either prefer vocational studies or leave secondary education altogether.



#### ***C2.4: Transition Rate from Primary Education to Secondary Education***

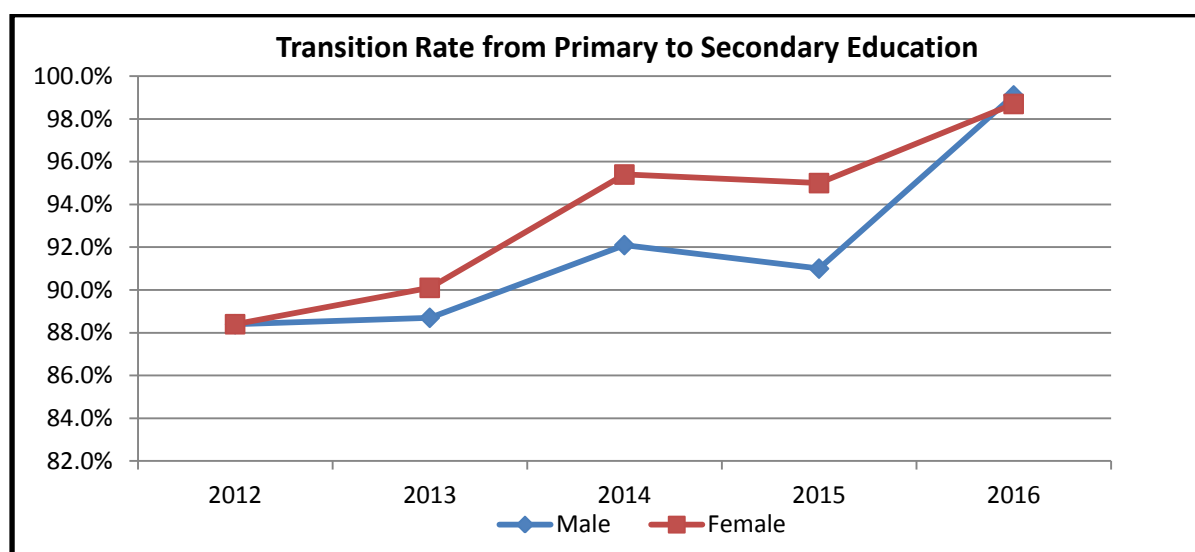
Transition rate is defined as the number of students admitted to the first year level of a higher level of education in a given year, expressed as a percentage of the number of students enrolled in the last year level of the lower level of education. Its main purpose is to convey information on the degree of access or transition from primary education to secondary education.

***Table C2.4.1: Transition Rate from Primary Education to Secondary Education 2012 - 2016***

Year	Transition Rate Primary to Secondary Education		
	Male	Female	Total
2012	88.4%	88.4%	86.5%
2013	88.7%	90.1%	89.4%
2014	92.1%	95.4%	93.7%
2015	91.0%	95.0%	92.9%
2016	99.1%	98.7%	98.5%

Transition rate from primary to secondary education has been increasing over the last five years. The table shows an increasing number of students completing primary education and progress to secondary, with the highest of 98.5% recorded in 2016, and the lowest in 2013. The significant increase in the transition rate of 99.1% for males contributes to the very high percentage recorded in 2016 compared to the previous

years. The transition rate for females gradually increased except in 2015 when it slightly dropped by 0.4%.

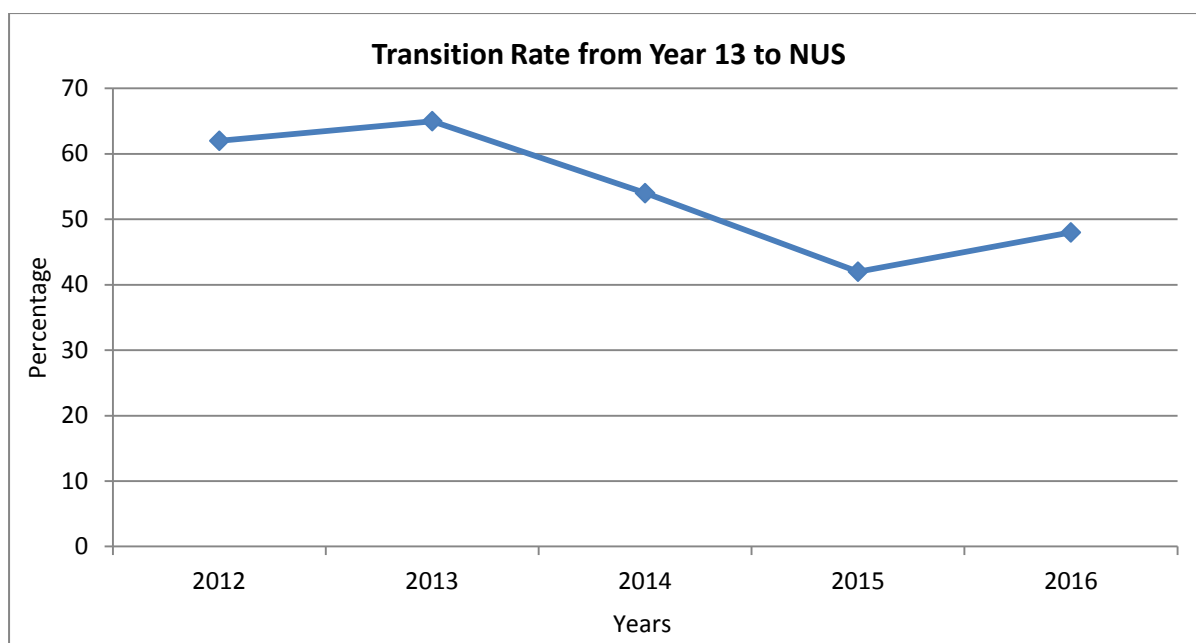


#### ***C2.5: Transition Rate from Year 13 to NUS***

***Table C2.5.1: Transition Rate from Year 13 to NUS 2012 - 2016***

Year	Transition Rate from Year 13 to NUS
2012	62
2013	65
2014	54
2015	42
2016	48

Transition rate from Year 13 to NUS remained above 50% from 2012 to 2014, while a huge decline of 12% experienced from 2014 to 2015. The highest transition was recorded in 2013 of 65% while the least of 42% was recorded in 2015. The overall trend shows a decline in the transition rate particularly between 2013 and 2016. This signifies a decreasing number of year 13 students who enter NUS which suggests that many students prefer to enroll in other PSET courses.



### **C3: Learning Outcomes**

The Samoan School Certificate (SSC) and Samoan School Leaving Certificate (SSLC) examinations were conducted at the end of the school year in 2015 in a number of subjects, including Gagana Samoa, English, and Mathematics for Year 12 and Year 13 students. Students achieving different levels of achievements in subject areas attained a percentage mark of 50% or more. The scale of achievement levels are: Beginner: less than 50%; Achieved: 50 - 69%; Merit: 70 - 84%; Excellence: 85 - 100%.

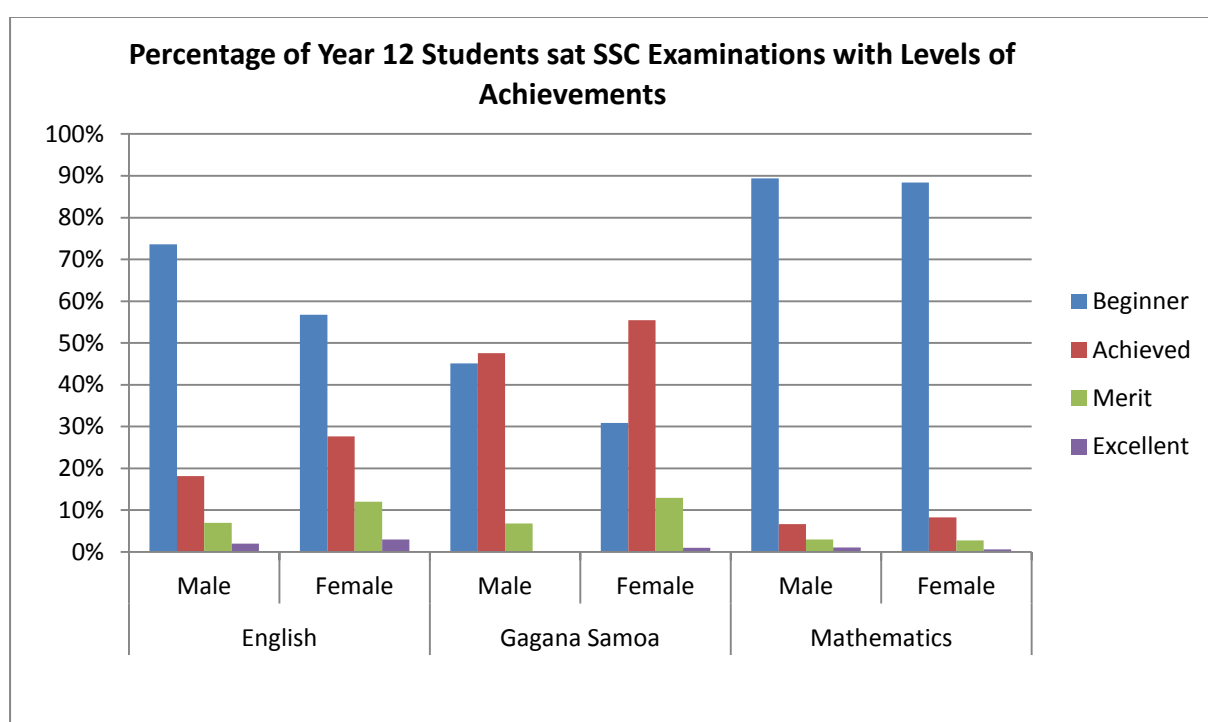
#### ***C3.1: Year 12 SSC Examinations***

From the analysis of SSC examination data, more than half of the students have achieved as 'beginners' level in English, while only 3% achieved 'excellent' level. Conversely, this suggests that for Gagana Samoa, 52% of students categorised under 'achieved' level although only 1% achieve 'excellent' level. For the subject of mathematics, only 1% achieved 'excellent' level, hence majority of students are at 'beginner' level. Identifying interventions in the classrooms to improve the teaching of the English language and mathematics at secondary level should be a priority for education policy and planning.

**Table C3.1.1: Yes 12 SSC Examinations by Levels of Achievements**

SSC	Gender	Beginner	Achieved	Merit	Excellent
English	Male	74%	18%	7%	2%
	Female	57%	28%	12%	3%
	Total	64%	24%	10%	3%
Gagana Samoa	Male	45%	48%	7%	0%
	Female	31%	55%	13%	1%
	Total	37%	52%	10%	1%
Mathematics	Male	89%	7%	3%	1%
	Female	88%	8%	3%	1%
	Total	89%	8%	3%	1%

The percentage of Year 12 secondary students achieving different levels of achievements for Gagana Samoa, English and Mathematics by gender is shown below. More girls than boys were proficient in Gagana Samoa and English, but no significant gender difference was found for mathematics.



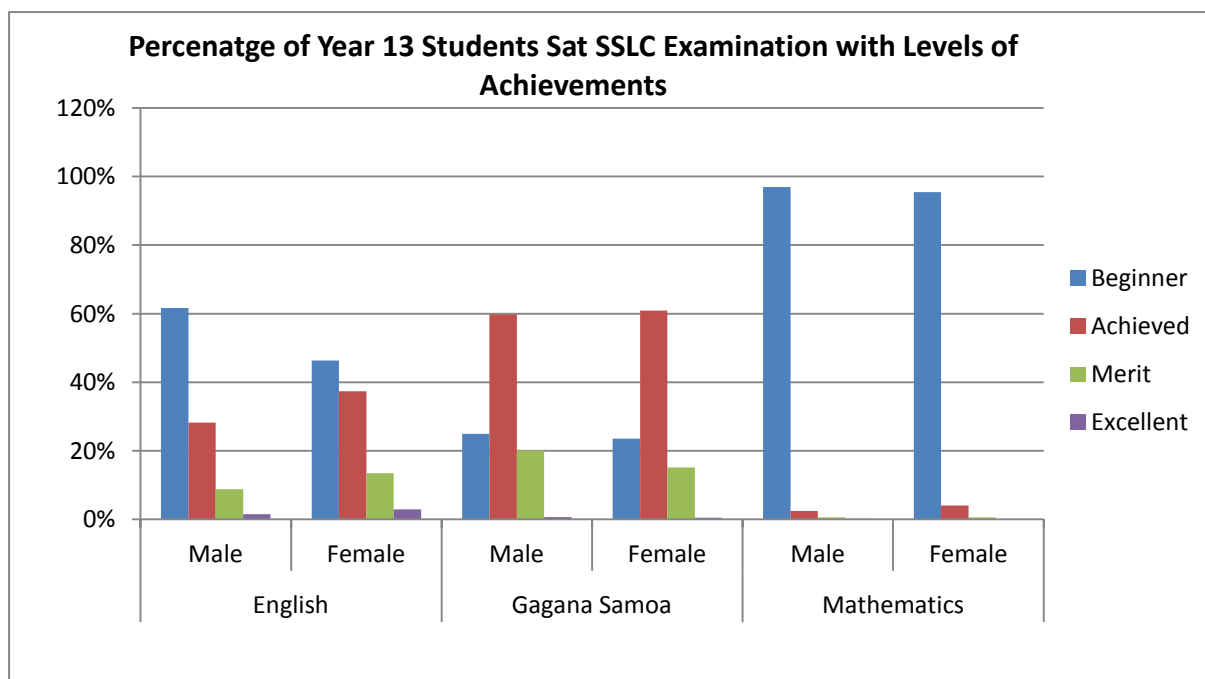
### **C3.2: Year 13 SSLC Examinations**

From the analysis of SSLC examination data, less than half have reached 'achieved' level or higher in English. Conversely this suggests that more than half of year 13 students were at 'beginner' level in English. For the subject of Gagana Samoa, about three-quarters of year 13 students have reached 'achieved' level or higher. About 96% achieved 'beginner' level in Mathematics. Identifying interventions in the classrooms to improve the teaching of the English language and mathematics at secondary level should be a priority for education policy and planning.

**Table C3.2.1: Yes 13 SSLC Examinations by Levels of Achievements**

SSLC	Gender	Beginner	Achieved	Merit	Excellent
English	Male	62%	28%	9%	1%
	Female	46%	37%	13%	3%
	Total	53%	34%	11%	2%
Gagana Samoa	Male	25%	60%	20%	1%
	Female	24%	61%	15%	0%
	Total	24%	59%	17%	1%
Mathematics	Male	97%	2%	1%	0%
	Female	95%	4%	1%	0%
	Total	96%	3%	1%	0%

The percentage of Year 13 secondary students achieving different levels of achievements for Gagana Samoa, English and Mathematics by gender is shown below. More girls than boys were proficient in English, but no significant gender difference was found for Gagana Samoa or mathematics.



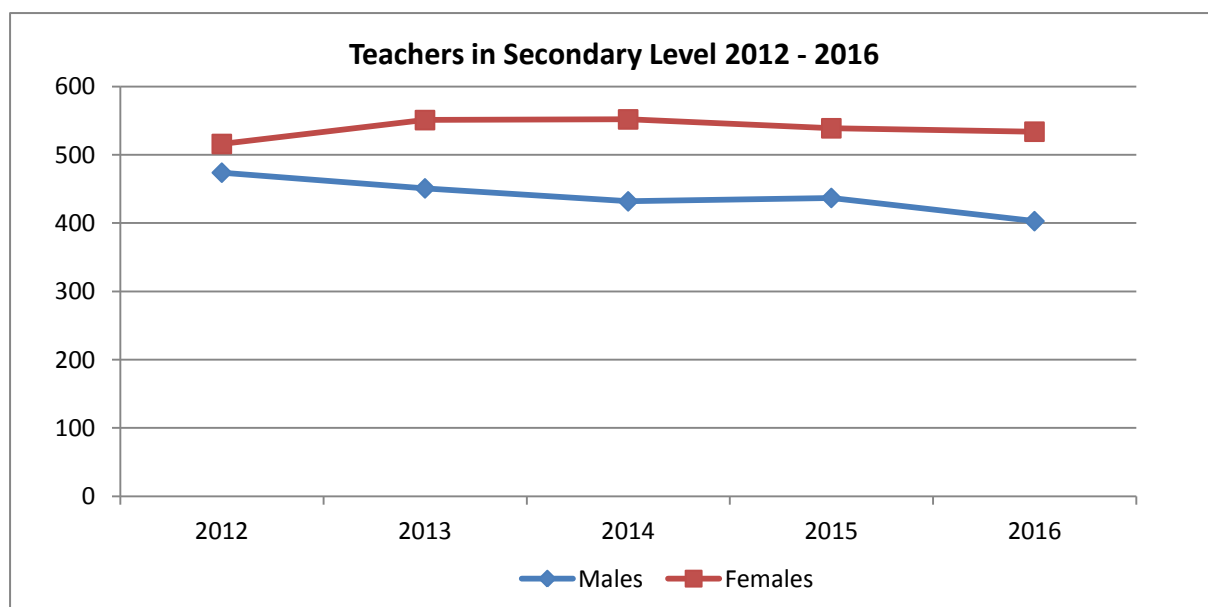
## C4: Teacher Supply

### C4.1 Teachers in Secondary Education

**Table C4.1.1: Number of Teachers in Secondary Level by School Status and Gender  
2012 – 2016**

School Status	Teachers	2012	2013	2014	2015	2016
Government	Males	234	227	226	226	218
	Females	320	348	330	322	323
Mission	Males	223	203	183	189	165
	Females	176	183	201	196	190
Private	Males	17	21	23	22	20
	Females	20	20	21	21	21
	<b>Total Males</b>	<b>474</b>	<b>451</b>	<b>432</b>	<b>437</b>	<b>403</b>
	<b>Total Females</b>	<b>516</b>	<b>551</b>	<b>552</b>	<b>539</b>	<b>534</b>
	<b>Total Teachers</b>	<b>990</b>	<b>1002</b>	<b>984</b>	<b>976</b>	<b>937</b>

The number of teachers in the secondary education workforce has been decreasing since 2013. A total of 937 teachers are employed this year, suggesting a decline of 39 teachers from the previous year. Given the number of schools within each of the governing authority, government schools are accounted for more than half of the workforce, while private schools have the least number of teachers. It is assumed here that more teachers have resigned, retired or migrated overseas through the quota system, resulting in this decline in the workforce. At the same time, it is noted that over the last five years, more females prefer teaching as a profession than males.

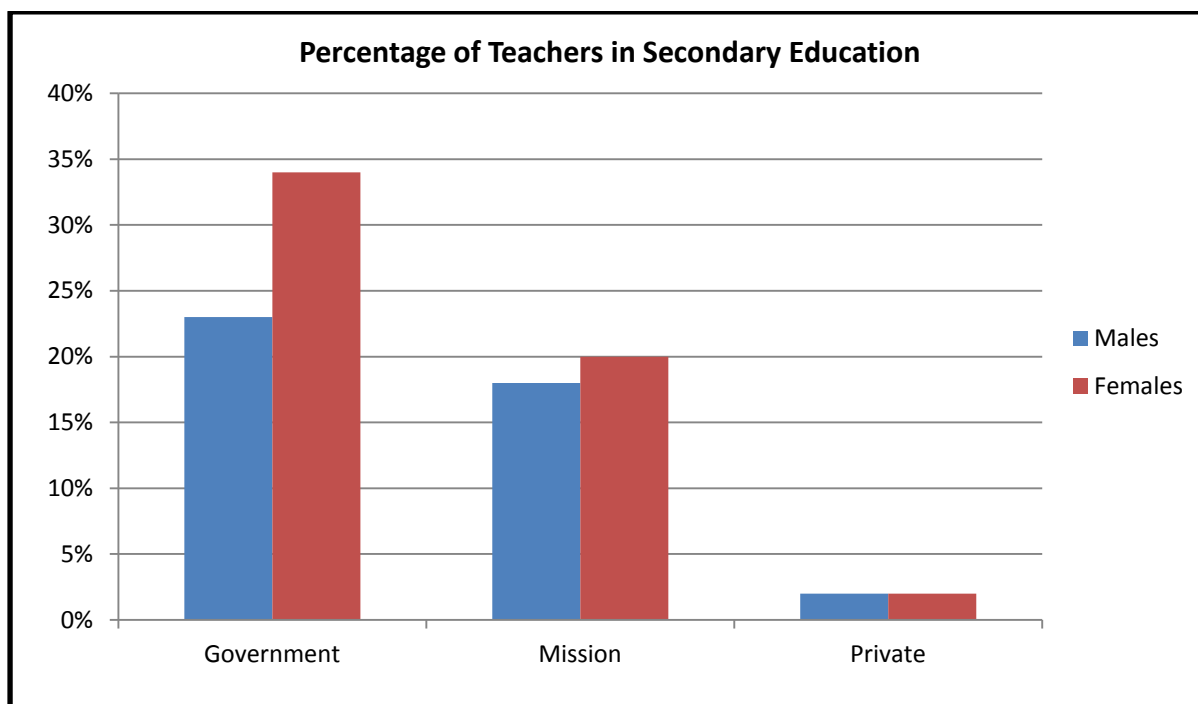




**Table C4.1.2: Percentage of Teachers in Secondary Education 2012 - 2016**

School Status	Teachers	2012	2013	2014	2015	2016
<b>Government</b>	Males	24%	23%	23%	23%	23%
	Females	32%	35%	34%	33%	34%
<b>Mission</b>	Males	23%	20%	19%	19%	18%
	Females	18%	18%	20%	20%	20%
<b>Private</b>	Males	2%	2%	2%	2%	2%
	Females	2%	2%	2%	2%	2%
	<b>Total Males</b>	48%	45%	44%	45%	43%
	<b>Total Females</b>	52%	55%	56%	55%	57%

The highest percentage of teachers is employed by government schools, followed by mission and private schools as seen over the last five years. The 4% of the total number of teachers employed in private schools is consistent over the past five years, while there is a fluctuating number of teachers in government and mission schools. Similar to primary education, females dominate the teaching workforce in secondary education across all three sectors. The number of females employed in secondary education remains within a range of 52% to 57% from 2012 to 2016. The long standing issue of teacher shortage is due to a number of reasons. Many teachers have retired, resigned or changed their preferred profession, while others migrate.

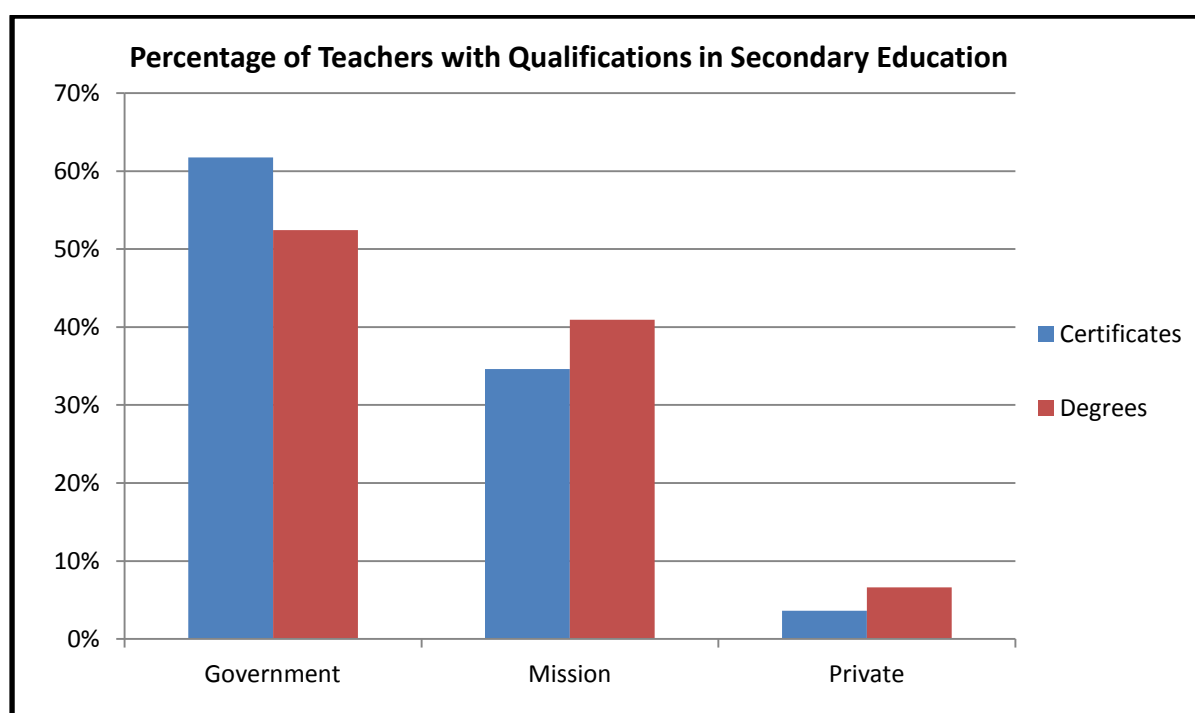


## C4.2: Teachers in Secondary Education with Qualifications

**Table C4.1.1: Number of Secondary Teachers with Qualifications 2012 – 2016**

School Status	Teachers	2012	2013	2014	2015	2016
<b>Government</b>	Certificates	462	484	486	459	460
	Degrees	151	166	165	166	182
<b>Mission</b>	Certificates	302	293	273	285	258
	Degrees	143	152	146	154	142
<b>Private</b>	Certificates	33	29	35	24	27
	Degrees	27	24	22	21	23
	<b>Total Certificates</b>	<b>797</b>	<b>806</b>	<b>794</b>	<b>768</b>	<b>745</b>
	<b>Total Degrees</b>	<b>321</b>	<b>342</b>	<b>333</b>	<b>341</b>	<b>347</b>

Due to many schools under the government, the overall data shows that government colleges have the highest qualified teachers compared to mission and private colleges. The number of certificate holders in the teaching workforce is declining over the last 3 years, while the number of degree holders is increasing. One aspect of the current education reforms is gaining a Bachelor of Education degree as this is now the qualification benchmark. Certificate holders in the workforce are encouraged to enroll in University courses at the National University of Samoa to upgrade their qualifications through TCUP<sup>14</sup> and through the STAP<sup>15</sup> programme.



<sup>14</sup> Teacher Correspondence Upgrade Program (TCUP) for Savaii Teachers. Refer Annual Review Report 2015/16

<sup>15</sup> Science Teachers Accelerated Program (STAP) at the University of the South Pacific. Refer Annual Review Report 2015/16

### ***C4.3: Secondary Teacher Standards***

#### **KPI 7: Teacher Standards**

##### **Interim KPI (2016/2017)**

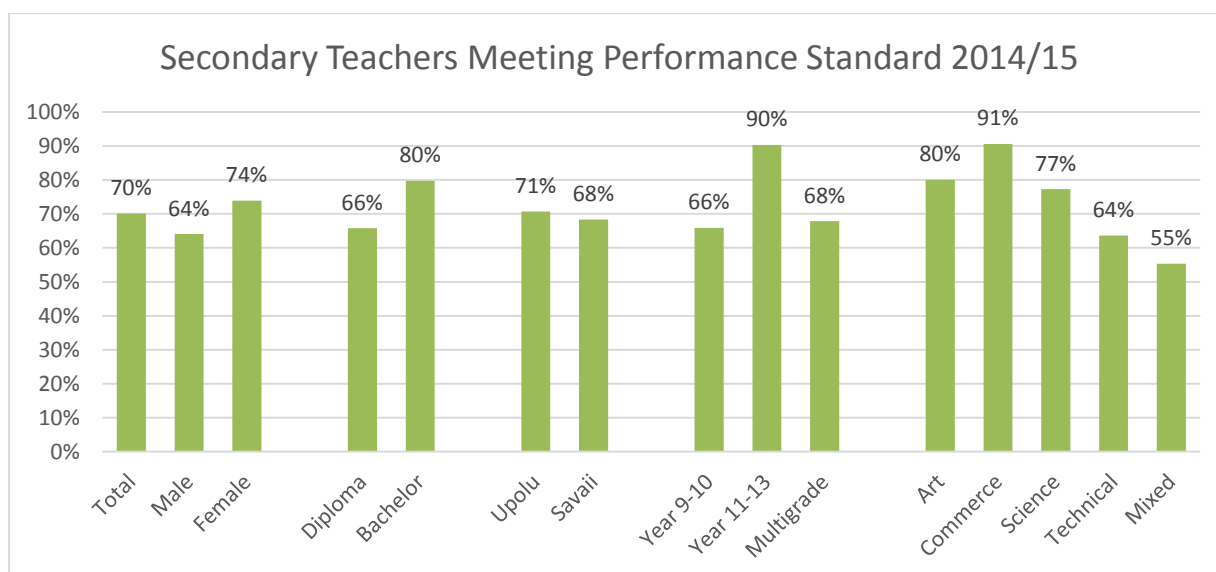
<b>Key Outcome Indicators</b>	<b>ESP code</b>	<b>Sub category</b>	<b>2014 Baseline</b>	<b>2015-2017 baseline</b>	<b>2018 target</b>
Number of teachers who have met the professional teacher standards	<b>1.1.4</b>	<b>Secondary</b>			
		Male	10%	20%	50%
		Female	20%	30%	50%

##### **Permanent KPI for Teacher Standards**

The Ministry wishes to propose the following as a permanent KPI with justification of 2017 to be the baseline.

<b>Key Outcome Indicators</b>	<b>ESP code</b>	<b>Sub category</b>	<b>2016 Baseline</b>	<b>2017 Baseline</b>	<b>2018 Baseline</b>
Number of teachers who have been reappraised and have met the professional teacher standards after participating in an Intervention Support PD programme	<b>1.1.4</b>	<b>Secondary</b>			
		Male	5%	10%	20%
		Female	15%	25%	35%

A total of 268 secondary teachers in government schools were appraised in 2014/15. This represents 48 percent of all secondary teachers in government schools in Samoa. On average, 70 percent of the appraised teachers met the performance standard. There were significant gender differences in the performance of teachers with proportionately more female teachers meeting the standards than male teachers. There was a small difference in the performance of the teachers in Upolu and Savaii. A greater proportion of higher qualified teachers met the standard compared to less qualified teachers. Compared to the average, more teachers of Year 11-13 classes and fewer teachers of Year 9-10 and multi-grade classes met the standard.



**C4.3.1: Number of Secondary Teachers re-appraised 2016**

GENDER	No of teachers re-appraised	Percentage of re-appraised teachers	No of teachers meet standards after re-appraised cycle	Percentage of teachers meet standards after re-appraised cycle
Male	13	45%	7	24%
Female	16	55%	10	34%

The table C4.3.1 shows the number of secondary teachers re-appraised in 2016. Out of 268 teachers appraised in 2014/2016, only 29 have not met standards and re-appraised this year. However, after the re-appraisal cycle, about 58% met the criterias and standards. The lack of professional knowledge, practice and delivery are contributing factors to this re-appraisal cycle, which also contributes to the low level of skills and practice of students that enrolled at the Faculty of Education. Consequently, the Ministry should be alert and provide interventions and strategies to improve the capacity of teachers and upgrade their professional developments such as Teachers Intervention Support Programme initiated in September 2016. Trainings provided by Teacher Development and Advisory Division (TDAD) should focus on critical areas identified by Monitoring, Evaluation and review Division (MERD) not only on the content knowledge of teachers, but the levels of skills, practical knowledge and planning.

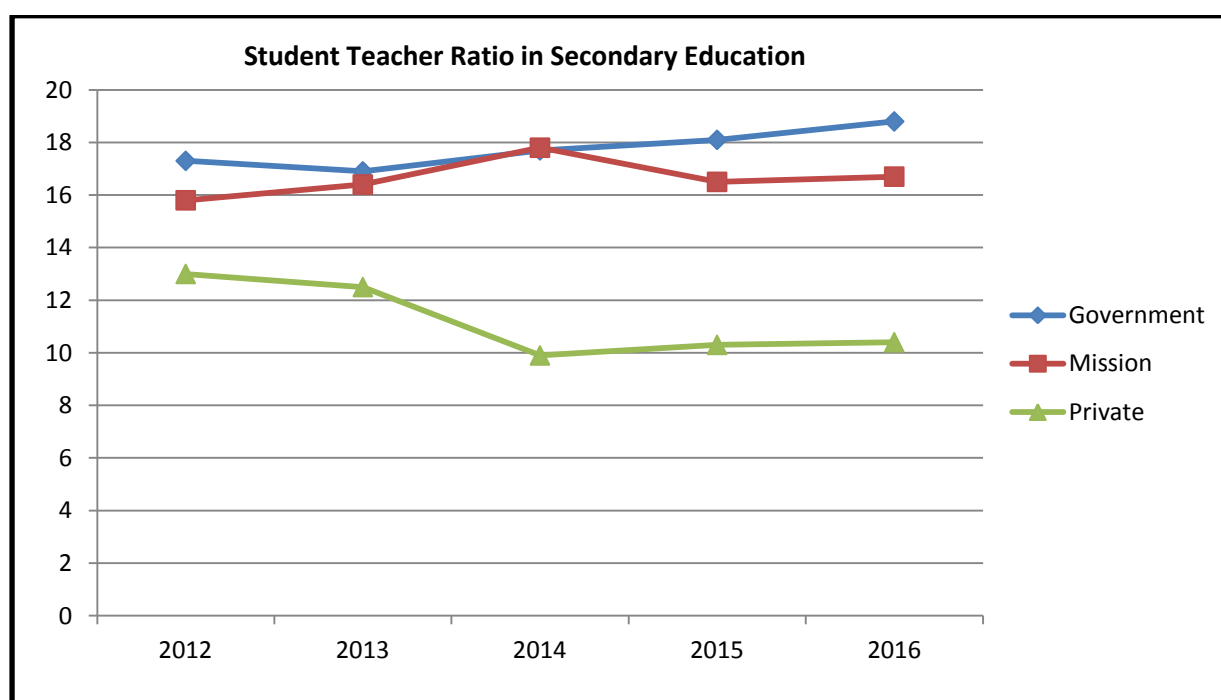
#### ***C4.4: Student Teacher Ratio in Secondary Education***

The National Student Teacher Ratio for secondary education is 1:20 (1 teacher per 20 students). All three sectors (government, mission, private) are the national standard ratio. Private schools had the lowest ratio of 1.10 (9.9) in 2014, due to smaller number of students enrolled in private schools. The table shows that government colleges have the highest ratio since they employ many teachers and have the highest number of students enrolled. Although they all fall within the standard ratio, the long standing issue of teacher shortage is not underestimated. The Ministry therefore needs to consider interventions, new measures and pathways to be in place to attract people to the teaching profession.

***Table C4.4.1: Student Teacher Ratio in Secondary Education 2012 – 2016***

Year	Student Teacher Ratio		
	Government	Mission	Private
2012	17.3	15.8	13.0
2013	16.9	16.4	12.5
2014	17.7	17.8	9.9
2015	18.1	16.5	10.3
2016	18.8	16.7	10.4

Government schools have gradually increased its STR from 2014 to 2016, while mission school ratio is decreasing. Student Teacher ratio in private schools fluctuated until this year.



## C5: School Resources

### C5.1 School Resources in Secondary Education

**Table C5.1.1: Schools' Resources of Secondary Level 2016**

School Level	School Status	Desks	Chairs	Teachers Desks	Teachers Chairs	Computers	Photocopiers	TV
Secondary	Government	100%	100%	100%	100%	100%	100%	52%
	Mission	100%	100%	100%	100%	100%	100%	69%
	Private	100%	100%	100%	100%	100%	100%	100%

The table above shows that all colleges have some access to the stated resources. It is noted here that while all schools have access to some desks and chairs, there is a need for more of these resources in many government schools. Only 52% of government schools and 69% of mission schools have access to a TV. The Samoa School Fee Grant Scheme (SSFGS) is of great assistance with purchases of teaching and learning materials such as textbooks, computers, photocopier as well as supporting teachers.

**Table B5.1.2: Schools' Facilities of Secondary Level 2016**

School Level	School Status	Classrooms	Staffroom	Science Lab	Computer Lab	Library
Secondary	Government	100%	100%	91%	91%	96%
	Mission	100%	100%	100%	100%	100%
	Private	100%	100%	67%	67%	67%

While all Mission Colleges have the above mentioned facilities, 91% of government colleges have access to a Science and/or Computer Laboratories. There are 96% schools with libraries, suggesting that there are still colleges without access to either a Science/Computer laboratory and/or a library. These facilities are some of the key features for accessing the curriculum. While the School Net program is available to all colleges within the country, not all have computer laboratories to access available services. About 67% of private colleges have a Science laboratory, a computer laboratory and a library.

**Table B5.1.3: Sanitation Facilities of Secondary Level 2016**

School Level	School Status	Toilets	Urinals	Washbasins
Secondary	Government	100%	91%	97%
	Mission	100%	100%	100%
	Private	100%	67%	100%

All mission colleges have the above mentioned sanitation facilities while 91% of government colleges have urinals and 97% with washbasins. In comparison, 67% of private schools have urinals in their sanitation blocks.

# APPENDICES

**Table 1: Number of Schools by School Status, School Level, Region as of March 2016**

Region/District	Government				Mission				Private				Grand Total
	Primary	Pri-Sec	Secondary	Total	Primary	Pri-Sec	Secondary	Total	Primary	Pri-Sec	Secondary	Total	
<b>Apia Urban</b>													
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
<b>Rest of Upolu</b>													
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
<b>Savaii</b>													
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

**Table 2: Total Enrolments by School Level, Status and Gender as of March, 2016**

Level	Government			Mission			Private			All Schools		
	Males	Females	Total	Males	Females	Total	Males	Females	Total	Males	Females	Total
1	2,525	2,295	4,820	409	420	829	158	139	297	3,092	2,854	5,946
2	2,355	2,138	4,493	395	366	761	139	151	290	2,889	2,655	5,544
3	2,278	2,148	4,426	378	400	778	155	144	299	2,811	2,692	5,503
4	2,254	2,097	4,351	344	348	692	139	134	273	2,737	2,579	5,316
5	2,176	2,034	4,210	331	365	696	126	150	276	2,633	2,549	5,182
6	2,212	2,002	4,214	322	338	660	150	114	264	2,684	2,454	5,138
7	2,052	1,973	4,025	304	366	670	89	86	175	2,445	2,425	4,870
8	1,995	1,743	3,738	317	350	667	84	80	164	2,396	2,173	4,569
Primary Total	17,847	16,430	34,277	2,800	2,953	5,753	1,040	998	2,038	21,687	20,381	42,068
9	1,383	1,290	2,673	707	699	1,406	51	70	121	2,141	2,059	4,200
10	1,209	1,216	2,425	737	685	1,422	49	47	96	1,995	1,948	3,943
11	1,039	1,125	2,164	456	464	920	0	1	1	1,495	1,590	3,085
12	815	955	1,770	588	711	1,299	59	47	106	1,462	1,713	3,175
13	465	680	1,145	361	514	875	50	52	102	876	1,246	2,122
Secondary Total	4,911	5,266	10,177	2,849	3,073	5,922	209	217	426	7,969	8,556	16,525
Grand Total	22,758	21,696	44,454	5,649	6,026	11,675	1,249	1,215	2,464	29,656	28,937	58,593

**Table 3: Total Enrolments for all Schools by School Level, 2007 - 2016**

Year	Primary									Secondary						TOTAL	% Increase
	1	2	3	4	5	6	7	8	Total	9	10	11	12	13	Total		
2007	5,273	4,930	4,855	4,922	5,066	5,032	4,789	4,601	39,468	4,028	3,649	2,964	2,909	1,652	15,202	54,670	
2008	5,239	4,919	4,895	4,955	4,789	4,969	4,906	4,704	39,376	4,100	3,684	3,019	2,863	1,657	15,323	54,699	0
2009	5,263	4,830	4,983	4,925	4,899	4,763	4,896	4,820	39,379	4,274	3,736	3,108	2,926	1,669	15,713	55,092	1
2010	6,086	5,106	4,970	4,953	4,914	4,842	4,842	4,887	40,600	4,401	3,844	3,241	2,930	1,853	16,269	56,869	3
2011	5,470	5,169	4,849	4,908	4,735	4,729	4,571	4,683	39,114	4,284	3,885	3,298	2,770	2,149	16,386	55,500	-2
2012	5,413	5,027	5,108	4,823	4,740	4,640	4,626	4,578	38,955	4,123	3,828	3,330	3,064	2,015	16,360	55,315	0
2013	5,951	5,247	5,123	5,188	4,802	4,776	4,645	4,711	40,443	4,142	3,891	3,360	3,149	2,032	16,574	57,017	3
2014	5,985	5,347	5,198	5,102	5,038	4,680	4,666	4,519	40,535	4,481	3,907	3,112	3,408	2,229	17,137	57,672	1
2015	5,896	5,504	5,378	5,181	5,081	4,958	4,639	4,613	41,250	4,262	4,046	3,182	2,997	2,255	16,742	57,992	1
2016	5,946	5,544	5,503	5,316	5,182	5,138	4,870	4,569	42,068	4,200	3,943	3,085	3,175	2,122	16,525	58,593	1



**Table 4: Total Enrolments for Government Schools by School Level, 2007 - 2016**

Year	Primary									Secondary						TOTAL	% Increase
	1	2	3	4	5	6	7	8	Total	9	10	11	12	13	Total		
2007	4,372	4,085	4,026	4,135	4,299	4,299	3,994	3,811	33,021	2,533	2,304	2,064	1,556	771	9,228	42,249	
2008	4,364	4,077	4,071	4,106	3,996	4,217	4,129	3,955	32,915	2,534	2,273	2,000	1,607	731	9,145	42,060	0
2009	4,325	4,009	4,146	4,102	4,036	4,008	4,106	4,052	32,784	2,765	2,292	2,052	1,593	802	9,504	42,288	1
2010	5,012	4,214	4,155	4,149	4,091	4,044	4,042	4,096	33,803	2,714	2,482	2,036	1,561	897	9,690	43,493	3
2011	4,487	4,299	4,018	4,143	3,960	3,955	3,736	3,895	32,493	2,688	2,307	2,153	1,478	1,049	9,675	42,168	-3
2012	4,412	4,170	4,266	4,011	3,968	3,855	3,842	3,701	32,225	2,542	2,379	2,090	1,612	957	9,580	41,805	-1
2013	4,956	4,306	4,278	4,347	3,987	3,996	3,824	3,831	33,525	2,554	2,290	2,140	1,740	1,003	9,727	43,252	3
2014	4,848	4,370	4,227	4,253	4,216	3,865	3,878	3,672	33,329	2,673	2,281	2,038	1,771	1,105	9,868	43,197	0
2015	4,763	4,387	4,368	4,198	4,185	4,157	3,816	3,804	33,678	2,625	2,407	2,143	1,599	1,164	9,938	43,616	1
2016	4,820	4,493	4,426	4,351	4,210	4,214	4,025	3,738	34,277	2,673	2,425	2,164	1,770	1,145	10,177	44,454	2

**Table 5: Percentage of Enrolments in Government Schools by School Level, 2007 - 2016**

Year	Primary									Secondary						TOTAL
	1	2	3	4	5	6	7	8	Total	9	10	11	12	13	Total	
2007	82.9	82.9	82.9	84.0	84.9	85.4	83.4	82.8	83.7	62.9	63.1	69.6	53.5	46.7	60.7	77.3
2008	83.3	82.9	83.2	82.9	83.4	84.9	84.2	84.1	83.6	61.8	61.7	66.2	56.1	44.1	59.7	76.9
2009	82.2	83.0	83.2	83.3	82.4	84.1	83.9	84.1	83.3	64.7	61.3	66.0	54.4	48.1	60.5	76.8
2010	82.4	82.5	83.6	83.8	83.3	83.5	83.5	83.8	83.3	61.7	64.6	62.8	53.3	48.4	59.6	76.5
2011	82.0	83.2	82.9	84.4	83.6	83.6	81.7	83.2	83.1	62.7	59.4	65.3	53.4	48.8	59.0	76.0
2012	81.5	83.0	83.5	83.2	83.7	83.1	83.1	80.8	82.7	61.7	62.1	62.8	52.6	47.5	58.6	75.6
2013	83.3	82.1	83.5	83.8	83.0	83.7	82.3	81.3	82.9	61.7	58.9	63.7	55.3	49.4	58.7	75.9
2014	81.0	81.7	81.3	83.4	83.7	82.6	83.1	81.3	82.2	59.7	58.4	65.5	52.0	49.6	57.6	74.9
2015	80.8	79.7	81.2	81.0	82.4	83.8	82.3	82.5	81.6	61.6	59.5	67.3	53.4	51.6	59.4	75.2
2016	81.1	81.0	80.4	81.8	81.2	82.0	82.6	81.8	81.5	63.6	61.5	70.1	55.7	54.0	61.6	75.9

**Table 6: Primary Level Enrolment by School and Year Level as of March 2016**

School Status	School Name	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Yr7	Yr8	Total
<b>Government</b>	Satittoa Primary	22	22	22	32	32	26	26	22	204
	Uafato Primary	6	9	4	5	4	7	4	6	45
	Aele Primary School	75	81	82	80	72	51	62	49	552
	Afega Primary	51	69	60	51	43	53	46	40	413
	Aleisa Primary	51	71	61	44	58	44	47	42	418
	Aopo Primary	13	10	11	7	9	12	17	9	88
	Apia Primary	149	189	181	181	165	174	155	198	1392
	Apolima-uta Primary	28	29	22	23	27	23	15	19	186
	Asaga Primary	10	12	7	8	8	4	7	9	65
	Asau Primary	44	22	27	42	31	22	21	19	228
	Auala Primary	18	12	11	14	10	15	12	15	107
	Aufaga Primary	29	26	11	27	31	26	21	16	187
	Faga Primary	25	25	29	25	29	20	31	20	204
	Fagali'i Primary	40	28	29	30	28	32	28	30	245
	Fai'a'ai/Fogatuli Primary	28	12	14	25	18	20	13	15	145
	Falealupo Primary	21	20	26	28	27	27	40	27	216
	Faleapuna Primary	14	11	10	8	11	10	11	7	82
	Falease'ela Primary	12	21	18	20	21	16	12	10	130
	Faleasi'u Primary	71	71	71	80	60	63	60	58	534
	Faleatiu Primary	11	34	34	36	21	32	29	31	228
	Falefa Primary	40	34	39	31	34	26	27	24	255
	Falefitu Primary	45	35	44	30	27	50	32	36	299
	Falelatai Primary	36	26	33	31	30	31	29	26	242
	Falelima Primary	8	13	8	10	9	13	11	4	76
	Faleu Primary	14	14	11	13	12	16	15	6	101
	Fale'ula Primary	45	40	35	43	38	41	38	30	310
	Falevao Primary	24	24	25	31	14	18	23	14	173
	Fasito'otai Primary	22	34	32	34	41	35	38	40	276
	Fasito'outa Primary	41	48	54	56	44	54	41	50	388
	Fusi Primary School	18	28	25	20	26	22	23	27	189
	Gagaemalae Primary	40	23	40	36	40	34	28	23	264
	Gataivai Primary	44	29	30	35	28	30	32	19	247
	Gautavai Primary	14	9	13	16	10	10	16	13	101
	Iva Primary	43	51	31	30	34	39	39	29	296
	Lalomalava Primary	31	28	20	19	16	21	17	18	170
	Lalomanu Primary	19	11	23	20	19	19	18	24	153
	Lalomauga Primary	18	12	12	15	12	8	14	11	102
	Lano Primary	21	16	11	9	10	12	15	12	106
	Lauli'i Primary	59	71	51	62	55	46	73	45	462
	Laumoli Primary	21	34	26	24	22	23	23	17	190
	Le'auva'a Primary	43	30	31	54	42	36	37	43	316
	Lepa Primary	19	5	23	18	13	17	19	14	128

School Status	School Name	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Yr7	Yr8	Total
	Lepea Primary	41	60	55	72	46	48	45	59	426
	Letogo Primary	43	44	30	48	45	31	29	35	305
	Letui Primary	6	7	5	6	13	15	11	5	68
	Leulumoea Primary	27	21	18	16	19	24	18	20	163
	Levi Primary	32	38	33	40	29	27	34	27	260
	Lona Primary	4	6	6	4	6	6	6	6	44
	Lotofaga Primary (Lepa/Lotofaga Dist)	33	29	25	16	22	27	22	17	191
	Lotofaga Primary (Safata District)	27	19	23	26	26	21	20	12	174
	Lotopue Primary	20	19	23	22	23	20	18	20	165
	Luatuanuu Primary	32	28	27	30	28	25	26	24	220
	Lufilufi Primary	26	31	20	18	19	14	12	22	162
	Magiagi Primary	46	44	70	33	36	53	38	28	348
	Malie Primary	57	62	61	54	60	43	51	62	450
	Manono Primary	43	41	36	26	31	25	34	24	260
	Manunu Primary	15	11	7	10	11	7	5	3	69
	Matatufu Primary	28	24	12	15	12	15	9	13	128
	Matautu Primary	49	38	34	34	43	41	35	36	310
	Moamoa&Tauao'o Primary	58	50	42	28	39	29	21	34	301
	Moata'a Primary	45	41	42	48	35	61	34	33	339
	Mulifanua Primary	69	51	62	39	35	36	25	36	353
	Mulivai Primary	5	7	8	7	7	5	8	6	53
	Neiafu Primary	22	22	24	23	28	29	32	22	202
	Nene Primary	26	10	4	11	5	12	9	3	80
	Nofoalii Primary	51	52	54	42	49	66	54	48	416
	Paia Primary School	14	12	10	10	9	10	4	5	74
	Palauli Primary	72	55	60	47	57	68	57	64	480
	Papa/Sataua Primary	14	16	14	9	12	8	12	10	95
	Pata Primary	16	15	12	10	15	14	9	8	99
	Patamea Primary	29	17	17	14	19	19	16	14	145
	Pu'apu'a Primary	18	14	14	12	19	14	17	19	127
	Puleia Primary	27	19	17	17	14	16	13	16	139
	Saanapu Primary	33	31	27	22	30	22	34	25	224
	Sa'asa'ai Primary	24	20	18	16	20	20	18	12	148
	Safa'ato'a Primary	19	22	21	22	18	12	13	18	145
	Safotu Primary	20	20	24	27	19	24	21	26	181
	Safotulafai Primary	45	32	31	22	38	32	30	24	254
	Safune Primary	17	19	15	18	20	27	18	22	156
	Sagone Primary	27	24	19	21	16	18	19	16	160
	Saina/Toamua Primary School	72	64	74	50	66	55	62	42	485
	Saipipi Primary	25	24	20	15	16	20	20	21	161
	Salailua Primary	50	40	49	48	29	49	28	33	326

School Status	School Name	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Yr7	Yr8	Total
	Salamumu Primary	14	9	10	9	10	12	7	11	82
	Salani Primary	22	18	14	18	15	12	15	15	129
	Saleaaumua Primary	24	19	26	28	26	22	17	18	180
	Saleapaga Primary	30	17	17	12	13	13	17	10	129
	Saleaula Primary	11	12	8	17	15	23	18	22	126
	Saleilua Primary	39	23	32	26	26	31	26	28	231
	Sale'imoa Primary	36	46	45	54	43	42	35	32	333
	Salelavalu Primary	39	48	28	29	23	23	24	25	239
	Salelesi Primary	36	26	32	29	27	21	20	22	213
	Salelologa Primary	102	61	71	83	65	80	67	45	574
	Salesatele Primary	15	14	10	13	12	12	14	14	104
	Salua Primary	13	12	13	13	9	13	8	8	89
	Samalaeulu Primary	17	22	28	25	20	20	28	19	179
	Samata-i-tai Primary	34	22	20	20	12	9	17	16	150
	Samata-i-uta Primary	29	18	16	16	20	18	19	20	156
	Samatau Primary	24	24	21	27	24	23	24	14	181
	Samauga Primary	27	30	32	26	22	28	42	31	238
	Samusu Primary	32	23	19	28	31	33	27	29	222
	Saoluafata Primary	23	17	23	18	19	24	22	23	169
	Sapapalii Primary	31	34	24	22	32	22	34	28	227
	Sapoe Primary	11	7	12	9	9	11	8	9	76
	Sapunaoa Primary	19	19	22	17	12	16	15	13	133
	Sasina Primary	13	24	21	25	23	22	18	21	167
	Satalo Primary	6	8	9	8	11	7	11	9	69
	Sataoa Primary	38	40	37	45	46	45	38	30	319
	Satapuala Primary	51	45	49	39	40	43	40	36	343
	Sataua/Fagasa Primary	25	32	34	29	24	33	35	30	242
	Satuimalufilufi Primary	40	28	33	26	34	28	25	22	236
	Satupaitea Primary	63	53	50	39	48	30	55	31	369
	Sauano Primary	19	7	14	6	7	6	11	10	80
	Savaia Primary	12	22	10	17	18	19	13	15	126
	Sili Primary	27	32	20	41	39	31	50	32	272
	Siufaga Primary	26	15	25	9	16	10	11	23	135
	Siumu Primary	71	53	57	40	47	52	47	43	410
	Solosolo Primary	53	51	43	40	34	34	33	33	321
	Taelefaga Primary	17	7	15	10	12	11	5	11	88
	Tafitoala Primary	20	25	21	18	18	19	20	18	159
	Tafua Primary	18	22	18	11	15	13	14	14	125
	Taga Primary	26	24	21	18	20	17	22	19	167
	Tanugamanono Primary	23	31	19	38	44	35	28	35	253
	Tiavea Primary	22	21	18	26	21	28	19	16	171
	Tuana'i Primary	35	28	27	37	39	29	28	21	244
	Tufutafoe Primary	13	19	13	12	13	18	13	15	116

School Status	School Name	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Yr7	Yr8	Total
	Tutaga Primary	28	28	20	26	25	14	22	18	181
	Ulutogia Primary	9	10	10	8	7	8	6	6	64
	Utuali'i Primary	58	35	57	51	55	67	27	35	385
	V/Fogasavai'i Primary	19	22	19	24	13	21	24	22	164
	Vaie'e Primary	28	20	26	23	20	21	19	20	177
	Vaigaga Primary	67	43	58	46	46	55	47	31	393
	Vailele Primary	37	39	24	32	43	33	38	27	273
	Vailima Primary	63	35	41	38	34	32	40	47	330
	Vailoa Primary (Aleipata District)	15	13	26	10	10	7	10	6	97
	Vailoa Primary (Faleata District)	35	33	30	27	24	25	20	15	209
	Vailu'utai Primary	35	20	20	23	17	25	19	24	183
	Vaimea Primary	80	81	80	89	68	69	78	65	610
	Vaimoso Primary	54	76	82	105	118	127	96	74	732
	Vaisala Primary	16	15	12	4	10	9	9	12	87
	Vaitele Primary	129	143	138	131	125	116	93	92	967
	Vaiusu Primary	48	47	54	35	46	36	54	35	355
	Vaivase Primary	118	109	110	130	102	101	110	109	889
	Vaovai Primary	25	28	32	25	28	24	21	27	210
<b>Government Total</b>		<b>4820</b>	<b>4493</b>	<b>4426</b>	<b>4351</b>	<b>4210</b>	<b>4214</b>	<b>4025</b>	<b>3738</b>	<b>34277</b>
<b>Mission</b>	All Saints Anglican Primary School	15	9	6	5	3	4			42
	Asau Baptist & Christian Academy	21	8	11	9	6	3	1		59
	Baptist Church Primary School	25	18	25	22	28	25	21	15	179
	Divine Mercy Primary School	27	17	24	21	17	14	16	16	152
	George Brown Primary School	58	67	66	71	62	57	47	62	490
	LDS Church College-Vaiola							32	34	66
	LDS Church Middle School Pesega							87	120	207
	Manumalo Baptist (Savaii)	20	33	25	25	20	30	20	18	191
	Manumalo Baptist School	53	45	38	38	36	26	22	10	268
	Marist Brothers Primary School	101	108	93	81	79	85	79	69	695
	Paul V1 College							28	19	47
	Sacred Heart - Safotu	24	18	24	21	23	21	17	17	165
	Samoa Adventist School	81	58	63	51	46	41	46	37	423
	Sauniatu Primary - LDS	13	20	17	14	27	17	13	12	133
	Siufaga Primary - SDA	19	15	15	11	12	22	18	13	125
	St Peter's Falefa	46	42	46	40	46	44	46	43	353
	St. Joan of Arc School	48	43	43	40	27	28			229

School Status	School Name	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Yr7	Yr8	Total
	St. Joseph's Primary - Leauvaa	51	33	58	39	52	45	32	42	352
	St. Theresa's School - Fusi	14	16	9	14	19	16	12	12	112
	St. Theresa's School - Lepea	46	50	63	45	45	41	32	35	357
	St. Mary's - Savalalo	143	133	125	115	119	110	101	93	939
	Vaiola Primary	24	28	27	30	29	31			169
<b>Mission Total</b>		<b>829</b>	<b>761</b>	<b>778</b>	<b>692</b>	<b>696</b>	<b>660</b>	<b>670</b>	<b>667</b>	<b>5753</b>
<b>Private</b>	Ah Mu Academy - Pesega	64	54	64	48	51	54	40	35	410
	Aoga Faamasani Amosa	18	14	12	3	10	5	2	0	64
	Peace Chapel Christian School	34	47	43	35	32	28	20	22	261
	Pesega Fou Primary	47	47	48	47	46	41			276
	Robert Louis Stevenson College								56	56
	Robert Louis Stevenson Primary	56	58	54	58	56	58	55		395
	Samoa Primary School	52	52	57	58	53	54	39	44	409
	Vaiala Beach School	26	18	21	24	28	24	19	7	167
<b>Private Total</b>		<b>297</b>	<b>290</b>	<b>299</b>	<b>273</b>	<b>276</b>	<b>264</b>	<b>175</b>	<b>164</b>	<b>2038</b>
<b>Grand Total</b>		<b>5946</b>	<b>5544</b>	<b>5503</b>	<b>5316</b>	<b>5182</b>	<b>5138</b>	<b>4870</b>	<b>4569</b>	<b>42068</b>

**Table 7: Secondary Level Enrolment by School and Year Level as of March 2016**

School Status	School Name	Yr9	Yr10	Yr11	Yr12	Yr13	Total
<b>Government</b>	Aana No. 1 College	135	117	93	74	45	464
	Aana No.2 College	105	76	81	53	23	338
	Aleipata College	109	108	88	80	50	435
	Alofi o Taa College	110	104	96	76	48	434
	Amoa College	70	60	55	41	27	253
	Anoamaa College	170	157	151	122	53	653
	Avele College	157	172	139	151	104	723
	Falealili College	91	78	75	53	33	330
	Faleata College	238	219	222	193	100	972
	Itu Asau College	131	106	121	40	28	426
	Itu-O-Tane No.1 College	71	70	57	62	46	306
	Lefaga College	48	49	56	25	13	191
	Leifiifi College	236	223	196	164	117	936
	Lepa/Lotofaga College	85	79	64	63	21	312
	Mataaevave College	98	84	76	61	57	376
	Palalaua College	53	59	43	31	26	212
	Palauli College	70	83	63	65	58	339
	Palauli Sisifo College	93	80	72	48	26	319

School Status	School Name	Yr9	Yr10	Yr11	Yr12	Yr13	Total
	Sagaga College	134	91	66	25	22	338
	Samoa College	118	146	129	169	134	696
	Savai'i Sisifo College	72	65	64	47	37	285
	Vaimauga College	133	88	70	68	30	389
<b>Government Total</b>		<b>2673</b>	<b>2425</b>	<b>2164</b>	<b>1770</b>	<b>1145</b>	<b>10177</b>
<b>Mission</b>	Chanel College	55	53	52	43	64	267
	Don Bosco College	52	60	47	27	23	209
	LDS Church College - Pesega		256		280	225	761
	LDS Church College-Vaiola	78	64	70	73	66	351
	LDS Church Middle School Pesega	177					177
	Leulumoega Fou College	165	119	89	109	60	542
	Maluafo College	212	146	160	190	121	829
	Nu'uausala College	87	84	83	108	67	429
	Papauta Girls College	22	7	12	10	9	60
	Paul V1 College	22	14	17	20	13	86
	Samoa Adventist School	60	49		46	20	175
	St. Joseph's College	97	148	70	119	23	457
	St. Mary's College	103	99	55	85	56	398
	Tuasivi College	94	75	73	50	42	334
	Uesiliana College	78	55	82	37	22	274
	Wesley College	104	193	110	102	64	573
<b>Mission Total</b>		<b>1406</b>	<b>1422</b>	<b>920</b>	<b>1299</b>	<b>875</b>	<b>5922</b>
<b>Private</b>	Aoga Faamasani Amosa	4	4	1	3	0	12
	Faatuatua Christian College	50	40		33	32	155
	Robert Louis Stevenson College	67	52		70	70	259
<b>Private Total</b>		<b>121</b>	<b>96</b>	<b>1</b>	<b>106</b>	<b>102</b>	<b>426</b>
<b>Grand Total</b>		<b>4200</b>	<b>3943</b>	<b>3085</b>	<b>3175</b>	<b>2122</b>	<b>16525</b>

**Table 8: Primary Level Enrolments by Age as of March 2016**

Age	Gender	Year Level								2016 Total
		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	
5	Male	1923	160	1	0	0	0	0	0	2084
	Female	1813	179	6	3	0	0	0	0	2001
	Total	3736	339	7	3	0	0	0	0	4085
6	Male	961	1425	206	8	0	0	0	0	2600
	Female	889	1310	214	8	0	0	0	0	2421
	Total	1850	2735	420	16	0	0	0	0	5021
7	Male	189	1089	1407	238	0	0	0	0	2923
	Female	145	974	1395	263	0	0	0	0	2777
	Total	334	2063	2802	501	0	0	0	0	5700
8	Male	15	182	918	1179	227	14	0	0	2535
	Female	6	172	882	1139	278	23	1	0	2501
	Total	21	354	1800	2318	505	37	1	0	5036
9	Male	4	30	241	974	1287	244	12	0	2792
	Female	1	20	182	937	1231	252	9	0	2632
	Total	5	50	423	1911	2518	496	21	0	5424
10	Male	0	3	34	311	869	1204	189	19	2629
	Female	0	0	13	207	871	1151	222	16	2480
	Total	0	3	47	518	1740	2355	411	35	5109
11	Male	0	0	4	27	217	928	1083	161	2420
	Female	0	0	0	21	149	819	1113	192	2294
	Total	0	0	4	48	366	1747	2196	353	4714
12	Male	0	0	0	0	28	259	917	1007	2211
	Female	0	0	0	1	20	186	857	917	1981
	Total	0	0	0	1	48	445	1774	1924	4192
13	Male	0	0	0	0	4	31	212	899	1146
	Female	0	0	0	0	0	22	200	804	1026
	Total	0	0	0	0	4	53	412	1703	2172
14	Male	0	0	0	0	1	4	32	310	347
	Female	0	0	0	0	0	1	23	244	268
	Total	0	0	0	0	1	5	55	554	615
Total Males		3092	2889	2811	2737	2633	2684	2445	2396	21687
Total Females		2854	2655	2692	2579	2549	2454	2425	2173	20381



**Table 9: Secondary Level Enrolment by Age as of March 2016**

Age	Gender	Year Level					Total 2016
		Yr 9	Yr 10	Yr 11	Yr 12	Yr 13	
11	Male	3	0	0	0	0	3
	Female	5	0	0	0	0	5
	Total	8	0	0	0	0	8
12	Male	86	2	0	0	0	88
	Female	159	0	0	0	0	159
	Total	245	2	0	0	0	247
13	Male	615	115	1	0	0	731
	Female	734	128	3	0	0	865
	Total	1349	243	4	0	0	1596
14	Male	906	637	52	30	0	1625
	Female	800	622	108	57	1	1588
	Total	1706	1259	160	87	1	3213
15	Male	428	830	474	158	26	1916
	Female	310	818	558	228	42	1956
	Total	738	1648	1032	386	68	3872
16	Male	98	349	664	439	114	1664
	Female	47	328	658	589	183	1805
	Total	145	677	1322	1028	297	3469
17	Male	3	56	256	530	274	1119
	Female	4	45	213	590	462	1314
	Total	7	101	469	1120	736	2433
18	Male	2	6	41	244	313	606
	Female	0	7	42	210	412	671
	Total	2	13	83	454	725	1277
19	Male	0	0	4	54	131	189
	Female	0	0	3	37	126	166
	Total	0	0	7	91	257	355
20	Male	0	0	3	7	18	28
	Female	0	0	5	2	20	27
	Total	0	0	8	9	38	55
<b>Total Male</b>		<b>2141</b>	<b>1995</b>	<b>1495</b>	<b>1462</b>	<b>876</b>	<b>7969</b>
<b>Total Female</b>		<b>2059</b>	<b>1948</b>	<b>1590</b>	<b>1713</b>	<b>1246</b>	<b>8556</b>

**Table 10: Male School Enrolment for All Schools by School Level, 2007 - 2016**

Year	Primary									Secondary						TOTAL	% Increase
	1	2	3	4	5	6	7	8	Total	9	10	11	12	13	Total		
2007	2,779	2,512	2,510	2,614	2,617	2,622	2,424	2,337	20,415	1,987	1,792	1,367	1,364	676	7,186	27,601	
2008	2,748	2,556	2,513	2,571	2,506	2,596	2,531	2,375	20,396	2,024	1,797	1,373	1,387	719	7,300	27,696	0
2009	2,757	2,566	2,640	2,508	2,536	2,562	2,505	2,484	20,558	2,134	1,779	1,469	1,305	739	7,426	27,984	1
2010	3,120	2,671	2,594	2,610	2,500	2,522	2,597	2,529	21,143	2,234	1,817	1,552	1,300	750	7,653	28,796	3
2011	2,775	2,606	2,539	2,560	2,492	2,381	2,400	2,468	20,221	2,160	1,847	1,485	1,294	930	7,716	27,937	-3
2012	2,746	2,584	2,591	2,526	2,430	2,444	2,356	2,360	20,037	2,137	1,890	1,642	1,381	932	7,982	28,019	0
2013	3,152	2,656	2,682	2,656	2,528	2,508	2,486	2,403	21,071	2,138	1,952	1,603	1,399	878	7,970	29,041	4
2014	3,112	2,827	2,621	2,619	2,550	2,458	2,418	2,400	21,005	2,258	1,908	1,523	1,496	924	8,109	29,114	0
2015	3,132	2,810	2,842	2,644	2,635	2,520	2,432	2,400	21,415	2,225	1,965	1,516	1,325	949	7,980	29,395	1
2016	3,092	2,889	2,811	2,737	2,633	2,684	2,445	2,396	21,687	2,141	1,995	1,495	1,462	876	7,969	29,656	1

**Table 11: Percentage of Male Enrolment for All Schools by School Level, 2007- 2016**

Year	Primary									Secondary						TOTAL
	1	2	3	4	5	6	7	8	Total	9	10	11	12	13	Total	
2007	52.7	51.0	51.7	53.1	51.7	52.1	50.6	50.8	51.7	49.3	49.1	46.1	46.9	40.9	47.3	50.5
2008	52.5	52.0	51.3	51.9	52.3	52.2	51.6	50.5	51.8	49.4	48.8	45.5	48.4	43.4	47.6	50.6
2009	52.4	53.1	53.0	50.9	51.8	53.8	51.2	51.5	52.2	49.9	47.6	47.3	44.6	44.3	47.3	50.8
2010	51.3	52.3	52.2	52.7	50.9	52.1	53.6	51.7	52.1	50.8	47.3	47.9	44.4	40.5	47.0	50.6
2011	50.7	50.4	52.4	52.2	52.6	50.3	52.5	52.7	51.7	50.4	47.5	45.0	46.7	43.3	47.1	50.3
2012	50.7	51.4	50.7	52.4	51.3	52.7	50.9	51.6	51.4	51.8	49.4	49.3	45.1	46.3	48.8	50.7
2013	53.0	50.6	52.4	51.2	52.6	52.5	53.5	51.0	52.1	51.6	50.2	47.7	44.4	43.2	48.1	50.9
2014	52.0	52.9	50.4	51.3	50.6	52.5	51.8	53.1	51.8	50.4	48.8	48.9	43.9	41.5	47.3	50.5
2015	53.1	51.1	52.8	51.0	51.9	50.8	52.4	52.0	51.9	52.2	48.6	47.6	44.2	42.1	47.7	50.7
2016	52.0	52.1	51.1	51.5	50.8	52.2	50.2	52.4	51.6	51.0	50.6	48.5	46.0	41.3	48.2	50.6

**Table 12: Female School Enrolment for All Schools by School Level, 2007 - 2016**

Year	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Total	Yr9	Yr 10	Yr 11	Yr 12	Yr 13	Total
2007	2494	2418	2345	2308	2449	2410	2365	2264	19053	2041	1857	1597	1545	976	8016
2008	2491	2363	2382	2384	2283	2373	2375	2329	18980	2076	1887	1646	1476	938	8023
2009	2506	2264	2343	2417	2363	2201	2391	2336	18821	2140	1957	1639	1621	930	8287
2010	2966	2435	2376	2343	2414	2320	2245	2358	19457	2167	2027	1689	1630	1103	8616
2011	2695	2563	2310	2348	2243	2348	2171	2215	18893	2124	2038	1813	1476	1219	8670
2012	2687	2460	2525	2306	2314	2196	2270	2218	18976	1986	1938	1688	1683	1083	8378
2013	2809	2601	2453	2536	2278	2270	2159	2308	19414	2004	1939	1757	1750	1154	8604
2014	2873	2520	2577	2483	2488	2222	2248	2119	19530	2223	1999	1589	1912	1305	9028
2015	2764	2694	2536	2537	2446	2438	2207	2213	19835	2037	2081	1666	1672	1306	8762
2016	2854	2655	2692	2579	2549	2454	2425	2173	20381	2059	1948	1590	1713	1246	8556
<b>Total</b>	<b>27109</b>	<b>24946</b>	<b>24519</b>	<b>24228</b>	<b>23819</b>	<b>23230</b>	<b>22856</b>	<b>22533</b>	<b>193240</b>	<b>20857</b>	<b>19671</b>	<b>16674</b>	<b>16478</b>	<b>11260</b>	<b>84940</b>

**Table 13: Number of Teachers by School Status and School Level as of March, 2016**

Region/District	Government				Mission				Private				TOTAL
	Primary	Pri-Sec	Second.	Total	Primary	Pri-Sec	Second.	Total	Primary	Pri-Sec	Second.	Total	
<b>Apia Urban</b>													
Faleata	146		44	190	14	18	101	133	59	29	12	100	423
Malifa			56	56									56
Vaimauga	145		122	267	83	25	49	157	40			40	464
Apia Urban Total	291		222	513	97	43	150	290	99	29	12	140	943
<b>Rest of Upolu</b>													
Aana No. 1	58		19	77	14	12	16	42					119
Aana No. 2	57		21	78									78
Aleipata	35		14	49									49
Anoamaa No. 1	32		25	57									57
Anoamaa No. 2	36			36	22			22					58
Fagaloa	10			10									10
Falealili	51		32	83									83
Lefaga	25		18	43									43
Lepa/Lotofaga	27		15	42									42
Safata	46		10	56									56
Sagaga	64		24	88	34		56	90					178
Rest of Upolu Total	441		178	619	70	12	72	154					773
<b>Savaii</b>													
Faasaleleaga No. 1	60		21	81	16		36	52					133
Faasaleleaga No. 2	38		16	54	13	27		40					94
Itu Asau No. 1	32		14	46									46
Itu Asau No. 2	19			19	10			10					29
Itu-o-Tane No. 1	34		22	56									56
Itu-o-Tane] No. 2	43		20	63	9			9					72
Palauli	70		18	88			15	15					103
Savaii Sisifo	52		30	82									82
Savaii Total	348		141	489	48	27	51	126					615
Grand Total	1080		541	1621	215	82	273	570	99	29	12	140	2331

**Table 14: Number of Teachers in Primary Level 2012 - 2016**

		<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>Government</b>	Males	274	260	243	240	231
	Females	928	918	854	853	849
<b>Mission</b>	Males	34	38	36	46	49
	Females	126	124	139	157	166
<b>Private</b>	Males	18	16	14	15	17
	Females	78	85	88	82	82
	<b>Total Males</b>	<b>326</b>	<b>314</b>	<b>293</b>	<b>301</b>	<b>297</b>
	<b>Total Females</b>	<b>1132</b>	<b>1127</b>	<b>1081</b>	<b>1092</b>	<b>1097</b>
	<b>Total Teachers</b>	<b>1458</b>	<b>1441</b>	<b>1374</b>	<b>1393</b>	<b>1394</b>

**Table 15: Number of Teachers in Secondary Level 2012 - 2016**

<b>School Status</b>	<b>Teachers</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>Government</b>	Males	234	227	226	226	218
	Females	320	348	330	322	323
<b>Mission</b>	Males	223	203	183	189	165
	Females	176	183	201	196	190
<b>Private</b>	Males	17	21	23	22	20
	Females	20	20	21	21	21
	<b>Total Males</b>	<b>474</b>	<b>451</b>	<b>432</b>	<b>437</b>	<b>403</b>
	<b>Total Females</b>	<b>516</b>	<b>551</b>	<b>552</b>	<b>539</b>	<b>534</b>
	<b>Total Teachers</b>	<b>990</b>	<b>1002</b>	<b>984</b>	<b>976</b>	<b>937</b>

**Table 16: Student Teacher Ratio at Primary Level by School as of March, 2016**

<b>School Status</b>	<b>School Name</b>	<b>Enrolment</b>	<b>Teachers</b>	<b>Student Teacher Ratio</b>
Government	Satitua Primary	204	4	51
	Uafato Primary	45	3	15
	Aele Primary School	552	12	46
	Afega Primary	413	7	59
	Aleisa Primary	418	7	60
	Aopo Primary	88	3	29
	Apia Primary	1392	25	56
	Apolima-uta Primary	186	6	31
	Asaga Primary	65	6	11
	Asau Primary	228	8	29
	Auala Primary	107	5	21
	Aufaga Primary	187	6	31
	Faga Primary	204	8	26
	Fagali'i Primary	245	9	27
	Fai'a'ai/Fogatuli Primary	145	6	24
	Falealupo Primary	216	6	36
	Faleapuna Primary	82	5	16
	Falease'ela Primary	130	5	26
	Faleasi'u Primary	534	11	49
	Faleatiu Primary	228	2	114
	Falefa Primary	255	8	32
	Falefitu Primary	299	10	30
	Falelatai Primary	242	6	40
	Falelima Primary	76	3	25
	Faleu Primary	101	4	25
	Fale'ula Primary	310	9	34
	Falevao Primary	173	8	22
	Fasito'otai Primary	276	7	39
	Fasito'outa Primary	388	8	49
	Fusi Primary School	189	6	32
	Gagaemalae Primary	264	7	38
	Gataivai Primary	247	11	22
	Gautavai Primary	101	7	14
	Iva Primary	296	11	27
	Lalomalava Primary	170	8	21
	Lalomanu Primary	153	5	31
	Lalomauga Primary	102	5	20
	Lano Primary	106	6	18
	Lauli'i Primary	462	15	31
	Laumoli Primary	190	7	27
	Le'auva'a Primary	316	6	53
	Lepa Primary	128	4	32
	Letogo Primary	305	10	31
	Leulumoega Primary	163	5	33
	Levi Primary	260	7	37
	Lona Primary	44	2	22

School Status	School Name	Enrolment	Teachers	Student Teacher Ratio
	Lotofaga Primary (Safata District)	174	6	29
	Lotopue Primary	165	4	41
	Luatuanuu Primary	220	7	31
	Lufilufi Primary	162	7	23
	Magiagi Primary	348	14	25
	Malie Primary	450	11	41
	Manono Primary	260	7	37
	Manunu Primary	69	3	23
	Matatufu Primary	128	4	32
	Matautu Primary	310	8	39
	Moamoa&Tauao'o Primary	301	4	75
	Moata'a Primary	339	10	34
	Mulifanua Primary	353	9	39
	Mulivai Primary	53	4	13
	Neiafu Primary	202	6	34
	Nene Primary	80	2	40
	Nofoalii Primary	416	10	42
	Paia Primary School	74	4	19
	Palauli Primary	480	15	32
	Papa/Sataua Primary	95	5	19
	Pata Primary	99	4	25
	Patamea Primary	145	7	21
	Pu'apu'a Primary	127	6	21
	Puleia Primary	139	9	15
	Saanapu Primary	224	8	28
	Sa'asa'ai Primary	148	5	30
	Safa'ato'a Primary	145	7	21
	Safotu Primary	181	6	30
	Safotulafai Primary	254	7	36
	Safune Primary	156	8	20
	Sagone Primary	160	7	23
	Saina/Toamua Primary School	485	16	30
	Saipipi Primary	161	7	23
	Salailua Primary	326	9	36
	Salamumu Primary	82	4	21
	Salani Primary	129	5	26
	Saleaamua Primary	180	6	30
	Saleapaga Primary	129	5	26
	Saleaula Primary	126	6	21
	Sale'imoa Primary	333	8	42
	Salelavalu Primary	239	10	24
	Salelesi Primary	213	7	30
	Salelologa Primary	574	16	36
	Salesatele Primary	104	4	26
	Salua Primary	89	4	22
	Samalaeulu Primary	179	7	26
	Samata-i-tai Primary	150	6	25

School Status	School Name	Enrolment	Teachers	Student Teacher Ratio
	Samatau Primary	181	7	26
	Samauga Primary	238	10	24
	Samusu Primary	222	4	56
	Saoluafata Primary	169	7	24
	Sapapalii Primary	227	8	28
	Sapoe Primary	76	4	19
	Sapunaoa Primary	133	6	22
	Sasina Primary	167	8	21
	Satalo Primary	69	4	17
	Sataoa Primary	319	7	46
	Satapuala Primary	343	6	57
	Sataua/Fagasa Primary	242	8	30
	Satuimalufilufi Primary	236	6	39
	Satupaitea Primary	369	13	28
	Sauano Primary	80	2	40
	Savaia Primary	126	5	25
	Sili Primary	272	9	30
	Siufaga Primary	135	4	34
	Siumu Primary	410	10	41
	Solosolo Primary	321	11	29
	Taelefaga Primary	88	3	29
	Sagone Primary	160	7	23
	Tafua Primary	125	6	21
	Taga Primary	167	5	33
	Tanugamanono Primary	253	9	28
	Tiavea Primary	171	5	34
	Tuana'i Primary	244	5	49
	Tufutafoe Primary	116	4	29
	Tutaga Primary	181	7	26
	Ulutogia Primary	64	3	21
	Utuali'i Primary	385	11	35
	V/Fogasavai'i Primary	164	6	27
	Vaie'e Primary	177	6	30
	Vaigaga Primary	393	13	30
	Vailele Primary	273	10	27
	Vailoa Primary (Aleipata District)	97	4	24
	Vailoa Primary (Faleata District)	209	8	26
	Vailu'utai Primary	183	5	37
	Vaimea Primary	610	20	31
	Vaimoso Primary	732	23	32
	Vaisala Primary	87	6	15
	Vaitele Primary	967	22	44
	Vaiusu Primary	355	9	39
	Vaivase Primary	889	24	37
	Vaovai Primary	210	8	26
<b>Government Total</b>		<b>34277</b>	<b>1080</b>	<b>32</b>

School Status	School Name	Enrolment	Teachers	Student Teacher Ratio
<b>Mission</b>	Asau Baptist & Christian Academy	59	10	6
	Baptist Church Primary School	179	7	26
	Divine Mercy Primary School	152	11	14
	George Brown Primary School	490	16	31
	LDS Church College-Vaiola	66	27	2
	LDS Church Middle School Pesega	207	18	12
	Manumalo Baptist (Savaii)	191	9	21
	Manumalo Baptist School	268	10	27
	Marist Brothers Primary School	695	26	27
	Paul V1 College	47	12	4
	Sacred Heart - Safotu	165	9	18
	Samoa Adventist School	423	25	17
	Sauniatu Primary - LDS	133	10	13
	Siufaga Primary - SDA	125	7	18
	St Peter's Falefa	353	12	29
	St. Joan of Arc School	229	14	16
	St. Joseph's Primary - Leauvaa	352	11	32
	St. Theresa's School - Fusi	112	7	16
	St. Theresa's School - Lepea	357	14	26
	St.Mary's - Savalalo	939	30	31
	Vaiola Primary	169	6	28
<b>Mission Total</b>		<b>5753</b>	<b>297</b>	<b>19</b>
<b>Private</b>	Ah Mu Academy - Pesega	410	16	26
	Aoga Faamasani Amosa	64	10	6
	Peace Chapel Christian School	261	15	17
	Pesega Fou Primary	276	10	28
	Robert Louis Stevenson College	56	19	3
	Robert Louis Stevenson Primary	395	18	22
	Samoa Primary School	409	31	13
	Vaiala Beach School	167	9	19
<b>Private Total</b>		<b>2038</b>	<b>128</b>	<b>16</b>
<b>Grand Total</b>		<b>42068</b>	<b>1505</b>	<b>28</b>



**Table 17: Student Teacher Ratio at Secondary Level by School as of March, 2016**

<b>School Status</b>	<b>School Name</b>	<b>Enrolment</b>	<b>Teachers</b>	<b>Student Teacher Ratio</b>
<b>Government</b>	Aana No. 1 College	464	19	24
	Aana No.2 College	338	21	16
	Aleipata College	435	14	31
	Alofi o Taoo College	434	20	22
	Amoa College	253	16	16
	Anoamaa College	653	25	26
	Avele College	723	41	18
	Falealili College	330	14	24
	Faleata College	972	44	22
	Itu Asau College	426	14	30
	Itu-O-Tane No.1 College	306	22	14
	Lefaga College	191	18	11
	Leifiifi College	936	56	17
	Lepa/Lotofaga College	312	15	21
	Mataaevave College	376	21	18
	Palalaua College	212	18	12
	Palauli College	339	18	19
	Palauli Sisifo College	319	17	19
	Safata College	450	10	45
	Sagaga College	338	24	14
	Samoa College	696	42	17
	Savai'i Sisifo College	285	13	22
	Vaimauga College	389	39	10
<b>Government Total</b>		<b>10177</b>	<b>541</b>	<b>19</b>
<b>Mission</b>	Chanel College	267	21	13
	Don Bosco College	209	14	15
	LDS Church College - Pesega	761	41	19
	LDS Church College-Vaiola	351	27	13
	LDS Church Middle School Pesega	177	18	10
	Leulumoega Fou College	542	23	24
	Maluafofua College	829	36	23
	Nu'uausala College	429	16	27
	Papauta Girls College	60	13	5
	Paul V1 College	86	12	7
	Samoa Adventist School	175	25	7
	St. Joseph's College	457	18	25
	St. Mary's College	398	21	19
	Tuasivi College	334	22	15
	Uesiliana College	274	15	18
	Wesley College	573	33	17
<b>Mission Total</b>		<b>5922</b>	<b>355</b>	<b>17</b>
<b>Private</b>	Aoga Faamasani Amosa	12	10	1
	Faatuatua Christian College	155	12	13
	Robert Louis Stevenson College	259	19	14
<b>Private Total</b>		<b>426</b>	<b>41</b>	<b>10</b>
<b>Grand Total</b>		<b>16525</b>	<b>937</b>	<b>18</b>

**Table 18: Teaching Curriculum Subjects by College as of March, 2016**

School Status	School Name	Subject Description	Year 9		Year 10		Year 11		Year 12		Year 13	
			M	F	M	F	M	F	M	F	M	F
Government	Aana No. 1 College	Accounting					5	31	19	21	6	6
		Agricultural Science	2	9	0	9	3	14			0	6
		Biology					8	8	8	7	4	7
		Business Studies	75	60	67	50						
		Chemistry					8	8	9	7	3	7
		Computer Studies	9	12	2	12	2	16				
		Design and Technology	22	0	33	1	8	3	10	10	4	1
		Economics					5	31	19	21	6	6
		English	75	60	67	50	38	55	37	37	18	27
		Fine Arts	29	2	26	3	18	2	22	2	6	7
		Food and Textile Technology	13	37	6	25	2	20	1	17	5	13
		Geography					23	16	9	4	9	13
		History					23	16	9	4	9	13
		Mathematics	75	60	67	50	38	55	37	37	6	5
		Physics							4	3		
		Samoan	75	60	67	50	38	55	37	37	17	27
		Science	75	60	67	50						
		Social Studies	75	60	67	50						
	Aana No.2 College	Accounting							2	8	3	8
		Agricultural Science	61	44	1	4					1	1
		Biology							9	6		
		Business Studies	61	44	13	15	7	7				
		Chemistry							6	9		
		Computer Studies					37	44	17	36	6	17
		Design and Technology	61	44	14	5	9	1	7	7	2	0
		Economics							0	8	3	8
		English	61	44	44	32	37	44	17	36	6	17
		Fine Arts	61	44	10	11	20	12	7	8	2	2
		Food and Textile Technology	61	44	0	8	0	21	0	16	0	8
		Geography							9	17	2	4
		History							7	18	3	5
		Mathematics	61	44	44	32	37	44	7	16	6	17
		Physical Education	61	44	6	6	9	8	3	6	1	5
		Samoan	61	44	44	32	37	44	17	36	6	17
		Science	61	44	12	6	17	12				
		Social Studies	61	44	12	10	9	24				
	Aleipata College	Accounting							4	6	0	3
		Business Studies	56	53	46	62	17	18				
		Computer Studies					23	34	9	24	9	17
		Design and Technology	56	53	46	62	14	17	26	5	14	15
		Economics							3	13	2	3
		English	56	53	46	62	37	51	38	42	22	28
		Fine Arts	56	53	46	62	10	16	16	0	5	2
		Food and Textile Technology	56	53	46	62	27	35	13	30	15	18
		History							5	6	0	5
		Mathematics	56	53	46	62	37	51	38	42	22	28
		Samoan	56	53	46	62	37	51	38	42	22	28
		Social Studies	56	53	46	62	20	33				
	Alofi o Taao College	Accounting							3	13	1	10
		Biology							0	13	2	3

School Status	School Name	Subject Description	Year 9		Year 10		Year 11		Year 12		Year 13	
			M	F	M	F	M	F	M	F	M	F
		Business Studies	62	48	60	44	44	52				
		Computer Studies	11	14	10	11			15	18	10	20
		Design and Technology	37	0	40	0	32	0	22	0	5	0
		Economics							3	12	5	7
		English	62	48	60	44	44	52	34	42	17	31
		Food and Textile Technology	0	27	1	25	1	23	13	18	6	13
		Geography							4	6	2	8
		History							4	6	2	8
		Mathematics	62	48	60	44	42	52	34	42	17	31
		Samoan	62	48	60	44	44	52	34	42	34	62
		Science	62	48	60	44	44	52				
		Social Studies	62	48	60	44	44	52				
		Visual Arts	14	7	9	8	9	8	14	10	8	5
	Amoa College	Accounting							0	4	0	4
		Business Studies	6	13	11	8	3	4				
		Computer Studies					6	6	15	12	10	5
		Design and Technology					16	0	11	0	10	0
		Economics							0	5	1	4
		English	38	32	33	27	33	22	19	22	13	14
		Food and Textile Technology	1	15	0	16	0	9	1	4	2	5
		Geography							1	11	1	6
		History							1	11	2	2
		Mathematics	38	32	33	27	33	22	19	22	13	14
		Physical Education	13	0	11	3	1	2				
		Samoan	38	32	33	27	33	22	19	22	13	14
		Science	38	32	33	27	33	22				
		Social Studies	38	32	33	27	33	22				
		Visual Arts	18	4	11	0	7	1	8	0		
	Anoamaa College	Accounting							18	30	4	7
		Agricultural Science	95	75	72	85						
		Biology							17	11		
		Business Studies	95	75	72	85	67	84				
		Chemistry							17	11		
		Computer Studies							18	30		
		Design and Technology	27	19	20	19	12	13	17	11	5	8
		Economics							18	30	4	7
		English	95	75	72	85	67	84	56	66	23	30
		Fine Arts	23	15	11	11	16	22	17	11	6	3
		Food and Textile Technology	11	18	18	28	19	25	21	25	6	6
		Geography							21	25	2	6
		History							21	25	2	6
		Mathematics	95	75	72	85	67	84	56	66	23	30
		Physical Education	34	23	23	27	20	24				
		Religious Studies	95	75	72	85	67	84				
		Samoan	95	75	72	85	67	84	56	66	23	30
		Science	95	75	72	85	67	84				
		Social Studies	95	75	72	85	67	84				
	Avele College	Accounting							16	12	12	16
		Agricultural Science	74	83	89	83	12	15	3	5	9	2
		Biology							12	15	18	15
		Business Studies	74	83	89	83	10	15				
		Chemistry							10	13	6	12
		Computer Studies			89	83	67	72	23	28	20	23

School Status	School Name	Subject Description	Year 9		Year 10		Year 11		Year 12		Year 13	
			M	F	M	F	M	F	M	F	M	F
		Design and Technology	34	8	40	1	12	0	34	0	10	0
		Economics							16	12	12	16
		English	74	83	89	83	67	72	85	66	50	54
		Fine Arts	30	38	43	31	9	3	11	2	4	3
		Food and Textile Technology	4	30	7	46	9	21	2	10	2	3
		Geography							16	27	5	20
		History							16	22	5	18
		Mathematics	74	83	89	83	67	72	40	46	26	31
		Music	36	45	42	36	3	11	4	0		
		Physical Education	44	45	46	52	22	16	28	9	13	2
		Physics							7	5	8	4
		Samoan	74	83	89	83	67	72	78	62	37	44
		Science	74	83	89	83	12	15				
		Social Studies	74	83	89	83	11	19				
	Falealili College	Accounting					4	3	1	3	0	2
		Agricultural Science					17	5	3	4	6	4
		Biology					7	9	3	20	5	3
		Business Studies	54	37	40	38						
		Chemistry					4	6	2	7	1	2
		Computer Studies					28	12			1	9
		Economics					2	3	1	3	0	3
		English	54	37	40	38	38	37	21	32	14	19
		Food and Textile Technology							3	8	0	2
		Geography					0	5	2	4	0	5
		History					0	5	2	4	0	5
		Mathematics	54	37	40	38	38	37	21	32	14	19
		Physical Education							7	4	6	0
		Physics							6	2	6	3
		Samoan	54	37	40	38	38	37	21	32	14	19
		Science	54	37	40	38						
		Social Studies	54	37	40	38						
	Faleata College	Accounting	9	32	4	8	0	20	9	9	0	9
		Agricultural Science	2	9	1	14	14	20	1	14	5	16
		Biology	12	12	14	25	6	36	7	28	3	18
		Chemistry	6	29	14	24	6	35	8	27	1	11
		Computer Studies	31	45	37	25	28	30	24	21	8	27
		Design and Technology	50	5	35	4	9	8	40	14	19	1
		Economics	8	35	5	45	2	38	9	9	0	11
		English	98	140	110	109	97	125	86	107	39	61
		Fine Arts	40	46	31	6	44	40	26	6	18	4
		Food and Textile Technology	26	64	0	24	5	40	32	8	3	11
		Geography							8	30	3	9
		History							10	20	1	10
		Mathematics	98	140	110	109	97	125	86	107	39	61
		Music	66	36	40	21	34	26	14	7	2	7
		Physical Education	43	35	31	22	31	28	29	29	19	7
		Physics	8	14	17	24	11	31	5	9	1	5
		Religious Studies	98	140	110	109	97	125	86	107	39	61
		Samoan	98	140	110	109	97	125	86	107	39	61
		Social Studies	98	140	110	109	97	125				
	Itu Asau College	Accounting							0	2	0	4
		Biology							4	9		
		Computer Studies							9	14	6	8

School Status	School Name	Subject Description	Year 9		Year 10		Year 11		Year 12		Year 13	
			M	F	M	F	M	F	M	F	M	F
		Design and Technology	52	0	30	0	38	0	8	0	9	0
		Economics							0	2	0	3
		English	81	50	56	50	64	57	15	25	9	19
		Food and Textile Technology	2	44	0	28	2	40	0	7	0	6
		Geography							3	7	0	7
		History							3	8	0	5
		Mathematics	81	50	56	50	64	57	15	25	9	19
		Samoan	81	50	56	50	64	57	15	25	9	19
		Science	81	50	56	50	64	57				
		Social Studies	81	50	56	50	64	57				
		Visual Arts	24	0	22	0	20	1	3	0	3	2
	Itu-O-Tane No.1 College	Accounting					5	5	1	6	1	7
		Biology							7	4	4	5
		Business Studies	41	30	41	29						
		Chemistry							4	4	4	5
		Computer Studies	41	30	41	29			32	30	17	29
		Design and Technology	35	0	20	0	28	4	18	13	9	7
		Economics					5	5	1	6	1	7
		English	41	30	41	29	34	23	32	30	17	29
		Food and Textile Technology	0	36	1	13	8	12	5	5	1	7
		Geography					1	3	1	5	2	5
		History							1	5	2	5
		Mathematics	41	30	41	29	34	23	32	30	17	29
		Religious Studies	41	30	41	29	34	23				
		Samoan	41	30	41	29	34	23	32	30	17	29
		Science	41	30	10	11	1	11				
		Social Studies	41	30	41	29						
		Visual Arts	41	30	7	4	11	1	6	1	9	0
	Lefaga College	Accounting							3	11	5	2
		Business Studies	28	20	30	19	30	26				
		Computer Studies	5	5	4	6	5	11	3	9	3	2
		Design and Technology	12	0	13	0	13	0	4	0	2	0
		Economics							3	11	5	2
		English	28	20	30	19	30	26	10	15	7	6
		Fine Arts	11	0	13	4	12	2	1	1	2	0
		Food and Textile Technology	0	15	0	9	0	13	2	5	0	4
		Geography							7	4	2	4
		History							7	4	2	4
		Mathematics	28	20	30	19	30	26	10	15	7	6
		Religious Studies	28	20	30	19	30	26	10	15	7	6
		Samoan	28	20	30	19	30	26	10	15	7	6
		Science	28	20	30	19	30	26				
		Social Studies	28	20	30	19	30	26				
	Leifiifi College	Accounting					7	22	9	17	9	19
		Agricultural Science	80	37	73	58						
		Biology							11	17	15	14
		Business Studies	73	70	66	66						
		Chemistry							11	17	14	14
		Computer Studies	29	79	42	90	26	74	24	53	10	32
		Design and Technology	84	0	70	0	67	0	30	0	18	0
		Economics					7	22	9	17	9	19
		English	127	109	117	106	101	95	81	83	48	69

School Status	School Name	Subject Description	Year 9		Year 10		Year 11		Year 12		Year 13	
			M	F	M	F	M	F	M	F	M	F
		Fine Arts			46	7	20	9	14	4	3	2
		Food and Textile Technology	59	49	18	70	11	17	2	15	10	16
		Geography					3	16	16	18	5	15
		History					3	16	16	18	5	15
		Mathematics	127	109	117	106	101	95	70	70	44	61
		Music	38	48	41	37	24	3	4	4	3	2
		Physical Education	55	62	43	64	29	34	23	23	13	16
		Physics							8	11	6	8
		Religious Studies	127	109	117	106						
		Samoan	127	109	117	106	101	95	67	57	38	51
		Science	127	109	117	106	16	20				
		Social Studies	77	88	75	91						
	Lepa/Lotofaga College	Accounting					4	12	3	5	2	3
		Biology							2	6	0	6
		Business Studies	8	16	5	10						
		Chemistry							2	6	0	6
		Computer Studies	15	14	9	13	9	28	12	23	1	13
		Economics					4	12	3	5		
		English	41	44	40	39	27	37	42	21	3	18
		Fine Arts	20	11	20	8	10	10	10	4	2	3
		Geography							3	8	0	5
		History							3	8		
		Mathematics	41	44	40	39	27	37	42	21	3	18
		Music	12	18			12	20	24	15	3	2
		Physical Education	39	17	31	26	18	9	21	6	2	1
		Physics							2	6	0	2
		Religious Studies			15	21						
		Samoan	41	44	40	39	27	37	42	21	3	18
		Science	41	44	40	39	13	14				
		Social Studies	41	44	40	39	10	11				
	Mataaeveve College	Accounting							2	2	6	6
		Biology							3	8	5	10
		Business Studies	10	13	4	20	19	14				
		Chemistry							3	9	2	6
		Computer Studies							8	22	6	9
		Design and Technology	50	0	34	0	42	0	11	0	15	0
		Economics							2	2	6	6
		English	48	50	34	50	42	34	27	34	26	31
		Food and Textile Technology	0	48	0	50	0	34	1	4	0	5
		Geography							3	9	0	2
		History							8	4	1	8
		Mathematics	48	50	34	50	42	34	23	15	26	31
		Music	28	18	20	17	5	9	3	0	5	0
		Physical Education							7	8	3	6
		Physics							11	4	9	7
		Religious Studies	48	50	34	50	42	34	29	34	26	31
		Samoan	48	50	34	50	42	34	27	34	26	31
		Science	12	17	10	13	18	11				
		Social Studies	48	50	34	50	42	34				
	Palalaua College	Accounting							0	1	0	3
		Agricultural Science	15	12	18	6	8	7				
		Biology							1	4	2	1
		Business Studies	29	24	30	29	24	19				
		Chemistry							0	4	1	0
		Computer Studies							4	3	0	4

School Status	School Name	Subject Description	Year 9		Year 10		Year 11		Year 12		Year 13	
			M	F	M	F	M	F	M	F	M	F
		Design and Technology	9	0	19	6	8	6	6	0	9	0
		Economics							0	1	0	3
		English	29	24	30	29	24	19	22	9	12	14
		Fine Arts	22	0	18	6	5	1	10	0	8	0
		Food and Textile Technology	6	7	0	15	7	7	1	3	1	4
		Geography							4	0	1	9
		History							4	1	0	6
		Mathematics	29	24	30	29	24	19	22	9	12	12
		Physical Education	8	6	9	12	4	3	10	0		
		Physics							4	0	2	0
		Samoan	29	24	30	29	24	19	22	9	12	14
		Science	29	24	30	29	24	19				
		Social Studies	29	24	30	29	24	19				
	Palauli College	Accounting									3	7
		Business Studies	5	13	6	9	5	10				
		Computer Studies	34	36	37	46	25	38	33	32	25	33
		Design and Technology	17	0	15	0	22	0	33	2	15	0
		Economics							3	6	2	3
		English	34	36	37	46	25	38	33	32	25	33
		Food and Textile Technology	1	14	0	20	0	14	0	8	0	13
		Geography							11	13	0	6
		History									4	11
		Mathematics	34	36	37	46	25	38	33	32	25	33
		Music	8	7								
		Physical Education	5	4	14	3	11	2	15	7	10	2
		Samoan	34	36	37	46	25	38	33	32	25	33
		Science	7	11	10	12	10	13				
		Social Studies	9	10	8	20	9	12				
	Palauli Sisifo College	Accounting							4	7	1	3
		Agricultural Science	31	22	34	21	22	24	3	3	4	4
		Biology							1	12	3	9
		Business Studies	3	20	3	10	1	10				
		Chemistry							1	11	2	8
		Computer Studies	14	26	7	18	2	24	4	11	3	6
		Design and Technology	36	0	38	0	20	0	3	0	1	0
		Economics							5	8	1	3
		English	45	48	41	39	24	48	10	38	10	16
		Food and Textile Technology	6	28	0	29	3	38	0	12	0	3
		Geography							1	10	5	5
		History							0	11	4	4
		Mathematics	45	48	41	39	24	48	10	38	6	6
		Physical Education	45	48	41	39						
		Physics							0	7	2	2
		Samoan	45	48	41	39	24	48	9	31	10	15
		Science	45	48	41	39	24	48				
		Social Studies	45	48	41	39	24	48				
	Safata College	Accounting							3	6	7	11
		Biology							3	9		
		Business Studies	72	74	57	54	48	39				
		Chemistry							3	9		
		Computer Studies							28	31	14	15
		Economics							3	6	7	11
		English	72	74	57	54	48	39	28	31	20	27

School Status	School Name	Subject Description	Year 9		Year 10		Year 11		Year 12		Year 13	
			M	F	M	F	M	F	M	F	M	F
		Fine Arts	72	74	57	54	48	39	17	10	14	15
		Food and Textile Technology	72	74	57	54	48	39	4	16		
		Mathematics	72	74	57	54	48	39	28	31	20	27
		Physical Education	72	74	57	54	48	39	19	14		
		Physics							3	9		
		Religious Studies	72	74	57	54	48	39	28	31	20	27
		Samoan	72	74	57	54	48	39	28	31	20	27
		Science	72	74	57	54	48	39				
	Sagaga College	Accounting					0	10	0	6	0	3
		Agricultural Science	64	70	34	57						
		Biology					7	4	1	6		
		Business Studies	64	70	34	57						
		Computer Studies	64	70	34	57	3	9	3	9	1	10
		Design and Technology	64	70	34	57	19	0	2	0	6	0
		Economics					0	11	0	6	0	3
		English	64	70	34	57	29	37	6	19	8	14
		Food and Textile Technology	64	70	34	57	0	10	0	2	0	7
		Geography					1	6	2	1	2	4
		History					6	16	2	1	2	3
		Mathematics	64	70	34	57	29	37	6	19	8	14
		Music	64	70	34	57	2	10	1	3		
		Physical Education	64	70	34	57	7	10				
		Physics							2	4		
		Religious Studies	64	70	34	57	29	37	6	18	8	14
		Samoan	64	70	34	57	29	37	6	19	8	14
		Science	64	70	34	57						
		Social Studies	64	70	34	57						
		Visual Arts	64	70	34	57	20	13	2	5	6	0
	Samoa College	Accounting			62	84	68	61	13	41	13	32
		Biology							28	43	24	28
		Business Studies	44	74								
		Chemistry							35	46	23	31
		Computer Studies	44	74	62	84	68	61	45	73	44	73
		Economics			62	84	68	61	20	45	18	42
		English	44	74	62	84	68	61	63	106	52	82
		Geography							11	25	13	20
		History							10	22	10	18
		Mathematics	44	74	62	84	68	61	63	106	45	67
		Music	44	74	62	84	68	61	7	13	6	3
		Physics							36	27	23	20
		Religious Studies	44	74								
		Samoan	44	74	62	84	97	134			13	47
		Science	44	74	62	84	68	61				
		Social Studies	44	74	62	84	68	61				
	Savai'i Sisifo College	Accounting							5	7	3	5
		Business Studies	10	10	8	12	8	12				
		Computer Studies							20	27		
		Design and Technology	20	0	20	0	25	0	15	0	14	0
		Economics							5	7	3	5
		English	42	30	29	36	33	31	20	27	16	21
		Fine Arts	8	7	12	8	13	7	10	6	12	8
		Food and Textile Technology	0	18	0	22	0	27	0	20	0	20
		Geography							4	5	4	6



School Status	School Name	Subject Description	Year 9		Year 10		Year 11		Year 12		Year 13	
			M	F	M	F	M	F	M	F	M	F
		History							4	5	4	6
		Mathematics	42	30	29	36	33	31	20	27	16	21
		Physical Education	7	6	10	10	10	8	10	8	10	8
		Samoan	42	30	29	36	33	31	20	27	16	21
		Science	42	30	29	36	33	31				
		Social Studies	42	30	29	36	33	31				
	Vaimauga College	Accounting							0	7	0	6
		Agricultural Science	17	10	4	6	6	7	3	5	0	5
		Biology							8	7		
		Business Studies	82	51	40	48	32	38				
		Computer Studies	6	10	7	15	3	18	16	9	3	8
		Design and Technology	30	0	11	0	10	0	9	0	7	0
		Economics							1	10	0	5
		English	82	51	40	48	32	38	33	35	10	20
		Food and Textile Technology	0	23	0	7	1	5	0	6	0	4
		Geography							4	11	0	3
		History							1	5	0	5
		Mathematics	82	51	40	48	32	38	26	34	8	18
		Physical Education	18	11	22	11	9	10	16	2	8	2
		Physics							3	6		
		Samoan	82	51	40	48	32	38	33	35	10	20
		Science	82	51	40	48	32	38				
		Social Studies	82	51	40	48	32	38				
Mission	Chanel College	Accounting							0	5	6	5
		Agricultural Science	26	29	31	22	26	26	6	5	7	10
		Biology							7	7	3	9
		Business Studies	26	29	31	22	26	26				
		Chemistry							3	8	5	9
		Computer Studies	26	29	31	22	26	26	22	21		
		Economics							2	7	6	10
		English	26	29	31	22	26	26	22	21	29	35
		Food and Textile Technology							7	3	0	8
		Geography							3	5	4	9
		History							3	8	6	6
		Mathematics	26	29	31	22	26	26	11	10	11	19
		Physical Education	26	29	31	22	26	26	10	0	9	8
		Religious Studies	26	29	31	22	26	26	22	21	29	35
		Samoan	26	29	31	22	26	26	7	5	6	4
		Science	26	29	31	22	26	26				
		Social Studies	26	29	31	22	26	26				
		Visual Arts	26	29	31	22	26	26	9	3	14	5
	Don Bosco College	Accounting							4	4	3	5
		Biology							2	7	3	5
		Business Studies	29	23	33	27	23	24				
		Chemistry							2	7	3	5
		Computer Studies	29	23	33	27	23	24	11	16	8	15
		Economics							4	4	3	5
		English	29	23	33	27	23	24	11	16	8	15
		Geography							3	5	2	5
		History							3	5	2	5
		Mathematics	29	23	33	27	23	24	11	16	8	15
		Religious Studies	29	23	33	27	23	24	11	16	8	15
		Samoan	29	23	33	27	23	24	11	16	8	15
		Science	29	23	33	27	23	24				
		Social Studies	29	23	33	27	23	24				

School Status	School Name	Subject Description	Year 9		Year 10		Year 11		Year 12		Year 13	
			M	F	M	F	M	F	M	F	M	F
	LDS Church College - Pesega	Accounting							11	30	9	17
		Biology							31	41	19	27
		Business Studies			36	70						
		Chemistry							22	22	11	17
		Computer Studies			35	32			112	106	74	110
		Design and Technology			35	15			63	6	29	1
		Economics							16	33	9	22
		English			120	136			130	150	96	129
		Food and Textile Technology			5	23			4	27	4	21
		Geography							34	66	39	73
		History							29	53	28	51
		Mathematics			120	136			51	65	42	54
		Music							35	47		
		Office Management							8	14	16	30
		Physical Education			35	28			78	51	50	44
		Physics							22	22	8	7
		Religious Studies			120	136			130	150	96	129
		Samoan			81	51			67	80	54	80
		Science			120	136						
		Social Studies			120	136						
	LDS Church College- Vaiola	Accounting					1	8	7	9	2	6
		Agricultural Science			4	14	5	16	10	8	10	8
		Biology					5	24	6	15	3	24
		Business Studies			2	10						
		Chemistry					7	21	5	11	3	16
		Computer Studies					27	43	30	43	28	38
		Design and Technology			10	6	6	0	11	0	12	3
		Economics					0	7	7	6	2	6
		English	45	33	28	36	27	43	30	43	28	48
		Food and Textile Technology			5	6			0	11	9	11
		Geography					4	10	9	11	3	10
		History			2	7	4	10	4	7	2	8
		Mathematics	45	33	28	36	27	43	30	43	28	38
		Physical Education					8	8	14	12	5	11
		Physics							6	4	3	11
		Religious Studies	45	33	28	36	27	43				
		Samoan	45	33	8	11	9	10	8	9	11	7
		Science	45	33	28	36						
		Social Studies	45	33	28	36						
	LDS Church Middle School Pesega	English	83	94								
		Mathematics	83	94								
		Religious Studies	83	94								
		Samoan	83	94								
		Science	83	94								
		Social Studies	83	94								
	Leulumoega Fou College	Accounting							13	31	6	8
		Biology							13	9	7	7
		Business Studies	90	75	65	54	16	13				
		Chemistry							11	8	7	8
		Computer Studies	30	34	28	36	19	17	7	33	5	8
		Economics							9	25	12	10
		English	90	75	65	54	53	36	47	62	26	34
		Fine Arts	36	20	32	9	19	9	8	10	4	1
		Geography							14	20	5	7

School Status	School Name	Subject Description	Year 9		Year 10		Year 11		Year 12		Year 13	
			M	F	M	F	M	F	M	F	M	F
		History							14	20	7	10
		Mathematics	90	75	65	54	53	36	32	42	18	17
		Physical Education	24	21	5	5	15	10	7	19	5	14
		Physics							3	4	6	6
		Religious Studies	90	75	65	54	53	36	47	62	26	34
		Samoan	90	75	65	54	106	72	47	62	26	32
		Science	90	75	65	54	17	10				
		Social Studies	90	75	65	54	20	13				
	Maluafofou College	Accounting							15	49	8	30
		Biology							18	24	11	11
		Business Studies	99	113	92	54	11	28				
		Chemistry							17	23	11	7
		Computer Studies	99	113	92	54	6	9	65	125	27	54
		Economics							17	61	8	32
		English	99	113	92	54	67	93	65	125	46	75
		Fine Arts	99	113	92	54	31	8	25	7	14	0
		Food and Textile Technology	99	113	92	54	3	13	4	28	0	7
		Geography							9	33	11	21
		History							22	57	33	27
		Mathematics	99	113	92	54	67	93	29	77	11	30
		Religious Studies	99	113	92	54	67	93	72	125	46	75
		Samoan	99	113	92	54	67	93	65	125	26	62
		Science	99	113	92	54	0	2				
		Social Studies	99	113	92	54	5	24				
	Nu'uausala College	Accounting							5	11	1	5
		Biology							5	11	14	10
		Business Studies	50	37	44	40	46	37				
		Chemistry							2	7	2	0
		Computer Studies	50	37	44	40	46	37	11	15	11	8
		Design and Technology							18	8		
		Economics							7	9	2	7
		English	50	37	44	40	46	37	53	55	37	30
		Fine Arts	50	37	44	40	46	37	17	6	16	0
		Geography							2	7	3	10
		History							2	5	3	9
		Mathematics	50	37	44	40	46	37	3	15	4	7
		Music	50	37	44	40	46	37	11	12	1	6
		Physical Education							5	3	29	10
		Physics							1	5	3	0
		Religious Studies	50	37	44	40	46	37	53	55	37	30
		Samoan	50	37	44	40	46	37	53	55	37	30
		Science	50	37	44	40	46	37				
		Social Studies	50	37	44	40	46	37				
	Papauta Girls College	Accounting							0	2		
		Biology							0	2		
		Business Studies	0	22			0	3				
		Computer Studies							0	10	0	9
		Design and Technology	0	11			0	4				
		Economics							0	4	0	4
		English	0	22	0	7	0	12	0	10	0	9
		Fine Arts	0	11	0	7	0	4	0	3	0	2
		Food and Textile Technology							0	3	0	4
		Geography							0	4	0	4
		History							0	1	0	1

School Status	School Name	Subject Description	Year 9		Year 10		Year 11		Year 12		Year 13	
			M	F	M	F	M	F	M	F	M	F
		Mathematics	0	22	0	7	0	12	0	5	0	5
		Religious Studies	0	22	0	7	0	12	0	10	0	9
		Samoan	0	22	0	7	0	12	0	10	0	9
		Science	0	22	0	7	0	12				
		Social Studies	0	22	0	7	0	12				
		Typing/Shorthand	0	22			0	12				
	Paul V1 College	Accounting							0	4	1	2
		Agricultural Science	4	4	5	2	2	3	1	1	2	2
		Biology							1	5	3	4
		Business Studies	7	15	10	4	8	9				
		Chemistry							1	5	3	4
		Computer Studies	5	9	2	3	8	9	6	14	2	7
		Economics							0	4	1	2
		English	7	15	10	4	8	9	6	14	6	7
		Food and Textile Technology	0	8	0	4	0	9	0	2	1	0
		Geography							1	4	0	1
		History							1	4	0	1
		Mathematics	7	15	10	4	8	9	6	14	6	7
		Music	3	10	5	2	4	5			1	1
		Physical Education	3	5	9	0	4	1	4	0	2	0
		Religious Studies	7	15	10	4	8	9	6	14	6	7
		Samoan	7	15	10	4	8	9	6	14	5	6
		Science	7	15	10	4	8	9				
		Social Studies	7	15	10	4	8	9				
		Visual Arts	7	7	10	0	8	0	5	0		
	Samoa Adventist School	Accounting							16	16	6	6
		Biology							4	18	6	4
		Business Studies	60	60	16	18						
		Chemistry							6	14	6	4
		Computer Studies	60	60	32	66			30	52	20	20
		Design and Technology	40	16								
		Economics							12	16	6	6
		English	60	60	32	66			36	56	20	20
		Geography							28	22	4	10
		History							8	22	6	10
		Mathematics	60	60	32	66			30	40	14	12
		Physics							2	10	6	4
		Religious Studies	60	60	32	66			36	56	20	20
		Samoan	52	58	30	66			14	16	8	12
		Science	60	60	24	8						
		Social Studies	60	60	18	18						
	St. Joseph's College	Accounting							41	0	9	1
		Biology							16	0	7	1
		Business Studies	108	0	132	0	70	0				
		Chemistry							16	0	7	1
		Computer Studies	108	0	132	0	70	0	119	0	21	2
		Economics							41	0	9	1
		English	108	0	132	0	70	0	119	0	21	2
		Fine Arts	108	0			70	0	31	0		
		Geography							59	0	4	1
		History							59	0	4	1
		Mathematics	108	0	132	0	70	0	119	0	21	2
		Physical Education	108	0	132	0	70	0	24	0	4	0
		Physics							16	0	6	1
		Religious Studies	108	0	132	0	70	0	119	0	21	2
		Samoan	108	0	132	0	70	0	45	0	10	2

School Status	School Name	Subject Description	Year 9		Year 10		Year 11		Year 12		Year 13	
			M	F	M	F	M	F	M	F	M	F
		Science	108	0	132	0	70	0				
		Social Studies	108	0	132	0	70	0				
	St. Mary's College	Accounting							0	19	0	15
		Biology							0	20	0	15
		Business Studies	0	103	0	99	0	55				
		Chemistry							0	20	0	14
		Computer Studies	0	103	0	51	0	23	0	39	0	34
		Economics							0	29	0	23
		English	0	103	0	99	0	55	0	85	0	56
		Food and Textile Technology	0	103	0	48	0	32	0	16	0	20
		Geography							0	44	0	25
		History							0	24	0	18
		Mathematics	0	103	0	99	0	55	0	85	0	36
		Music	0	103	0	51	0	23	0	1		
		Physical Education	0	103	0	48	0	32				
		Physics							0	16	0	10
		Religious Studies	0	103	0	99	0	55	0	85	0	56
		Samoan	0	103	0	99	0	55	0	29	0	16
		Science	0	103	0	99	0	55				
		Social Studies	0	103	0	99	0	55				
	Tuasivi College	Accounting							1	6	0	8
		Biology							0	9	8	8
		Business Studies	47	47	38	37	1	14				
		Chemistry							0	9	3	7
		Computer Studies	47	47	38	37	7	18	4	13	6	16
		Economics							3	7	0	12
		English	47	47	38	37	33	40	23	27	15	27
		Food and Textile Technology	47	47	38	37	1	9	1	5	1	9
		Geography							9	7	7	5
		History							14	11	3	5
		Mathematics	47	47	38	37	33	40	9	20	9	13
		Physics							2	2	3	0
		Religious Studies	47	47	38	37	33	40	23	27	15	27
		Samoan	47	47	38	37	33	40	23	27	14	27
		Science	47	47	38	37						
		Social Studies	47	47	38	37						
		Visual Arts	47	47	38	37	23	0	7	0	6	0
	Uesiliana College	Accounting							4	3	1	3
		Biology							6	4	4	4
		Business Studies	37	41	22	33	39	43				
		Chemistry							4	2	2	1
		Computer Studies	37	41	22	33	39	43	13	13	9	12
		Economics							5	4		
		English	37	41	22	33	39	43	21	16	10	12
		Geography							4	5	2	4
		History							9	6	5	5
		Mathematics	37	41	22	33	39	43	10	6	5	7
		Religious Studies	37	41	22	33	39	43	21	16	10	12
		Samoan	37	41	22	33	39	43	21	16	10	12
		Science	37	41	22	33	39	43				
		Social Studies	37	41	22	33	39	43				
	Wesley College	Accounting							7	16	3	11
		Agricultural Science							18	18	4	12
		Biology							0	7	0	2
		Business Studies	45	59	83	110	52	58				
		Chemistry							2	11	3	1

School Status	School Name	Subject Description	Year 9		Year 10		Year 11		Year 12		Year 13	
			M	F	M	F	M	F	M	F	M	F
		Computer Studies	45	59	83	110	52	58	14	32	8	33
		Economics							8	25	4	13
		English	45	59	83	110	52	58	33	69	19	45
		Geography							3	12	17	25
		History							2	13	3	12
		Mathematics	45	59	83	110	52	58	13	46	9	15
		Music			83	110	52	58	3	3	4	5
		Physical Education							11	11	7	10
		Physics							0	3		
		Religious Studies	45	59	83	110	52	58	33	69	19	45
		Samoan	45	59	83	110	52	58	32	60	16	45
		Science	45	59	83	110	52	58				
		Social Studies	45	59	83	110	52	58				
Private	Faatuatua Christian College	Accounting							4	7	2	6
		Biology							10	5	6	8
		Business Studies	22	28	18	22						
		Chemistry							8	3	6	8
		Computer Studies	22	28	18	22			2	12	9	4
		Developmental Studies									3	5
		Economics							7	9	2	7
		English	22	28	18	22			17	16	15	17
		Geography							3	6	3	3
		History							3	6	4	4
		Mathematics	22	28	18	22			17	15	15	16
		Physical Education	22	28	18	22			17	16	15	17
		Physics									13	8
		Religious Studies	22	28	18	22			17	16	15	17
		Samoan	20	25	15	21			5	3	7	5
		Science	22	28	18	22						
		Social Studies	22	28	18	22						
	Robert Louis Stevenson College	Accounting							4	8	7	7
		Biology							22	13	7	15
		Business Studies	28	39	29	23						
		Chemistry							22	11	12	12
		Computer Studies	28	39	29	23			25	17	22	25
		Developmental Studies									12	11
		Economics							5	10	7	9
		English	28	39	29	23			40	30	35	35
		Fine Arts	28	39	29	23					3	0
		Geography							13	15	9	14
		History							8	7	9	14
		Mathematics	28	39	29	23			27	27	23	23
		Physical Education	28	39	29	23			6	3	9	6
		Physics							22	8	14	11
		Samoan	28	39	29	23						
		Science	28	39	29	23						
		Social Studies	28	39	29	23						

**Table 19: Number of Repeaters and Percentage in Enrolment by School Status and School Level as of March 2016**

Level	Number of Repeaters				Percentage of Enrolment			
	Government	Mission	Private	Total	Government	Mission	Private	Total
1	235	17	1	253	4.9	2.1	0.3	4.3
2	60	1	4	65	1.3	0.1	1.4	1.2
3	33	2	4	39	0.7	0.3	1.3	0.7
4	24	4	0	28	0.6	0.6	0.0	0.5
5	20	0	0	20	0.5	0.0	0.0	0.4
6	20	9	1	30	0.5	1.4	0.4	0.6
7	20	0	0	20	0.5	0.0	0.0	0.4
8	23	2	2	27	0.6	0.3	1.2	0.6
Total Primary	435	35	12	482	1.3	0.6	0.6	1.1
9	52	2	0	54	1.9	0.1	0.0	1.3
10	44	16	6	66	1.8	1.1	6.3	1.7
11	87	14	0	101	4.0	1.5	0.0	3.3
12	42	51	14	107	2.4	3.9	13.2	3.4
13	5	4	5	14	0.4	0.5	4.9	0.7
Total Secondary	230	87	25	342	2.3	1.5	5.9	2.1
Total	665	122	37	824	1.5	1.0	1.5	1.4

**Table 20: Number of Repeaters in All Schools by School Level, 2007 - 2016**

Year	Primary									Secondary						TOTAL
	1	2	3	4	5	6	7	8	Total	9	10	11	12	13	Total	
2007	205	39	22	55	17	28	42	70	478	46	12	108	245	116	527	1,005
2008	126	43	39	62	26	50	38	61	445	23	27	113	185	109	457	902
2009	125	48	41	40	22	33	12	60	381	62	56	150	163	85	516	897
2010	139	31	37	24	28	32	43	87	421	100	66	144	160	103	573	994
2011	302	40	27	33	36	31	27	61	557	61	47	150	65	78	401	958
2012	203	42	30	17	15	12	20	50	389	73	67	173	88	33	434	823
2013	217	36	24	16	9	21	15	45	383	49	22	59	99	20	249	632
2014	121	29	20	23	15	17	8	14	247	65	39	102	152	26	384	631
2015	242	51	40	64	13	21	16	19	466	64	19	158	122	25	388	854
2016	253	65	39	28	20	30	20	27	482	54	66	101	107	14	342	824

**Table 21: Progression Rates by Year Level, 2007 - 2016**

Year	Year Levels											
	1-2	2-3	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13
2006-2007	90	99	99	99	97	98	94	89	90	81	92	53
2007-2008	92	98	101	97	97	97	97	89	91	80	90	53
2008-2009	91	100	100	98	99	98	97	90	90	80	92	55
2009-2010	96	102	99	99	98	101	98	89	88	83	89	60
2010-2011	84	94	98	95	96	94	95	86	87	82	83	71
2011-2012	91	98	99	96	98	97	99	86	88	81	90	72
2012-2013	96	101	101	99	100	100	101	89	94	86	92	66
2013-2014	89	99	99	97	97	98	97	94	93	77	97	70
2014-2015	91	100	98	99	98	99	98	93	90	77	92	65
2015-2016	93	99	98	100	101	98	98	90	91	74	96	70

**Table 22: Government Primary Schools meeting Minimum Service Standards related to Literacy and Numeracy**

STANDARD	INDICATORS	NUMBER of SCHOOLS MEETING STANDARD			PERCENTAGE of SCHOOLS MEETING STANDARD		
		2013	2014	2015	2013	2014	2015
<b>4.1 Student Achievement</b>	Clear and appropriate national competencies in Literacy and Numeracy at all level in the primary level	4	6	10	3%	4%	7%
Improved student achievement based on school determined targets	Clear and appropriate competencies in Literacy and Numeracy at the school level	7	12	25	5%	8%	17%
	Student performance level according to SPELL Results improved by 20% over 3 year period	0	8	11	0%	6%	8%



## Primary Teachers appraised in 2014<sup>16</sup>

**Table 23: Primary Data 2014**

	2014				
	Number of Teachers	Number of Teachers who met Standard	Percentage (%)	Number of Teachers who have NOT met Standard	Percentage (%)
Primary Teachers	137	41	30%	96	70%

**Table 24: Data by Gender**

	2014												
	Number of Teachers	By Gender				Number of Teachers who have met the Standards				Number of Teachers who have not met the Standards			
		Female	Percentage %	Male	Percentage %	Female	Percentage %	Male	Percentage %	Female	Percentage %	Male	Percentage %
Primary Teachers	137	92	67%	45	33%	30	22%	11	8%	62	45%	34	25%

**Table 25: Data by Cohort<sup>17</sup> and Year of Induction<sup>18</sup>**

2014							
Primary	Year Inducted	Years of Service	Term 1	Term 2	Term 3	Term 4	Total
Cohort 1	2010	6			84		84
Cohort 2	2012	4				53	53
						Overall total	137

**Table 26: Data by Qualification**

		2014															
		Number of Teachers	Teachers Teaching Certificate (TTC)					Diploma Holders					Bachelor Degree Holders				
			Total No.	Met Standards	%	Not met Standards		Total No.	Met Standards	%	Not met Standards		Total No.	Met Standards	%	Not met Standards	
	Primary Teachers	137	1	1	1%	0	0%	131	39	28%	92	67%	5	1	1%	3	2%

<sup>16</sup> Data 2014 refers to the actual year appraisal was conducted.

<sup>17</sup> Cohort: refers to a group of teachers who were inducted into teaching in a given year: each cohort is given a specific year of induction.

<sup>18</sup> Year of Induction refers to the year a teacher or teachers first started teaching in a government school.

## Primary Teachers appraised in 2015<sup>19</sup>

Table 27: Primary Data 2015

	2015				
	Number of Teachers	Number of Teachers who met Standard	Percentage (%)	Number of Teachers who have NOT met Standard	Percentage (%)
Primary Teachers	201	94	47%	107	53%

Table 28: Data by Gender

	Number of Teachers	2015											
		By Gender				Number of Teachers who have met the Standards				Number of Teachers who have not met the Standards			
		Female	Percentage %	Male	Percentage %	Female	Percentage %	Male	Percentage %	Female	Percentage %	Male	Percentage %
Primary Teachers	201	145	72%	56	28%	66	33%	28	14%	79	39%	28	14%

Table 29: Data by Cohort and Year of Induction

2015						
Primary	Year Inducted	Years of Service	Term 1	Term 2	Term 3	Term 4
Cohort 3	2011	5	53			53
Cohort 4	2013	3		37		37
Cohort 1A	2005	11		20		20
Cohort 1B	2006	10		14		14
Cohort 1C	2007	9		17		17
Cohort 1D	2008	8			28	28
Cohort 1E	2009	7			32	32
					Overall Total	201

Table 30: Data by Qualification

	Number of Teachers	2015											
		By Gender				Number of Teachers who have met the Standards				Number of Teachers who have not met the Standards			
		Female	Percentage %	Male	Percentage %	Female	Percentage %	Male	Percentage %	Female	Percentage %	Male	Percentage %
Primary Teachers	201	145	72%	56	28%	66	33%	28	14%	79	39%	28	14%

<sup>19</sup> Data 2015 refers to the actual year appraisal was conducted.

## College Teachers appraised in 2014<sup>20</sup>

**Table 31: College Data 2014**

	2014				
	Number of Teachers	Number of Teachers who met Standard	Percentage (%)	Number of Teachers who have NOT met Standard	Percentage (%)
College Teachers	105	70	67%	35	33%

**Table 32: Data by Gender**

Appraisal by Gender													
	2014												
	Number of Teachers	By Gender				Number of Teachers who have met the Standards				Number of Teachers who have not met the Standards			
		Female	Percentage %	Male	Percentage %	Female	Percentage %	Male	Percentage %	Female	Percentage %	Male	Percentage %
College Teachers	105	68	65%	37	35%	47	45%	23	22%	21	20%	14	13%

**Table 33: Data by Cohort and Year of Induction**

College	Year Inducted	Years of Service	Term 1	Term 2	Term 3	Term 4	Total
Cohort 1	2010	6			43		43
Cohort 2	2012	4				62	62
						Overall total	105

**Table 34: Data by Qualification**

		2014															
		Number of Teachers	Teachers Teaching Certificate (TTC)						Diploma Holders					Bachelor Degree Holders			
			Total No.	Met Standards	%	Not met Standards	%	Total No.	Met Standards	%	Not met Standards	%	Total No.	Met Standards	%	Not met Standards	%
	College Teachers	105	1	1	1%	0	0%	69	42	40%	27	26%	35	27	26%	8	8%

<sup>20</sup> Data 2014 refers to the actual year appraisal was conducted.

## College Teachers appraised in 2015<sup>21</sup>

**Table 35: College Data 2015**

	2015				
	Number of Teachers	Number of Teachers who met Standard	Percentage (%)	Number of Teachers who have NOT met Standard	Percentage (%)
College Teachers	163	118	72%	41	25%

**Table 36: Data by Gender**

	Number of Teachers	2015											
		By Gender				Number of Teachers who have met the Standards				Number of Teachers who have not met the Standards			
		Female	Percentage %	Male	Percentage %	Female	Percentage %	Male	Percentage %	Female	Percentage %	Male	Percentage %
College Teachers	163	97	60%	66	40%	75	46%	43	26%	22	13%	23	14%

**Table 37: Data by Cohort and Year of Induction**

2015							
College	Year Inducted	Years of Service	Term 1	Term 2	Term 3	Term 4	Total
Cohort 3	2011	5	46				46
Cohort 4	2013	3		51			51
Cohort 1A	2005	11			14		14
Cohort 1B	2006	10			8		8
Cohort 1C	2007	9			10		10
Cohort 1D	2008	8			22		22
Cohort 1E	2009	7			12		12
						Overall Total	163

**Table 38: Data by Qualification**

	Number of Teachers	2015														
		Teachers Teaching Certificate (TTC)					Diploma Holders					Bachelor Degree Holders				
		Total No.	Met Standards	%	Not met Standards	%	Total No.	Met Standards	%	Not met Standards	%	Total No.	Met Standards	%	Not met Standards	%
College Teachers	163	1	1	0.60%	0	0%	118	81	50%	37	23%	44	36	22%	8	5%

<sup>21</sup> Data 2015 refers to the actual year appraisal was conducted.

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