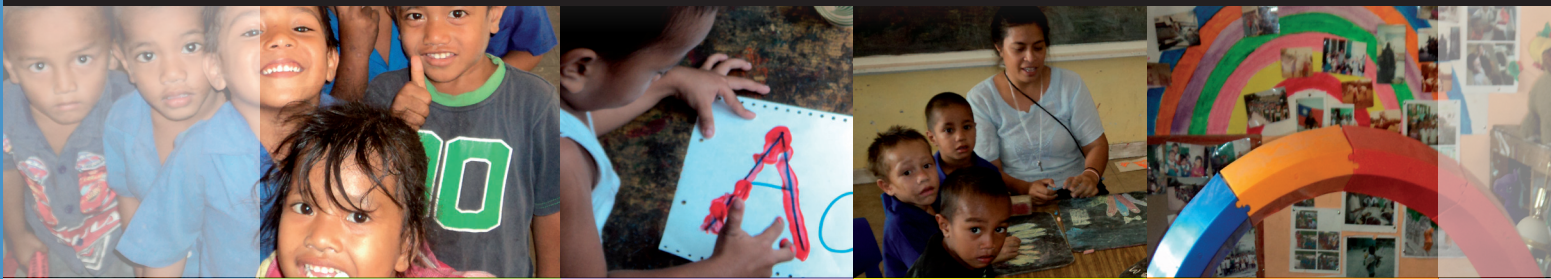# National Quality School Standards Framework

Republic of Nauru 2011–2020

Minister's Message

This National Quality School Standards Framework has been developed using the expertise and vast experiences of school-based and central office based staff within the Nauru Department of Education. The National Quality School Standards Framework provides our Nation with a blueprint for the achievement of a quality education system and more specifically the development of quality schools and learning outcomes. The document has been informed by best practice and various models of school effectiveness from throughout the world but has also incorporated characteristics unique to our Nauruan society.

The National Quality School Standards Framework incorporates four main standard pillars, namely; Quality School Governance, Positive School Environment, Effective School Management and Quality Learning Outcomes and is founded upon a collective Ministry vision and set of Ministry values and beliefs. Within these standard pillars are sixteen standard components and sixty-four indicators of educational quality. A variety of evidence supports these standard indicators and act as a school reference for evaluating and assessing the educational standard of a school.

The National Quality School Standards Framework of Nauru has multi-functional purposes. The framework can be used by schools to self evaluate their school's educational quality and health but can also be utilized by the Ministry to assess the educational standard of each and every school in the Nation. The framework can also assist with the school improvement process in that it can identify areas within the school needing improvement and ensure that these are embedded into the strategic plans of each school. Finally the National Quality School Standards Framework can identify various leadership and management competencies required by School Principals and Deputy Principals to coordinate continual school improvement at their schools.

I would like to congratulate all staff who have contributed to this visionary document and encourage all Department of Education staff to use the National Quality School Standards Framework to enhance their day-to-day practices and strive for the highest quality of educational outcomes in all schools in the Republic of Nauru.

Hon Roland Kun
Minister of Education, Republic of Nauru, 2011

Introduction

The National Quality School Standards Framework of Nauru has been developed to provide a strategy that will enhance and facilitate continuous improvement of student achievement and the performance of schools through a process of standards development, assessment and review that reports school outcomes to the Department of Education and all relevant stakeholders in Nauru.

Schools are accountable to all stakeholders for the continuous improvement of student achievement through quality teaching and learning. Standards development and monitoring in schools assures all stakeholders that schools are making a significant contribution to the intellectual, physical, social, emotional, spiritual, moral and cultural growth of their students. It assures stakeholders that schools are clearly focusing on student learning. It assures stakeholders that schools are engaged in quality strategic development and improvement processes that lead to improved student achievement in all aspects of their lives.

The National Quality School Standards Framework is comprised of four main standard pillars. These are:

Quality School Governance; which relates to an assessment of the quality of learning outcomes achieved for all students through the development and implementation of effective and responsive strategic decisions and policy made within the school setting. In this regard, quality school governance involves the strategic interrelationships between the Principal, the methods of decision making, strategic planning, a school ideology and vision and the facilitation of shared and parallel leadership.

Positive School Environment; which relates to an assessment of the way that people are treated, valued, respected, cared for, kept safe from harm, supported and interact within the school community.

Effective School Management; which relates to an assessment of the way that school and student improvement is achieved through the alignment and management of all school resources and information.

Quality Learning Outcomes; which relates to an assessment of the quality of the educators and the education process that operates within the school to achieve an improvement of learning for each and every student.

Each *Quality School Standard* is then comprised of four *Standard Competencies*. Within the National Quality School Standards Framework there are 16 standard

competencies. These competencies group a variety of **behavioural and physical indicators** of school quality into common areas. Therefore throughout the Quality School Standards framework there are 16 **behavioural and physical indicators** of school quality within each competency standard. This means there are 64 behavioural and physical indicators of school quality within the National Quality School Standards Framework.

A variety of **evidence** can be observed within a school that will authenticate each behavioural and physical indicator of school quality. This evidence is what can be seen in the school, what is heard about the school and staff and even how people feel working in and visiting the school. This qualitative and quantitative evidence provides powerful information about the standard of school quality. In this document a variety of evidence is presented. The evidence provided is a selection of evidence that may authenticate the specific behavioural and physical indicator of school quality. There may well be other evidence that can be observed within a school that indicates quality that is not presented in this document.

Standard Targets result from a review and analysis of the evidence that authenticates each quality indicator. Where evidence can not be found within a school to authenticate a quality indicator a **standard target** can be set. **Standard Targets** are divided into four target areas. These are:

1. *Immediate Standard Targets;* these are standards that must be met by each school **within 2 years.**
2. *Short Term Standard Targets;* these are standards that must be met by each school **within 5 years.**
3. *Medium Term Standard Targets;* these are standards that must be met by each school **within 7 years.**
4. *Longer Term Standard Targets;* these are standards that must be met by each school **within 10 years.**

As all schools are not the same these targets may be achieved at different times. Some schools may have already achieved many of the immediate standard targets set whilst others are still developing these quality standards.

The National Quality School Standards Framework is a powerful strategy to develop and assure the continuous improvement of quality education throughout all schools in Nauru.
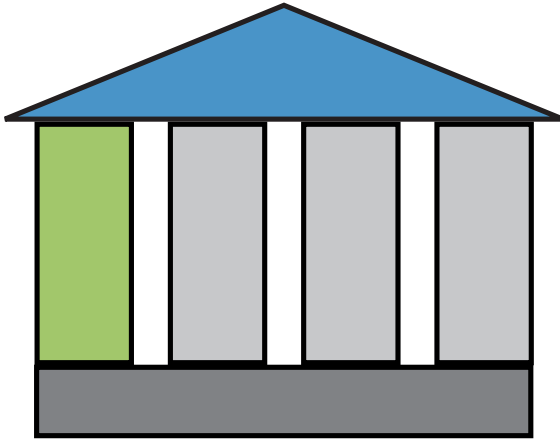
The Four School Standards

Quality School Standards Framework

Quality School Governance

1. People Leadership
2. Strategic Leadership
3. Educational Leadership
4. Democratic Decision-making

Positive School Environment

1. People's Physical Well-being
2. People's Psychological Well-being
3. Positive School Culture
4. School Community Relationships

2020

Effective School Management

1. Physical Resource Management
2. Human Resource Management
3. Financial Management
4. Information Management

Quality Learning Outcomes

1. Teaching and Learning
2. Teacher Professionalism
3. Assessment
4. Curriculum

Department of Education Nauru
2011 - 2020

Quality School Governance

People Leadership
Strategic Leadership
Educational Leadership
Democratic Decision-making

Standard One:

# Quality School Governance

Descriptor

Quality School Governance

This standard relates to an assessment of the quality of learning outcomes achieved for all students through the development and implementation of effective and responsive strategic decisions and policy made within the school setting. In this regard quality school governance involves the strategic interrelationships between the Principal, the methods of decision making, strategic planning, a school ideology and vision and the facilitation of shared and parallel leadership.

Specific Components

1. *People Leadership*
2. *Strategic Leadership*
3. *Educational Leadership*
4. *Democratic Decision-making*
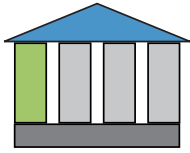
# Component 1. *People Leadership*

This component relates to the interpersonal skills the School Principal employs and promotes in leading the school community.

Indicator 1.1.1.	Evidence	Standard Targets
The School Principal develops positive relationships, cooperation and mutually beneficial partnerships within and outside the school community	▪ Knows all staff and many students by name	**Immediate**
	▪ Greets staff and students throughout the day and takes an interest in their lives	**Immediate**
	▪ Makes parents and visiting community members welcome	**Immediate**
	▪ Socially interacts with staff	**Immediate**
	▪ Works closely with and supports PTA and school and student council	**Immediate**
	▪ Conducts outreach programmes within the community	**Short Term**
School Target		

Indicator 1.1.2.	Evidence	Standard Targets
The School Principal guides, supports, mentors and professionally develops people.	▪ Speaks to staff about professional matters, ambitions and issues	**Immediate**
	▪ Promotes the professional development of staff	**Immediate**
	▪ Undertakes regular professional supervision of teachers lessons and planning	**Immediate**
	▪ Supports staff in their practices	**Immediate**
	▪ Deals with underperformance of staff professionally and honestly	**Immediate**
	▪ Supports new and returning teachers	**Immediate**
	▪ Supports and encourgaes staff in their career ambitions	**Immediate**
	▪ Demonstrates effective teaching practices to staff	**Short Term**
	▪ Has developed a peer mentoring programme for staff	**Short Term**
School Target		

Indicator 1.1.3.	Evidence	Standard Targets
The School Principal values individual differences and diversity of people and understands the cultural, ethnic and social contexts within the school community	▪ Can describe the ethnic, social and cultural contexts of the school and wider communities	**Immediate**
	▪ Actively advocates for the inclusion of all children to access education	**Immediate**
	▪ Schedules activities and events that celebrate and promote local culture	**Immediate**
	▪ Ensures that school values and beliefs reflects widely held cultural and social values and beliefs	**Immediate**
School Target		

| Indicator 1.1.4.	Evidence	Standard Targets
The School Principal communicates to the school community with influence	▪ Speaks to students and their learning	**Immediate**
	▪ Speaks to staff about professional matters, ambitions and issues	**Immediate**
	▪ Holds regular meetings with staff	**Immediate**
	▪ Promotes school and staff achievements to the wider community	**Immediate**
	▪ Uses a variety of communication pathways to disseminate information	**Immediate**
	▪ Speaks to individual parents frequently about the school and their children	**Immediate**
	▪ Advocates to the MoE to access resources and materials	**Immediate**
	▪ Can persuade staff become involved in the school vision and strategic direction	**Immediate**
School Target		
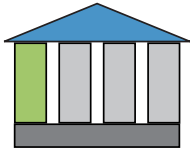
Component 2. *Strategic Leadership*

This component relates to the strategic thinking the School Principal uses to develop, implement and evaluate school action plans and budgets to improve student learning

Indicator 1.2.1.	Evidence	Standard Targets
The School Principal has processes that collect, review and analyze data and information to inform strategic thinking and school planning.	▪ Information such as surveys, interview notes, statistical data, photographs, student results and school reports are collected from the school community to inform strategic planning	**Immediate**
	▪ Information such as population and enrolment trends, health and community reports are collected from the wider community to inform strategic planning	**Immediate**
	▪ A committee has been established to review and analyze all data	**Immediate**
	▪ The collected and analyzed data informs the development of new strategic school direction	**Short Term**
School Target		

Indicator 1.2.2.	Evidence	Standard Targets
The School Principal has processes to develop a collective vision and set of values and beliefs for the school.	▪ A consultation process is undertaken with the school community to develop a common school vision or mission statement and a set of school values and beliefs.	**Immediate**
	▪ Draft Vision or mission statements are communicated to the school and wider community for feedback	**Immediate**
	▪ The draft set of school values and beliefs are communicated to the school and wider community for feedback.	**Immediate**
	▪ Students have input into the development of the school vision or mission statements and set of values and beliefs	**Immediate**
	▪ The final school vision or mission statement and set of school values and beliefs is displayed throughout the school and on school documents	**Immediate**
School Target		

Indicator 1.2.3.	Evidence	Standard Targets
The School Principal has a process that enables the development and implementation of strategic school planning and budgeting	▪ The school has established a strategic planning committee to develop the strategic plans of the school	**Short Term**
	▪ The school has developed a Three Year School Development Plan and an Annual School Operations Plan	**Short Term**
	▪ The school has developed effective and responsive strategic action plans that include; strategic goals, strategies, resource allocations, budgets, timelines and performance indicators	**Short Term**
	▪ Strategic school budgets link grants funds to strategic goals	**Short Term**
	▪ Key strategic plans in the areas of Literacy, Numeracy, Multi Subjects, Quality School Governance, Positive School Environment, and Effective School Management are developed.	**Short Term**
	▪ Strategic Planning committees oversee the implementation of the school's strategic plans	**Short Term**
	▪ The school council approves and monitors the implementation of the school strategic plans	**Short Term**
School Target		

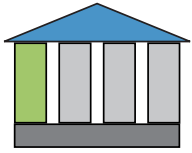| Indicator 1.2.4.	Evidence	Standard Targets
The School Principal has a process that enables the effective monitoring, review and evaluation of strategic planning	▪ The school has established a committee to monitor, review and evaluate the implementation and outcomes and outputs of the school strategic plans	**Short Term**
	▪ Data, information, reports and people's opinions are used to inform the evaluation of the strategic plans outcomes and outputs.	**Short Term**
	▪ The monitoring and evaluation of the strategic plans occurs throughout the year.	**Short Term**
	▪ A final evaluation Report is written and communicated to the school community	**Short Term**
	▪ The final school annual report informs the development of the next year's strategic plan	**Short Term**
School Target		
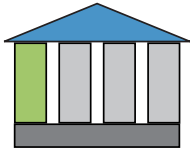
Component 3. *Educational Leadership*
This component relates to the educational knowledge, experience and skills the School Principal and other staff exhibit and promote within the school to enhance student learning and overall school educational outcomes.

Indicator 1.3.1.	Evidence	Standard Targets
The School Principal and other staff have processes to ensure that all school aged students access education	▪ The School Principal has organized a list of children's names in the community who are eligible to attend school and encourages these children to enrol.	**Immediate**
	▪ The School Principal works with community organizations and authorities to ensure that all school aged children attend school	**Immediate**
	▪ Teachers maintain a register of student attendance and follow up students with irregular attendance	**Immediate**
	▪ The School Principal works with families to identify solutions to the reasons students are not attending school	**Short Term**
	▪ School Enrolment campaigns are undertaken within the local community	**Short Term**
	▪ The School Principal has a list of all students who have not completed basic education	**Short Term**
	▪ The school has a transition programme from Preschool into Primary school and from Primary school into secondary school	**Short Term**
School Target		

Indicator 1.3.2.	Evidence	Standard Targets
The School Principal and other staff demonstrate understandings of child development and pedagogy	▪ The School Principal and other staff have developed their own educational philosophy	**Immediate**
	▪ Staff discuss their own and the school's educational philosophy with the school community	**Immediate**
	▪ School practice is linked to educational philosophy	**Immediate**
	▪ Understandings of child development are demonstrated in classroom practice	**Immediate**
	▪ The School Principal and other staff are current with a variety of contemporary pedagogical practices and theory	**Immediate**
	▪ Contemporary teaching and learning practices are discussed and modelled to staff and parents	**Immediate**
School Target		

Indicator 1.3.3.	Evidence	Standard Targets
The School Principal and other staff demonstrate understandings of curriculum development	▪ The National curriculum is implemented at the school	**Immediate**
	▪ Curriculum implementation is modified and adapted to address a variety of students with special needs	**Immediate**
	▪ The School Principal and Deputy School Principal lead school curriculum development, implementation and evaluation.	**Immediate**
	▪ A variety of school-based units have been developed by experienced school staff	**Short Term**
	▪ Multiple curriculum leadership occurs within the school	**Short Term**
School Target		

Indicator 1.3.4.	Evidence	Standard Targets
The School Principal and other staff demonstrate understandings of assessment and evaluation	▪ The School Principal is actively involved in the monitoring, tracking of school and individual results	**Immediate**
	▪ The School Principal reports to the School and Student Council and the Ministry of Education the schools academic results and outcomes	**Immediate**
	▪ The School Principal and Deputy School Principal lead the development, implementation of school-based assessment and evaluation processes	**Immediate**
	▪ A whole of school assessment and reporting framework has been developed and implemented using the existing curriculum leadership within the school	**Short Term**
	▪ The School Principal uses the assessment results to lead the adaption of school programmes to address school and student needs	**Short Term**
School Target		

Component 4. *Democratic Decision-making*

This component relates to the way decisions are made in the school, who makes them and how are they implemented

Indicator 1.4.1.	Evidence	Standard Targets
The school has established multiple forums and opportunities for students, staff, parents and the community members to have input into decision-making.	▪ School-based committees are established and meet regularly	**Immediate**
	▪ A student council has been established and meets regularly	**Immediate**
	▪ An academic board has been established and meets regularly	**Immediate**
	▪ A PTA has been established and meets regularly	**Immediate**
	▪ Meeting times, dates and agendas are distributed to all stakeholders to ensure their opportunity of participation	**Immediate**
	▪ The school has developed other opportunities and processes for people to provide input into a variety of school decisions	**Immediate**
	▪ A gender balance of participant representation exists on the school council, student council academic board and PTA	**Immediate**
	▪ A school council has been established and meets regularly	**Short Term**
School Target		

| Indicator 1.4.2.	Evidence	Standard Targets
The decision-making process in the school is open, transparent and democratic.	▪ Proper meeting procedure, agendas, minutes and record keeping protocols are evident	**Immediate**
	▪ The difference between decision-informing and decision-making processes are explained	**Immediate**
	▪ Where necessary, democratic selection processes have been used.	**Immediate**
	▪ Decisions are communicated to the school community in a timely and accurate manner	**Immediate**
	▪ School Committees and councils understand their role and responsibilities	**Immediate**
	▪ School councils and committees report monthly to the school community	**Immediate**
	▪ School Councils conduct an Annual General Meeting	**Short Term**
	▪ Democratic decision-making processes are taught to students	**Short Term**
School Target		

Indicator 1.4.3.	Evidence	Standards Target
The process of decision-making utilizes a mix of data, knowledge, facts, information and personal perception to inform the final decision.	▪ A variety of current information is brought to meetings to inform the final decision	**Immediate**
	▪ Decisions are explained to the school community using accurate information, data and evidence	**Immediate**
	▪ People's perceptions and opinions are tested against accurate information, data and evidence to develop relevant and responsive decisions	**Immediate**
	▪ School Annual reports, financial audit documents, inspectors reports and various community reports are used where appropriate to form strategic decisions	**Short Term**
School Target		

Indicator 1.4.4.	Evidence	Standard Targets
The decision-making process informs the overall strategic direction of the school	▪ School improvement is seen as a direct result of a variety of democratic decision-making opportunities	**Immediate**
	▪ Decisions contained in the minutes of school council, student council, PTA, academic board and various school committees meetings can be cited in school strategic goals and plans	**Immediate**
	▪ The school community values the input of council and committee members in the development of the overall school strategic direction	**Short Term**
School Target		

Positive School Environment

People's Physical Well-being

People's Psychological Well-being

Positive School Culture

School Community Relationships

Standard Two:
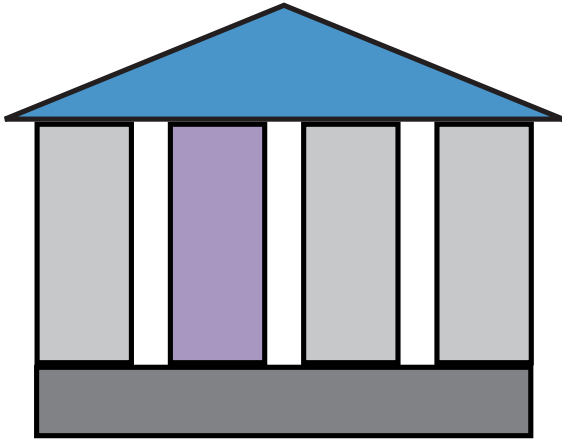
Positive School Environment

Descriptor

Positive School Environment

This standard relates to an assessment of the way that people are treated, valued, respected, cared for, kept safe from harm, supported and interact within the school community.

Specific Components

1. *People's Physical Well-being*
2. *People's Psychological Well-being*
3. *Positive School Culture*
4. *School Community Relationships*
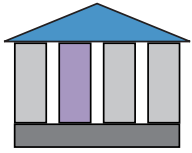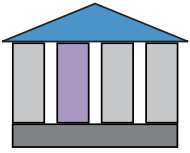
Component 1. *People's Physical Well-being*

This component relates to the processes and practices that exist within the school to ensure the physical safety, health and security of the students, staff, parents and visiting community members

Indicator 2.1.1.	Evidence	Standard Targets
Hygienic and Sanitary conditions exist at the school.	▪ There is adequate sanitation and access to safe water to reduce disease, worm transmission and waterborne illnesses in the school environment.	**Immediate**
	▪ Proper hand-washing procedures are taught.	**Immediate**
	▪ Toilets are in working order and are clean.	**Immediate**
	▪ A school cleaning programme and schedule exists	**Immediate**
	▪ Personal hygiene is taught and monitored	**Immediate**
	▪ A garbage collection and disposal process exists	**Immediate**
	▪ Vermin and animals are prevented from coming into the school	**Immediate**
School Target		

Indicator 2.1.2.	Evidence	Standard Targets
The school is a safe and protective place for the school community to learn, work and visit.	▪ The school has fenced off areas of potential danger, such as water pools or water wells, and cleared or sprayed areas of stagnant water where mosquitoes can breed.	**Immediate**
	▪ Emergency and parent contact numbers are kept in the office.	**Immediate**
	▪ School evacuation and disaster plans and drills are regularly practiced	**Immediate**
	▪ School has a first aid kit with sufficient medicine and supplies and sick bed.	**Immediate**
	▪ Staff are trained in basic First Aid	**Immediate**
	▪ A workplace health and safety committee operates	**Immediate**
	▪ There are designated traffic crossing points for children students are taught road and bicycle safety	**Immediate**
	▪ A school building maintenance programme exists	**Immediate**
	▪ A school bus schedule has been developed and there is a designated bus "set down " area and an adult school bus monitor at the school	**Immediate**
School Target		

Indicator 2.1.3.	Evidence	Standard Targets
The school has programmes and services that promote personal health and nutrition	▪ The school tuckshop is well managed and resourced	**Immediate**
	▪ In cooperation with local heath authorities, the school conducts health screening of students annually and keeps a record of the child's health.	**Immediate**
	▪ The school refers students with health conditions to local medical authorities for treatment	**Immediate**
	▪ The school has a hand-washing and personal hygiene programme	**Immediate**
	▪ The school has an anti-smoking and drugs policy and practices	**Short Term**
	▪ The school has a variety of programmes that promote healthy living, disease prevention and the importance of nutrition.	**Short Term**
	▪ A Community Health Professional is associated with the school	**Short Term**
	▪ Family planning is taught to older students	**Longer Term**
School Target		

Indicator 2.1.4.	Evidence	Standard Targets
The school environment is violence free	▪ Effective behaviour management practices are implemented throughout the school	**Immediate**
	▪ A policy against corporal punishment is enforced	**Immediate**
	▪ Students and staff are encouraged to report cases of personal abuse and harm inside and outside the school environment	**Immediate**
	▪ There is appropriate supervision of play areas to prevent bullying, assaults and abuse in and around schools	**Short Term**
	▪ The school has a copy of and understand the UN rights of children	**Medium Term**
	▪ The UN rights of children has been discussed with students, staff, parents and the wider community	**Medium Term**
School Target		

# Component 2. *People's Psychological Well-being*

This component relates to the processes and practices that exist within the school to ensure the psychological safety, health and security of the students, staff, parents and visiting community members.

Indicator 2.2.1.	Evidence	Standard Targets
The school has strategies and processes in place to support the psychological growth of students	▪ Personal growth and interest clubs exist at school	**Immediate**
	▪ The school has access to a school or community male and female counsellors	**Short Term**
	▪ The school has access to a church chaplain	**Short Term**
	▪ The school has a process for the referral of student psychological disorders	**Medium Term**
	▪ A programme of virtues and values are taught at the school	**Medium Term**
School Target		

Indicator 2.2.2.	Evidence	Standard Targets
A behaviour management policy and strategies exist and are implemented within school	▪ The school has developed a set of school rules and consequences	**Immediate**
	▪ School rules are displayed within classrooms	**Immediate**
	▪ The school has established a functioning Behaviour Management Committee	**Immediate**
	▪ The school has an anti-bullying policy and strategy	**Immediate**
	▪ The school has a programme of social skills taught within the school	**Immediate**
	▪ An adopt-a-cop programme and cadet training programme has been established between the local Police and the school	**Immediate**
School Target		

Indicator 2.2.3.	Evidence	Standard Targets
The school supports the Ministry of Education anti harassment and discrimination policy and set of strategies	▪ The school has developed a process to report cases of psychological, sexual or physical harm	**Short Term**
	▪ Staff are trained in the issues involving harassment and discrimination	**Medium Term**
	▪ Anti Discrimination and harassment are taught to students	**Medium Term**
School Target		

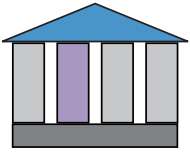| Indicator 2.2.4.	Evidence	Standard Targets
The school supports the emotional well-being of its students, staff and parents	▪ The school has a social club for staff	**Immediate**
	▪ There exists good morale within the school	**Immediate**
	▪ Students and staff are supported when situations of family breakup and bereavement occur	**Immediate**
	▪ Teachers are trained to support students with emotional problems	**Medium Term**
School Target		
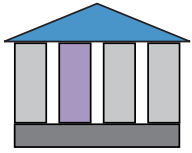
Component 3. *Positive School Culture*
This component relates to the values and principles held by the school community to establish and maintain a positive school environment

Indicator 2.3.1.	Evidence	Standard Targets
The School culture is child-centred and child-friendly	▪ Everyone is encouraged to succeed and do their best	**Immediate**
	▪ Students work is displayed and acknowledged and praised within class and changed every 3 months	**Immediate**
	▪ Children work in groups, learning is active and participative.	**Immediate**
	▪ Children have opportunities to discuss what they would like to learn and how	**Immediate**
	▪ Subject integration is evident in teachers plans and student activities	**Immediate**
	▪ The school encourages participation, creativity, and self-esteem; adaptation of a structured child-centred curriculum and teaching-learning methods, and considers the needs of all children first.	**Immediate**
School Target		

Indicator 2.3.2.	Evidence	Standard Targets
The school is inclusive of children with disabilities, marginal groups and values diversity	▪ The school identifies students who are not attending school and takes action to encourage them to attend	**Immediate**
	▪ The school environment and curriculum is adjusted and modified for all students, specifically students with disabilities, children from very poor families, children living in remote areas, children who do not speak the National language, girls and other excluded groups	**Medium Term**
	▪ Teachers are trained in inclusive education practices	**Medium Term**
	▪ There is wheel chair access to all areas of the school	**Medium Term**
School Target		

Indicator 2.3.3.	Evidence	Standard Targets
The school has programmes and activities that promote cultural and individual diversity and embraces different points of view	▪ The school has a collective vision and set of school values and beliefs	**Immediate**
	▪ Individual thoughts, opinions and points of view are sought and respected in the school community	**Immediate**
	▪ Various cultural festivals and celebrations are held throughout the school year	**Immediate**
	▪ Different cultural, racial and religious backgrounds are studied and respected	**Immediate**
	▪ A code of ethics exists within the school community	**Immediate**
	▪ A Pastoral Care programme exists in the school	**Short Term**
School Target		

Indicator 2.3.4.	Evidence	Standard Targets
The school culture is gender-sensitive and promotes parity of girls and boys and eliminates gender stereotypes	▪ Student councils are composed of girls and boys	**Immediate**
	▪ Boys and men are encouraged to participate and to take on positions of authority and are active in school-decision-making	**Immediate**
	▪ Anti Domestic violence is promoted throughout the school community	**Immediate**
	▪ Literature in the school does not promote gender stereotypes	**Short Term**
	▪ Affirmative behaviour strategies are taught to all students	**Short Term**
	▪ Promote gender equality across the TVET sector	**Short Term**
School Target		

Component 4. *School Community Relationships*

This component relates to relationships between students, teachers, school staff, parents and community members.

Indicator 2.4.1.	Evidence	Standard Targets
The school implements a variety of strategies that build and maintain positive relationships with students	▪ Teachers show a caring and supporting attitude to students	**Immediate**
	▪ Lists of school and class rules are visible in the classrooms and known by the students	**Immediate**
	▪ Older students look after younger students	**Immediate**
	▪ Student social and sporting events are held at the school	**Immediate**
	▪ The school has a social skills development programme	**Immediate**
	▪ The school works with the community to increase school access for excluded children, especially girls, domestic workers, children with disabilities and minority children	**Immediate**
School Target		

| Indicator 2.4.2.	Evidence	Standard targets
The school implements a variety of strategies that build and maintain positive relationships with staff	▪ Staff respect and support each other	**Immediate**
	▪ Staff are involved in school decision-making	**Immediate**
	▪ Staff are respected by students, parents and the community	**Immediate**
	▪ An active staff social club exists at the school	**Short Term**
	▪ The school has an active Curriculum committee and/ or academic board	**Short term**
	▪ New staff are mentored and supported	**Medium Term**
	▪ A process to manage complaints and grievances of staff has been developed	**Medium term**
School Target		

Indicator 2.4.3.	Evidence	Standard Targets
The school implements a variety of strategies that build and maintain positive relationships with parents	▪ The school has an active PTA and their plans are displayed and implemented	**Immediate**
	▪ Parents are actively involved in school decsion-making	**Immediate**
	▪ The school keeps all school attendance costs and expenses to a minimum	**Immediate**
	▪ Parents are regularly informed about their child's academic progress and overall development	**Immediate**
	▪ Parents are made to feel welcome in the school	**Immediate**
	▪ The parents support the school	**Immediate**
	▪ Parents work in cooperation with the school to resolve a variety of issues and problems	**Immediate**
	▪ Parents are encouraged to assist in the classroom	**Immediate**
	▪ Parents are aware of and support the school's behaviour management policy and programme	**Immediate**
	▪ Parents take part in fundraising activities for the school	**Immediate**
School Target		

Indicator 2.4.4.	Evidence	Standard Targets
The school implements a variety of strategies that build and maintain positive relationships with the community	▪ Local community representatives are encouraged to be involved in school decision-making	**Immediate**
	▪ The school has built a positive relationship with the District, Regional and National Education authorities	**Immediate**
	▪ The school has a specific plan for school-community cooperation and collaboration	**Short Term**
	▪ The school encourages students to participate in community activities	**Short Term**
	▪ The school develops and implements health and nutrition programmes in cooperation with community health and social welfare workers	**Short Term**
	▪ The school has regular meetings are held with the external service authorities and the local community organisations	**Short Term**
	▪ There have been occasions when community members have visited classes to assist in lessons	**Short Term**
School Target		

Effective School Management

Physical Resource Management
Human Resource Management
Financial Resource Management
Information Management

Standard Three:
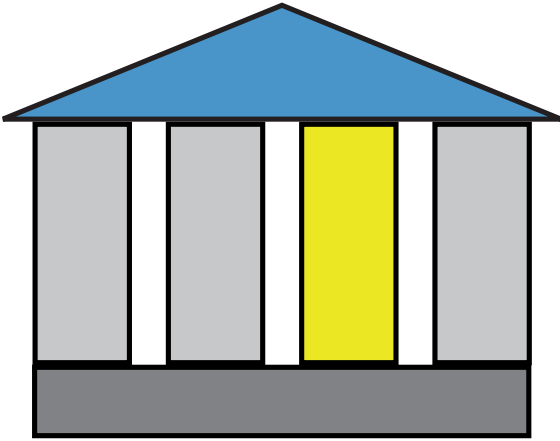
Effective School Management

Descriptor

Effective School Management

This standard relates to an assessment of the way that school and student improvement is achieved through the alignment and management of all school resources and information.

Specific Components

1. Physical Resource Management
2. Human Resource Management
3. Financial Management
4. Information Management
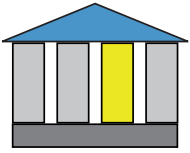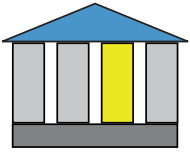
Component 1. *Physical Resource Management*

This component relates to the processes and systems used within the school to manage school equipment, utilities, assets, resources, classroom materials and school grounds

Indicator 3.1.1.	Evidence	Standard Targets
The school has a programme to maintain the school grounds, buildings and facilities.	▪ School ceilings and the roof are well maintained	**Immediate**
	▪ A workplace school environment officer is employed at the school and a health and safety committee has been established and operates	**Immediate**
	▪ A programme and schedule of school minor works, maintenance and repairs exists	**Immediate**
	▪ There is a school environment officer responsible for the maintenance and repair of school buildings and facilities	**Immediate**
	▪ There is power to the school (solar) and electric cabling is professionally installed and safe	**Short Term**
	▪ The school community assists with the maintenance and repair of school buildings and school grounds	**Short Term**
	▪ Safe, adequate and accessible school playgrounds and sport fields exist	**Short Term**
	▪ All masonry work is in good condition	**Short Term**
	▪ The school is plastered and painted	**Medium Term**
School Target		

Indicator 3.1.2.	Evidence	Standard Targets
The school has a programme and processes to ensure that safe, hygienic and sanitary conditions exist at the school.	▪ The school has clean and adequate gravity water tanks	**Immediate**
	▪ A garbage collection and disposal process exists	**Immediate**
	▪ A process to maintain and clean toilets exists	**Immediate**
	▪ School plumbing is maintained and works	**Immediate**
	▪ School staff and students maintain and clean grounds	**Immediate**
	▪ Plumbing provides adequate drainage and water supply	**Immediate**
	▪ Vermin and animals are prevented from coming into the school	**Immediate**
	▪ Barbed wire, iron and broken glass around school buildings is removed	**Immediate**
	▪ The school has a well maintained fence	**Immediate**
	▪ There is disability access to all locations in the school	**Medium Term**
School Target		

Indicator 3.1.3.	Evidence	Standard Targets
The school has programmes and processes that manage classroom maintenance and repair	▪ Each class has a classroom cleaning schedule	**Immediate**
	▪ There are no loose electrical wires or broken louvres in the classrooms	**Immediate**
	▪ Classrooms have adequate light and ventilation	**Immediate**
	▪ The school classrooms are comfortable and have adequate allocations of chairs and tables	**Immediate**
	▪ All school furniture is in good condition and when broken is repaired in a timely manner.	**Immediate**
	▪ Classroom cupboards are used to store teaching materials and resources and are accessible to staff	**Immediate**
	▪ The classroom desks and chairs are not vandalised	**Immediate**
School Target		

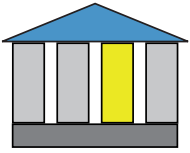| Indicator 3.1.4.	Evidence	Standard Targets
The school has a programme and process to manage the procurement, cataloguing and storage of school teaching materials and resources and other school assets	▪ School resources and materials are procured and managed using the school finance and grants manual regulations	**Immediate**
	▪ The school has established and uses an equipment and resources register	**Immediate**
	▪ The school has established and uses a consumables register	**Immediate**
	▪ An officer is appointed to manage all equipment and resource procurement, cataloguing and storage	**Immediate**
	▪ Annual school equipment and resource stock-takes and audits are undertaken	**Short Term**
	▪ Students have access to a variety of teaching and learning resources and materials	**Medium Term**
	▪ Teaching materials and resources are obtained for students with a variety of disabilities and impairments	**Medium Term**
School Target		

Component 2. *Human Resource Management*

This component relates to the processes and systems used within the school to manage staff, students, parents and other school community members.

Indicator 3.2.1.	Evidence	Standard Targets
School Staff are qualified and competent to undertake their professional duties	▪ The teaching staff have an authorised and verified teaching qualification	**Immediate**
	▪ Records of teacher's qualifications are kept in the school administration	**Immediate**
	▪ The principal has a teaching qualification	**Immediate**
	▪ Staff take genuine interest in their work and have the qualities of character and personality to make them desirable associates for young people	**Immediate**
	▪ Staff perceive they belong to a significant and influential profession	**Immediate**
	▪ There exists a supply teacher pool that is accessed by schools when staff are on leave	**Short Term**
School Target		

Indicator 3.2.2.	Evidence	Standard Targets
The effective and accurate school-based implementation of School Human Resource policies and regulations	▪ Staff are paid	**Immediate**
	▪ Student enrolment procedures and reporting are undertaken effectively and accurately	**Immediate**
	▪ The school has personnel policies and regulations which are available to all employees	**Immediate**
	▪ Staff understand their employment responsibilities	**Immediate**
	▪ Staff understand their employment conditions, salary and entitlements	**Immediate**
	▪ Student management is undertaken in accordance to Ministry of Education regulations	**Immediate**
	▪ The school has a process to manage complaints and grievances	**Immediate**
	▪ Class sizes are reasonable and within class size regulations	**Short Term**
	▪ A school Staff Handbook exists that contains a variety of school and staff information	**Short Term**
School Target		

Indicator 3.2.3.	Evidence	Standard Targets
There exists programmes and strategies to maintain strong and positive school community morale	▪ Staff demonstrate respect for each other's work and responsibilities	Immediate
	▪ Teachers enjoy teaching and working with children	Immediate
	▪ There exists no harassment or abuse in the school	Immediate
	▪ Staff are ethical in their professional dealings	Immediate
	▪ Within the school, professional satisfaction and good morale exists among all segments of the staff	Immediate
	▪ Staff socialise together frequently	Immediate
	▪ Staff work together and cooperate to enhance all students learning	Immediate
	▪ Staff enjoy working in school	Immediate
	▪ The National anthem and school song are sung and the National Flag is raised each day	Immediate
	▪ The school community is proud of their school	Immediate
	▪ Teachers are respected in the community	Immediate
School Target		

| Indicator 3.2.4.	Evidence	Standard Targets
The school has developed a professional development plan for all staff	▪ All staff attend the mandated Ministry of Education Training Programmes	Immediate
	▪ Professional development and training is undertaken frequently	Immediate
	▪ An Individual Professional Development plan for each teacher exists	Immediate
	▪ All staff can provide evidence of professional development	Short Term
	▪ Office staff undertake management training	Short Term
	▪ An effective professional supervision programme exists in the school	Short Term
	▪ Professional mentoring exists	Short Term
	▪ Staff have developed professional learning journals and portfolios	Short Term
School Target		

Component 3. *Financial Management*
This component relates to the processes and systems used within the school to manage all school finances, budgets and the school grant.

Indicator 3.3.1.	Evidence	Standard Targets
The school implements the Ministry of Education Financial Management policy, regulations and procedures.	▪ Cash is safely stored	**Immediate**
	▪ Requestion requests, cash books, quotes, insurance papers, invoices, goods received papers and all procurement documents can be evidenced	**Immediate**
	▪ There is a record of staff are trained in the school financial management	**Immediate**
	▪ School financial records are accurate	**Immediate**
	▪ A school equipment stock take is undertaken each year	**Immediate**
	▪ A register of school assets exists	**Short Term**
	▪ Parent financial contributions are processed in accordance with financial accountability regulations and policy	**Medium Term**
	▪ The school has opened a bank account	**Longer Term**
School Target		

Indicator 3.3.2.	Evidence	Standard Targets
The school implements the procedures outlined in the Ministry of Education School Grants Manual.	▪ The school has the School Grant Manual	**Medium Term**
	▪ The School Principal understands and can apply the manual as a reference	**Medium Term**
	▪ The school use of the school grants is in accordance with the School Grants regulations	**Medium Term**
	▪ The school grants manual is used in the development of the Annual School Budget	**Medium Term**
	▪ The school reports the expenditure of the School Grant to the Ministry of Education on time	**Medium Term**
	▪ There is a record of school officers trained in the use of the School Grants Manual	**Medium Term**
School Target		

Indicator 3.3.3.	Evidence	Standard Targets
The school has developed an Annual school Budget that reflects the strategic goals outlined in the School Annual Operations plan	▪ The school has established a school finance or school budget committee	**Medium Term**
	▪ Democratic decision-making processes and forums are used in the development of the Annual School Budget	**Medium Term**
	▪ The Annual School Budget reflects the strategic goals of the School's Annual Operations Plan	**Medium Term**
	▪ The Annual School Budget provides for the funding of equipment and resources	**Medium Term**
	▪ Processes are in place to accurately track the expenditure of the Annual School Budget	**Medium Term**
School Target		

Indicator 3.3.4.	Evidence	Standard Targets
The school undertakes a variety of reporting processes to ensure the public accountability and transparency of all financial expenditure.	▪ Processes to handle cash is in accordance with financial regulations	**Immediate**
	▪ The school reports regularly all financial expenditure to the school council, PTA and student council	**Immediate**
	▪ External financial audits exist within the school	**Medium Term**
	▪ The school budget is available for public scutiny	**Medium Term**
	▪ Checks and balances are in place to eliminate risk of fraud and corruption at the school	**Medium Term**
	▪ School Grant reports are sent to the Ministry of Education	**Medium Term**
School Target		
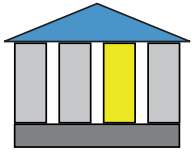
Component 4. *Information Management*

This component relates to the processes and systems used within the school to manage all school information such as, school files, documents, registers, records and incoming and out going communications.

Indicator 3.4.1.	Evidence	Standard Targets
The school has processes to manage incoming and outgoing correspondence and communications	▪ The school has notice boards	**Immediate**
	▪ The school holds general student assemblies and parades regularly to communicate information and notices	**Immediate**
	▪ Newsletter, school memos and flyers are used to communicate information to the school community	**Immediate**
	▪ The school has a telephone	**Immediate**
	▪ The school produces an annual year book	**Immediate**
	▪ The school has frequent articles in the local community paper promoting school successes, news and achievements	**Immediate**
	▪ The school has frequent radio segments each month	**Immediate**
	▪ The school has internet	**Immediate**
	▪ Emails are used to communicate information to the school community	**Short Term**
	▪ The school has developed a school webpage	**Medium Term**
School Target		

| Indicator 3.4.2.	Evidence	Standard Targets
The school has processes to manage financial records, reports and documents	▪ The school has secure school filing systems and cabinets to store financial documents	**Immediate**
	▪ Financial information such as; school budgets, ledgers, invoices, quotations, goods received notices, grants payments audit reports and budget balances exist in the school	**Immediate**
	▪ Computer programmes are used to store financial records	**Short Term**
School Target		

Indicator 3.4.3.	Evidence	Standard Targets
The school has processes to manage staff and student records, reports, personal information and academic achievement.	▪ Information is updated regularly	**Immediate**
	▪ The school has a visitor's register	**Immediate**
	▪ Student enrolment data is displayed	**Immediate**
	▪ A school organizational chart is displayed	**Immediate**
	▪ Student academic assessment records exist	**Immediate**
	▪ Staff and student personal files are accurate and kept secure	**Immediate**
	▪ An efficient filing system is used with in the school	**Immediate**
	▪ All student records can be accessed	**Immediate**
	▪ Parents have copies of student reports	**Immediate**
	▪ A list of staff and parent contact numbers exists at the school	**Immediate**
	▪ An emergency contacts register/list is kept	**Immediate**
	▪ Uniform Student health records can be obtained at the school	**Immediate**
School Target		

Indicator 3.4.4.	Evidence	Standard Targets
The school has processes and systems to manage the procurement, registration, storage and disposal of all assets, equipment, resources and materials	▪ The school has and uses an equipment and resources register	**Immediate**
	▪ Equipment and resource stock take reports are securely stored	**Immediate**
	▪ Major assets, equipment and resource Items are coded, numbered or labeled	**Immediate**
	▪ A library book and reading book catalogue exists	**Short term**
	▪ Tender documents, warranties and contracts are filed	**Longer Term**
School Target		

Quality Learning Outcomes

Teaching and Learning
Teacher Professionalism
Assessment
Curriculum

# Standard Four:
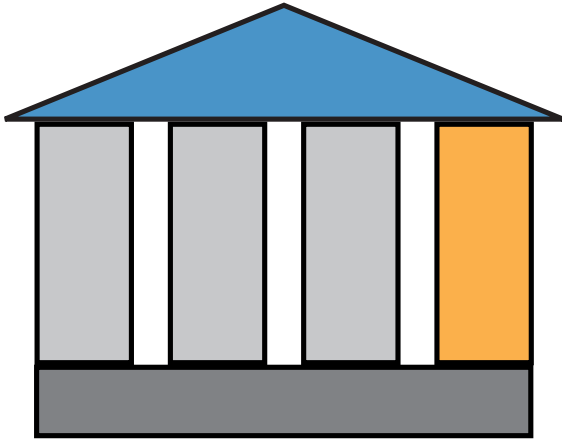
Quality Learning Outcomes

Descriptor

Quality Learning Outcomes

This standard relates to an assessment of the quality of the educators and the education process that operates within the school to achieve an improvement of learning for each and every student.

Specific Components

1. *Teaching and Learning*
2. *Teacher Professionalism*
3. *Assessment*
4. *Curriculum*
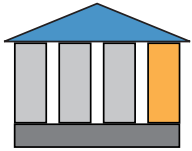
Component 1. *Teaching and Learning*
This component relates to the pedagogy used to foster quality learning

Indicator 4.1.1.	Evidence	Standard Targets
Effective learning environments that foster quality pedagogy are evident throughout the school	▪ The teacher manages the learning environment of the classroom to ensure that the maximum amount of time in class is focused on learning.	**Immediate**
	▪ The classroom has a variety of student work displayed	**Immediate**
	▪ Learning corners are set up	**Immediate**
	▪ A variety of student grouping and seating is evident	**Immediate**
	▪ A variety of effective learning environments exist in classes and throughout the school	**Immediate**
	▪ Students learn inside and outside the classroom environment	**Immediate**
	▪ Materials are displayed and used in experiential learning	**Immediate**
	▪ Children have a say in the design of their classroom	**Immediate**
	▪ The classroom learning environment caters for students with disabilities	**Medium**
School Target		

Indicator 4.1.2.	Evidence	Standard Targets
Effective and responsive teaching plans are developed and implemented by all teachers	▪ Teacher planning reflects the National curriculum appropriate for the year level	**Immediate**
	▪ Unit and Lesson plans exist	**Immediate**
	▪ The Teacher organizes and sequences content in a logical manner.	**Immediate**
	▪ There are a variety of child-centred approaches evident in the lessons plans	**Immediate**
	▪ The integration of curriculum areas is evident in the teachers planning	**Immediate**
	▪ The Teacher finds opportunities to use the local context /environment / experience of students when teaching content.	**Immediate**
	▪ Homework reinforces objectives in lesson plans	**Immediate**
	▪ Parents are encouraged to assist and support classroom learing activities	**Immediate**
School Target		

Indicator 4.1.3.	Evidence	Standard Targets
Child-centred pedagogy is used in all classrooms	▪ Reading occurs everyday	**Immediate**
	▪ Children's work books are well set out, neat and corrected by the teacher	**Immediate**
	▪ Student's work is checked for accuracy and completion	**Immediate**
	▪ A variety of resources and materials is used throughout the lesson	**Immediate**
	▪ The teacher uses a variety of questioning techniques	**Immediate**
	▪ Inquiry-based approaches are used in the class	**Immediate**
	▪ Maths is taught using hands on materials and resources	**Immediate**
	▪ Community members and parents assist in class lessons	**Immediate**
	▪ The teacher encourages children to be creative and problem-solvers	**Immediate**
	▪ Cooperative learning is encouraged	**Immediate**
	▪ Class meetings encourage students to have input into what they want to learn	**Immediate**
	▪ The teacher is aware of the stages of child development and applies these in teaching.	**Immediate**
	▪ The teacher selects and uses different techniques and strategies to cater for individual differences	**Immediate**
	▪ The teacher understands the issues surrounding inclusive education and is able to modify and adapt lessons for students with disabilities and special needs	**Short Term**
	▪ Teachers teach in both Nauruan and English and a handbook of Nauruan words has been developed	**Medium Term**
School Target		

| Indicator 4.1.4.	Evidence	Standard Targets
Strong, supportive and caring teacher-pupil relationships exist throughout the school	▪ Praise and encouragement is given to all students	**Immediate**
	▪ Teachers take personal responsibility to followup student absences and non attendance	**Immediate**
	▪ Teachers demonstrate genuine interest in and care for students	**Immediate**
	▪ Children say they enjoy coming to class	**Immediate**
School Target		
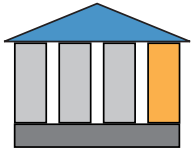
Component 2. *Teacher Professionalism*
This component refers to teachers' care of the academic, social and emotional well-being of pupils as well as their relationship with their work in its broadest sense

Indicator 4.2.1.	Evidence	Standard Targets
The school has an effective professional development programme that improves the quality of capacities of all teachers	▪ The teacher undertakes frequent professional development	**Immediate**
	▪ Teachers apply their professional development learnings to classroom practices	**Immediate**
	▪ The school has a professional development plan for all teachers	**Short Term**
	▪ The school professional development plan links with the strategic goals of the school	**Short Term**
	▪ All teachers have an individual professional development plan	**Short Term**
	▪ The proficiency of teacher's English and Nauruan is continually improved	**Short Term**
	▪ A professional development committee exists within the academic board	**Short Term**
	▪ Peer coaching and mentoring occurs at the school	**Short Term**
School Target		

Indicator 4.2.2.	Evidence	Standard Targets
Teachers at the school support each other and cooperate to improve the overall quality of teaching that exists within the school	▪ Struggling teachers are supported and are helped by other teachers to improve their teaching	**Immediate**
	▪ Initiative and innovation is promoted within the school	**Immediate**
	▪ Teachers share their skills and knowledge with their colleagues	**Immediate**
	▪ Teaching staff participate regularly in professional discussions	**Immediate**
	▪ Teachers share practices with other teachers from other schools	**Immediate**
	▪ Teachers support new teachers and returning teachers within the school	**Immediate**
	▪ Teachers assist each other to improve their proficiency in Nauran and English	**Short Term**
School Target		

Indicator 4.2.3.	Evidence	Standard Targets
Teachers exhibit ethical and professional behaviours and are role models to their students and the wider community	▪ The teacher is a model of good citizenship for students, parents and the community	**Immediate**
	▪ The teacher respects the laws of the educational system and the country	**Immediate**
	▪ The teacher is diligent and punctual in all aspects of his or her work	**Immediate**
	▪ Teachers are always prepared for their lessons	**Immediate**
	▪ Teachers are not corrupt or unethical	**Immediate**
	▪ Teachers report student abuse, misuse of authority, corruption or unethical behaviours.	**immediate**
	▪ The teacher has knowledge of the heritage, values, customs and traditions of Nauru society and how these affect individual learners.	**Immediate**
	▪ The teacher recognizes and respects the cultural and personal differences between students, parents and members of the community, valuing the diversity of culture and language and avoiding any actions of exclusion or discrimination.	**Immediate**
	▪ A code of ethical behaviour has been developed by the school and is adhered to by all teachers	**Immediate**
	▪ Teachers are willing to work out of school hours to enhance learning	**Short Term**
School Target		

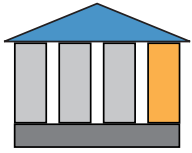| Indicator 4.2.4.	Evidence	Standard Targets
Teachers are aware of and implement strategies that promote the rights and safety of children	▪ Teachers take personal responsibility in the care of all of their students	**Immediate**
	▪ Teachers constantly review the school and classroom environments for various risks that may harm students	**Immediate**
	▪ Teachers are fair in the treatment and evaluation of students	**Immediate**
	▪ Teachers actively take responsibility to follow up student absences and non attendance	**Immediate**
	▪ Teachers have access to and understand and implement the UN Rights of the Child policy	**Short Term**
School Target		
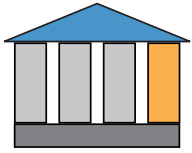
Component 3. *Assessment*

This component relates to the processes and methods used to identify the achievement of learning outcomes of students and the quality of the reporting processes existing within the school.

Indicator 4.3.1.	Evidence	Standard Targets
The school has a programme and process to identify the learning outcomes across the whole school	▪ School has identified specific criteria for assessing student learning and performance	**Immediate**
	▪ There are school personnel who are responsible for the development of the school's assessment framework	**Immediate**
	▪ The assessment framework is well understood and implemented by staff	**Immediate**
	▪ The school's assessment criteria are linked to learning outcomes	**Immediate**
	▪ The school's assessment framework comprehensively covers what the students must know, understand and do.	**Immediate**
	▪ Effective procedures exist for identifying and addressing the special needs of students with learning disabilities or students with high ability	**Short Term**
School Target		

Indicator 4.3.2.	Evidence	Standard Targets
Each teacher implements effective classroom assessment and evaluation techniques and processes	▪ Students are assessed at key points in their learning	**Immediate**
	▪ Teachers assess students in terms of what they must know, understand and do	**Immediate**
	▪ Pre and Post unit testing occurs	**Immediate**
	▪ Moderation of students' results exists between teachers	**Immediate**
	▪ The quality of the class assessment process and assessment criteria is monitored by the academic board	**Immediate**
	▪ There are a variety of assessment tasks (diagnostic tests, cumulative and formative) developed by teachers to cater for the different learning styles and multiple intelligence categories of students	**Short Term**
	▪ Students are involved in a self assessment process	**Short Term**
	▪ Students with disabilities and impairments are clinically assessed	**Long Term**
School Target		

Indicator 4.3.3.	Evidence	Standard Targets
Effective reporting of all student's learning outcomes exists in the school	▪ The school reports all school student results to the Ministry of Education	**Immediate**
	▪ Parents are informed about the progress of their children throughout the year by teachers	**Immediate**
	▪ Student report cards exist	**Immediate**
	▪ Formal reporting of student's learning outcomes occur at least twice a year	**Immediate**
	▪ There a common school reporting procedure across the school	**Immediate**
	▪ Parent teacher interviews occur at least twice a year	**Immediate**
	▪ Assessment tests and report cards are kept secure	**Immediate**
	▪ The school's report card is reviewed and modified every few years	**Short Term**
School Target		

Indicator 4.3.4.	Evidence	Standard Targets
Student learning outcomes and results are used to inform whole of school strategic learning focuses	▪ Results of assessment are appropriately recorded and used to inform curriculum reviews and in order to enhance learning and instruction	**Immediate**
	▪ Assessment results are used regularly to develop strategies for improving student learning	**Immediate**
	▪ Student assessment portfolios exist and travel with the student to their next year level to assist teachers to individualise learning plans	**Immediate**
	▪ Whole of school learning outcome assessment results are used to inform school strategic planning	**Short Term**
	▪ Whole of school student learning outcomes are reported to the school community	**Short Term**
School Target		

Component 4. *Curriculum*

This component relates to the process the school uses to develop, implement and evaluate school-based curriculum.

Indicator 4.4.1.	Evidence	Standard Targets
The school effectively implements the National curriculum of Nauru	▪ Each year level teaches the appropriate National Curriculum units	**Immediate**
	▪ All teachers are aware of which National curriculum units to teach	**Immediate**
	▪ All teachers have enough Curriculum manuals and textbooks to teach the National Curriculum	**Immediate**
	▪ The school has a curriculum committee to oversee the implementation of the National Curriculum	**Immediate**
	▪ The school has developed a curriculum framework to implement the National Curriculum	**Short Term**
School Target		

Indicator 4.4.2.	Evidence	Standard Targets
The school has developed and implements an extra-curricula programme	▪ The school involves students in the design of its extra curricula programme	**Immediate**
	▪ The extra curriculua programme is of no cost and all students can be involved	**Immediate**
	▪ Parents and community members are involved in the teaching of the extra curricula activities	**Immediate**
	▪ Life skills are taught in various extra curricula activities	**Immediate**
	▪ Extension units of learning are developed and taught	**Immediate**
	▪ Learning support units are developed and taught	**Immediate**
	▪ Leadership and organisational skills are taught	**Immediate**
School Target		

Indicator 4.4.3.	Evidence	Standard Targets
The school develops a variety of school-based curriculum units	▪ The curriculum covers all subjects areas	**Immediate**
	▪ Teachers fully understand the school curriculum	**Immediate**
	▪ The school curriculum units are aligned to MoE Curriculum documents	**Immediate**
	▪ The school curriculum is being taught to the appropriate year levels of students	**Immediate**
	▪ The school curriculum clearly describes what the children need to know, understand and do	**Immediate**
	▪ The school curriculum is based upon child-centred and friendly approaches and methodology	**Immediate**
	▪ The local context and culture has been taken into account in the development of the school-based units	**Immediate**
	▪ The school-based curriculum identify; key learning areas, core curriculum goals, teaching content, teaching strategies, suggested supporting resources and assessment criteria	**Immediate**
	▪ Local cultural, ethnic and religious diversity is included within the curriculum content	**Immediate**
	▪ There is evidence that the curriculum units are and can be modified and adapted to cater for students with disabilities and impairments	**Short Term**
	▪ Students and community members involved in the design of curriculum units	**Medium Term**
School Target		

Indicator 4.4.4.	Evidence	Standard Targets
The school focuses on the development of students proficiency in Literacy and Numeracy	▪ All teachers undertake training in the teaching of literacy	**Immediate**
	▪ Development of students proficiency in literacy, Nauruan and English	**Immediate**
	▪ The students numeracy skills are developing	**Immediate**
	▪ Teachers use Nauruan predominately as the mode of instruction in the early years of schooling and bridge to English in the upper years of basic education	**Immediate**
	▪ The school has adequate English texts and reading books	**Short Term**
School Target		

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- Quality School Standards Framework, Kiribati, 2009
- Quality School Standards Framework, Vanuatu, 2009
- Quality School Standards Framework, Timor-Leste 2010
- A wide range of contemporary research into school effectiveness in developing and developed countries
- A variety of school standards and school effectiveness frameworks

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Notes: