

# Work Unit Results – Schools for Assessment Period 1 May 2018 to 30 April 2019

## Section A: Instructions

### Overview

Work Unit Results are used by the Ministry's Moderation Committees to moderate the results of the MyAPA for employees in that work unit. If Work Unit Results are not sufficiently detailed and logically presented, it is more difficult for Moderation Committees to confirm the level of achievement of the school and, therefore, the level of achievement of each member. For the 2018 MyAPA assessments the evidence of achievement provided by most schools was insufficient and lacking in detail that Moderation Committees were unable to support increases in performance ratings for employees of the Ministry.

A Work Unit for MEHA purposes is a school. Each school needs to define what it has achieved during the assessment year May to April and it is to be assessed against what the Ministry expected the School to achieve.

### Terms

The attached table details Ministry expectations of achievements for schools. In this regard, the following terms are used:

- The **outcome** is a result that all schools contribute to in ensuring *quality* education for every person. The outcome for these work unit results is set and should not be changed. Outcomes are not easily measurable, but describe an impact achieved from the efforts of all schools e.g. water and sanitation hygiene are improved in all schools;
- **Outputs** are the activities that you plan to do, which, added together, will achieve the outcome. Outputs are more specific and can be measured. The outputs defined in this template are set and should not be changed e.g. WASH rating is improved in the school ;
- **Key Performance Indicators (KPIs)** are the statements which define how achievement of the outputs is measured. If all KPIs for an output are achieved then together they will demonstrate the extent to which the output is achieved. The KPIs defined in this template are set and should not be changed e.g., the WASH facilities are upgraded; lessons include WASH principles to improve student understanding of WASH, all staff and students have access to soap and clean water for hand-washing, school toilets at functioning at all times and are cleaned daily;
- The **Baseline at May 2018** is where each school will provide details of its current level of achievement on that KPI. It should be detailed and reflect where information is sourced from if appropriate. For example, "results of literacy assessments show an overall increase in results of at least 5%" should detail what the current literacy assessment results were in May 2018 for the school and where this information was obtained from;
- **April 2019 Achievement** is where you will detail what progress your school has achieved on each KPI at the END of the assessment period in April 2019;
- An interim assessment should have been conducted in November 2018. If this has not been done, it should be completed as soon as possible to enable you to identify what actions will be required to reach required achievement in April 2019.

### Instructions

In **February 2019**, the Head of the School in consultation with all employees of the school must:

- Complete the **Baseline May 2018** column to detail your school's progress in respect to the KPI as at May 2018. This should be completed in conjunction with the employee team in the school and all employees in the school should understand what they are expected to contribute to achieving each KPI;

- Complete the column titled **What your school will do to achieve the KPI** to outline what specific activities your school will implement during the period from May 2018 to April 2019 to ensure that your school is able to achieve the KPI;
- Discuss this with all members of your school team, including administrative and custodial staff, and ensure that each member understands the measures and is clear on MEHA expectations in respect to school achievements;
- Review the **MYAPA Individual Work Plan** with each member of your school team and ensure that their IWPs align with your school's Work Unit Results and that the efforts of the team will add up to achieving the key performance indicators. This includes understanding that all in the school team contribute to the Work Unit Results in a coordinated way;
- Complete the **Achievement April 2019** and **Evidence of Achievement** columns as an interim assessment in January 2019 to understand the school's progress in achieving the KPI and to identify key areas where improvement is needed if all KPIs are to be achieved by April 2019.

In **April 2019**, the Head of the School in consultation with all employees of the school will then:

- Complete the **Actual Achievement April 2019** column and the **Evidence of Achievement** column, outlining the level of achievement of your school on each KPI, highlighting changes from the **Baseline April 2018** baseline measure and providing a summary of evidence of achievements. This should provide sufficient detail of what your school has achieved and outline what specific evidence your school has to support this level of achievement. Single sentences or words such as: *Achieved; Achieved this KPI; 6% increase in results* do not provide sufficient detail or evidence to confirm for the Moderation Committees and the Permanent Secretary that your school has achieved the KPIs;
- Work with each member to complete their **MyAPA Performance Assessment**, ensuring there is consistency between the work unit results achieved by your school and your assessment of each member.

The results provided will be validated against results from the corporate systems and will include (but not be limited to): teacher and student absence, financial management and FEG acquittals, referrals to FICAC, disciplinary matters investigated, school results from external exams and literacy and numeracy assessments, WASH rating.

**Section B** of this document provides the template which needs to be completed by the Head of each School in conjunction with all members of the teaching team – remember, the Work Unit Results represents the achievements of all members of the work unit, not just the Head of the School.

**Section C** provides a version of the Work Unit Results template which provides guidance in each box on what information should be provided. Please note that you need to provide sufficient information to explain what your school has achieved. Stating just a number or copying and pasting information from the column for **What your school will do to achieve the KPI from May 2018 to April 2019** to the column for **Actual Achievement April 2019** will not be acceptable and your Work Unit Results report will be returned for further action and may affect the moderation of MyAPA for all staff in your school.

## Section B: Work Unit Results - Completion by Head of School in conjunction with all members of the teaching team

Name of School:	School Code:
Head of School Name:	Head of School Email:

### Outcome: Delivering quality education accessible to all Fijians

#### Output 1: Consistent delivery of the curriculum and improvement in student results

Key Performance Indicator	Baseline May 2018	What your school will do to achieve the KPI from May 2018 to April 2019	Actual Achievement April 2019	Evidence of achievement
1.1 School has Literacy Assessment and Numeracy Programmes in place and all students have completed at least one literacy and one numeracy assessment during the assessment period				
1.2 Results of literacy assessments show an overall increase in results of at least 5%				
1.3 Results of numeracy assessments show an overall increase in results of at least 5%				
1.4 Remediation strategies are implemented based on results of literacy and numeracy assessments (LANA, PILNA, other school assessments)				
1.5 Lesson plans are updated for all lessons and the school leadership team review at least 5 plans prepared by each teacher and provides feedback to				

Key Performance Indicator	Baseline May 2018	What your school will do to achieve the KPI from May 2018 to April 2019	Actual Achievement April 2019	Evidence of achievement
improve lesson planning and consistency with curriculum				
1.6 Head of School (or delegated VP/AP/AHT/HOD) observes and provides feedback on at least 3 classes delivered by every teacher during the assessment period, with feedback provided to the teacher on the day of lesson observation.				
1.7 FEMIS data is updated and in a timely manner, data is accurate and data is interrogated to identify opportunities for improvement and education strategies are implemented to action these improvements				

**Output 2: School infrastructure and resources are used effectively, are safe and fit-for-purpose**

Key Performance Indicator	Baseline May 2018	What your school will do to achieve the KPI	Actual Achievement April 2019	Evidence of achievement
2.1 FEMIS data is kept up to date and any changes in data are entered into the system within 3 working days				
2.2 The Zoning Policy is implemented and the school does not enrol more children than available classroom space				
2.3 There are sufficient classrooms and other school infrastructure (toilets, wash facilities) for the number of students enrolled at the school and/or written requests have been submitted for upgrading of facilities				
2.4 Water and Sanitation Hygiene Facilities meet MEHA minimum standards as specified in the Establishment and Recognition/Registration of Schools Policy				
2.5 Orders for textbooks and other resources are submitted by due date				
2.6 Playground and recreation facilities are maintained to a safe standard and are adequate for number of children enrolled				
2.7 FEG is spent in accordance with approved FEG guidelines and acquittals of FEG funds are completed on FEMIS and by due date				
2.8 The school has an approved annual budget, linked to the				

Key Performance Indicator	Baseline May 2018	What your school will do to achieve the KPI	Actual Achievement April 2019	Evidence of achievement
annual plan and is within available funding				
2.9 All expenditure is in line with the approved Budget and expenditure is in accordance with Finance Instructions and the School Management Handbook				
2.10 The School has a Disaster Management plan and at least 2 evacuation drills have been successfully conducted during the assessment period.				
2.11 The School has nominated Disaster Response Coordinators who have attended relevant training				
2.12 The School has planned and achieved a minimum of one infrastructure improvement in the assessment period				
2.13 Facilities required for full participation by students with a disability have been identified and facilities are available or have been formally requested through approved process				

**Output 3: School employees are fully trained for their role, are organised and demonstrate commitment to ongoing professional development to support improved education service delivery**

Key Performance Indicator	Baseline May 2018	What your school will do to achieve the KPI	Actual Achievement April 2019	Evidence of achievement
3.1 Student-free days programmes have been facilitated at commencement of each term and all teaching staff attend and participate				
3.2 Teacher attendance is accurately recorded and all absences are recorded in accordance with MEHA policy				
3.3 Teacher absence is reduced to below 5% of total teaching days				
3.4 All teaching staff have participated in required professional development during the assessment period				
3.5 School Leaders have participated in online School Leaders Learning and Development Programme modules (2020 assessment period)				
3.6 School has updated Behavioural Management Plan and all teaching staff have attended training in relation to the Behavioural Management Policy and the School's Behavioural Management Plan during the assessment period				
3.7 All instances of corporal punishment, emotional abuse, sexual harassment or bullying by teachers are reported and investigated				
3.8 All instances of inappropriate conduct by staff of the school are reported and managed				
3.9 Student attendance is recorded and is at a minimum 80% across all students				
3.10 Student and teacher attendance is maintained in the period after formal exams and the time is used to implement learning strategies based on assessment results				
3.11 School timetables are prepared in				

Key Performance Indicator	Baseline May 2018	What your school will do to achieve the KPI	Actual Achievement April 2019	Evidence of achievement
advance of commencement of the school year and achieve efficient use of teaching resources				

**Output 4: Effective community engagement supports the school to achieve best results**

Key Performance Indicator	Baseline May 2018	What your school will do to achieve the KPI	Actual Achievement April 2019	Evidence of achievement
4.1 Parent information sessions are facilitated during each term and include information and actions to increase Parental engagement (in accordance with the Parental Engagement Framework and Strategies)				
4.2 Teachers and School Leaders identify students with high absenteeism and work with parents to increase attendance of students				
4.3 Opportunities for parent engagement in school activities are identified and parent participation is increased				
4.4 Teachers prepare student reports and portfolios to a high standard and provide to parents on a timely basis				
4.5 Advice to parents on student achievement is provided on an ongoing basis throughout the year				
4.6 School engages with Ministry for Women, Children and Poverty Alleviation and other support services to obtain support for students demonstrating ongoing absence, lack of engagement, lack of progress or at risk of abuse				
4.7 School has developed a plan for each student with special needs to ensure all children can fully engage in school and learning activities				

**Output 5: School planning and monitoring is consistent, timely and communicated effectively to all stakeholders to maximize commitment to results**

Key Performance Indicator	Baseline May 2018	What your school will do to achieve the KPI	Actual Achievement April 2019	Evidence of achievement
5.1 Annual School Plan is updated and approved by School Management Committee by 31 January each year				
5.2 School Improvement Plan is updated and approved School Management Committee by 31 January each year				
5.3 Monthly reporting to the School Management Committee demonstrates satisfactory progress on implementing Annual School Plan				
5.4 Monthly reporting to the School Management Committee demonstrates satisfactory progress on implementing School Improvement Plan				
5.5 Copy of Annual School Plan and School Improvement Plan are provided to District School Support Centre by 31 January each year				
5.6 All employees of the school have an agreed MyAPA IWP in place within one month of the start of the assessment period or within one month of commencing in their role (if after the start of the assessment period)				
5.7 Work Unit Results for 2018/19 Assessment Year are prepared on time and in accordance with the approved template and provide sufficient detail of achievements and evidence to justify the MyAPA assessments of employees				

## Section C: Work Unit Results with Specific Guidance in each Section on how to complete

Name of School: <i>Insert your school name here</i>	School Code: <i>Insert your school code here</i>
Head of School Name: <i>Insert the name of the Head Teacher/Principal/ Head of Campus here</i>	Head of School Email: <i>Insert the email address for your school or head of school here</i>

### Outcome: Delivering quality education accessible to all Fijians

#### Output 1: Consistent delivery of the curriculum and improvement in student results

Key Performance Indicator	Baseline May 2018	What your school will do to achieve the KPI	Actual Achievement April 2019	Evidence of achievement
1.1 School has Literacy and Numeracy Assessment Programmes in place and all students have completed at least one literacy and one numeracy assessment during the assessment period	<i>Outline here what literacy and numeracy assessment programmes were in place during 2017/18 assessment period and what literacy and numeracy assessments had been done for students at the school</i>	<i>Outline here what your school will do during the 2018/19 assessment period to establish literacy and numeracy assessment programmes and what will you do to ensure that every student has completed at least one literacy and one numeracy assessment during the assessment period</i>	<i>Outline what literacy and numeracy assessment programmes were in place during the 2018/19 assessment period and how many literacy and numeracy assessments were done for each student.</i>	<i>“Literacy Assessments” Provide a summary statement outlining what your school implemented during the assessment period to achieve the KPI</i>
1.2 Results of literacy assessments show an overall increase in results of at least 5%	<i>Provide a summary statement regarding your school’s literacy assessment results in May 2018 – this needs to be a number based on number of assessments completed and the results achieved</i>	<i>Outline here what plans you will implement during the assessment period (May 2018 to April 2019) to achieve at least a 5% improvement in literacy results</i>	<i>Outline a summary statement regarding your literacy assessment results in April 2019 and how these compared with April 2018/similar results on literacy assessments</i>	<i>Records recorded in LANA, PILNA and school based records</i>
1.3 Results of numeracy assessments show an overall increase in results of at least 5%	<i>Provide a summary statement regarding your school’s numeracy assessment results in May 2018 – this needs to be a number based on number of assessments completed and the results achieved</i>	<i>Outline here what plans you will implement during the assessment period (May 2018 to April 2019) to achieve at least a 5% improvement in numeracy results</i>	<i>Outline a summary statement regarding your numeracy assessment results in April 2019 and how these compared with April 2018/similar results on numeracy assessments</i>	<i>Records recorded in LANA, PILNA and school based records</i>
1.4 Remediation strategies are implemented based on results of literacy and numeracy assessments (LANA, PILNA, other school assessments)	<i>Outline what remediation strategies your school implemented during 2017/18 assessment period to address results of literacy and numeracy assessments</i>	<i>Outline what remediation strategies your school plans to implement during 2018/19 assessment period to address specific issues identified in literacy and numeracy assessments</i>	<i>Outline what remediation strategies your school plans actually implemented during 2018/19 assessment period to address specific issues identified in literacy and numeracy assessments</i>	<i>Records recorded in LANA, PILNA and school based records</i>
1.5 Lesson plans are updated for all lessons and the	<i>Outline the frequency of lesson plans being updated during the 2017/18</i>	<i>Outline your schools plans to ensure regular updating of lesson plans during</i>	<i>Outline what progress your school achieved in ensuring regular updating</i>	<i>Lesson plans and documentation of feedback provided on lesson plans</i>

<b>Key Performance Indicator</b>	<b>Baseline May 2018</b>	<b>What your school will do to achieve the KPI</b>	<b>Actual Achievement April 2019</b>	<b>Evidence of achievement</b>
school leadership team review at least 5 plans prepared by each teacher and provides feedback to improve lesson planning and consistency with curriculum	<i>assessment period and the number of lesson plans reviewed by the school leadership team and how/what feedback was provided to teachers to improve lesson planning and consistency with curriculum</i>	<i>the 2018/19 assessment period and your school leadership teams plans to review and provide feedback on at least 5 lesson plans by each teacher</i>	<i>of lesson plans during the 2018/19 assessment period and the extent to which your school leadership team reviewed and provided feedback on at least 5 lesson plans by each teacher</i>	
1.6 Head of School (or delegated VP/AP/AHT/HOD) observes and provides feedback on at least 3 classes delivered by every teacher during the assessment period, with feedback provided to the teacher on the day of lesson observation.	<i>Outline the frequency of class observations by the school leadership team during the 2017/18 assessment period and how/what feedback was provided to teachers to improve lesson planning and consistency with curriculum</i>	<i>Outline your schools plans to ensure the school leadership team observe at least 3 classes by each teacher and to provide same day feedback to teachers to improve lesson planning and consistency with curriculum</i>	<i>Outline what actual class observations were done by your school leadership team during the 2018/19 assessment period and what feedback was provided to teachers and when? Did this improve quality of education delivery?</i>	<i>Records of class observations and having provided feedback to teachers</i>
1.7 FEMIS data is updated and in a timely manner, data is accurate and data is interrogated to identify opportunities for improvement and education strategies are implemented to action these improvements	<i>Outline the frequency and accuracy of updating of FEMIS data by the school during the 2017/18 assessment period and how often FEMIS data was accessed and analysed to support the development of plans to improve education service delivery</i>	<i>Outline your school's plans for the 2018/19 assessment period to ensure timely and accurate updating of FEMIS data and to increase use of FEMIS data to support identification of strategies to improve learning and teaching programmes</i>	<i>Outline what your school actually did during the 2018/19 assessment period to ensure timely and accurate updating of FEMIS data and to increase use of FEMIS data to support identification of strategies to improve learning and teaching programmes</i>	<i>FEMIS data Improvement in learning and teaching programmes and improvements in student results</i>

## Output 2: School infrastructure and resources are used effectively, are safe and fit-for-purpose

Key Performance Indicator	Baseline May 2018	What your school will do to achieve the KPI	Actual Achievement April 2019	Evidence of achievement
2.1 FEMIS data is kept up to date and any changes in data are entered into the system within 3 working days	<i>Outline here how effective your school was in maintaining FEMIS data up to date in 2017/18 assessment period</i>	<i>What will you do for the 2018/19 assessment year to improve accuracy and timeliness of FEMIS data?</i>	<i>Write here your actual achievements during May 2018 to April 2019 in maintaining FEMIS data up to date and changes entered within 3 working days</i>	<i>Evidence will include end of reports of FEMIS data</i>
2.2 The Zoning Policy is implemented and the school does not enrol more children than available classroom space	<i>Outline here how effectively your school was implementing the Zoning Policy in the 2017/18 assessment period and how many classes were over-crowded and exceeded appropriate number of students</i>	<i>What will you do during the 2018/19 assessment year to ensure the Zoning Policy is implemented and the school and individual classes are not over-enrolled and classes are not crowded?</i>	<i>What did you do during the 2018/19 assessment year to implement the Zoning Policy and what were your class sizes, did all classes have a classroom and did you have sufficient facilities for all students enrolled?</i>	<i>Class enrolments Number of students enrolled from out of the zone</i>
2.3 There are sufficient classrooms and other school infrastructure (toilets, wash facilities) for the number of students enrolled at the school and/or written requests have been submitted for upgrading of facilities	<i>Outline here the extent to which school infrastructure met the needs of the enrolled students and the staff and any requests for upgrades in the 2017/18 assessment period</i>	<i>Outline here what infrastructure improvements your school will need in order to meet the requirements of enrolled students during the 2018/19 assessment period and upgrades which will be needed and how you will arrange these</i>	<i>Outline here what infrastructure improvements your school implemented during the 2018/19 assessment period and how effectively your infrastructure met the needs of students and staff</i>	<i>Enrolment data and infrastructure data on FEMIS Requests for infrastructure improvement submitted</i>
2.4 Water and Sanitation Hygiene Facilities meet MEHA minimum standards as specified in the Establishment and Recognition/Registration of Schools Policy	<i>Outline how well your school met WASH facilities standards specified during the 2017/18 assessment period</i>	<i>Outline here what improvements you planned to achieve WASH standards during the 2018/19 assessment period?</i>	<i>Outline here what actual improvements you achieved in WASH standards during the 2018/19 assessment period</i>	<i>WASH rating FEMIS Data</i>
2.5 Orders for textbooks and other resources are submitted by due date	<i>Outline whether textbook and resource requests were submitted by the due dates during the 2017/18 assessment year and what issues were faced</i>	<i>What will you do during the 2018/19 assessment year to ensure textbook and resource requests are submitted by the due dates?</i>	<i>Were textbook and resource requests submitted on time and what were any issues faced in submitting and resource requests on time and in appropriate format?</i>	<i>Textbook and resource requests submitted</i>
2.6 Playground and recreation facilities are maintained to a safe standard and are adequate for number of children enrolled	<i>Outline here the extent to which playground and recreation facilities met the needs of the enrolled students if these were sufficient for number of enrolled students</i>	<i>Outline here what playground and recreation facilities improvements your school will need in order to meet the requirements of enrolled students during the 2018/19 assessment period and upgrades which will be needed and how you will arrange these</i>	<i>Outline here what playground and recreation facilities improvements your school implemented during the 2018/19 assessment period and how effectively your playground and recreation facilities met the needs of students and staff</i>	<i>Enrolment data and infrastructure data on FEMIS Requests for improvements submitted</i>
2.7 FEG is spent in accordance with approved FEG	<i>Outline here the extent to which timely, accurate FEG acquittals were</i>	<i>Outline what you will do during the 2018/19 assessment period to ensure</i>	<i>Outline what you achieved in terms of timely, accurate FEG acquittals and</i>	<i>FEG Acquittals</i>

Key Performance Indicator	Baseline May 2018	What your school will do to achieve the KPI	Actual Achievement April 2019	Evidence of achievement
guidelines and acquittals of FEG funds are completed on FEMIS and by due date	<i>done during the 2017/18 assessment period</i>	<i>timely, accurate acquittal of FEG funds and all funds are expended in accordance with FEG guidelines</i>	<i>appropriate expenditure of FEG during the 2018/19 assessment period</i>	
2.8 The school has an approved annual budget, linked to the annual plan and is within available funding	<i>Write here if your school had an approved annual budget for 2018, prepared during the 2017/18 assessment period and if this was consistent with available budget</i>	<i>School will have a 2019 budget prepared for the start of the school year which is within available funding</i>	<i>Write here whether you school has an annual budget, linked to your annual plan and is within available funding</i>	<i>School budget for 2019 school year</i>
2.9 All expenditure is in line with the approved Budget and expenditure is in accordance with Finance Instructions and the School Management Handbook	<i>Write here whether your school's expenditure was in line with Finance Instructions and School Management Handbook during 2017/18 assessment period</i>	<i>Write here what you will do during the 2018/19 assessment period to ensure your school's expenditure is in line with Finance Instructions and School Management Handbook</i>	<i>Write here how effective you were in ensuring your school's expenditure is in line with Finance Instructions and School Management Handbook during the 2018/19 assessment period</i>	<i>School financial reports</i>
2.10 The School has a Disaster Management plan and at least 2 evacuation drills have been successfully conducted during the assessment period.	<i>Did your school have a disaster management plan for 2017/18 assessment period and did you have at least 2 evacuation drills during the assessment period?</i>	<i>Write here what you will do to develop or update your school's disaster management plan during the 2018/19 assessment period and how you will ensure you have at least evacuation drills during this period?</i>	<i>Write here what you did during the 2018/19 assessment period in respect to developing or updating your school's disaster management plan and what evacuation drills did you hold during this period</i>	<i>Disaster management plan Records of evacuation drills</i>
2.11 The School has nominated Disaster Response Coordinators who have attended relevant training	<i>Did your school have Disaster Response Coordinators in 2017/18 and had they attended relevant training?</i>	<i>School will appoint Disaster Response Coordinators and ensure that they attend relevant training</i>	<i>Outline here whether you had appointed Disaster Response Coordinators for 2018/19 assessment period and what training they have attended</i>	<i>Record of appointment of Disaster Response Coordinators Record of training attended by appointed Disaster Response Coordinators</i>
2.12 The School has planned and achieved a minimum of one infrastructure improvement in the assessment period	<i>Outline here if your school planned and delivered at least one infrastructure improvement during the 2017/18 assessment period</i>	<i>Outline here at least one infrastructure improvement you will achieve during the 2018/19 assessment period</i>	<i>Outline details here of the infrastructure improvement/s you achieved during the 2018/19 assessment period</i>	<i>Records of infrastructure improvements</i>
2.13 Facilities required for full participation by students with a disability have been identified and facilities are available or have been formally requested through approved process	<i>Outline here the extent to which your school facilities in 2017/18 assessment period allowed for full participation of students with disabilities and did you submit any requests for approval for improvements specifically for students with disabilities</i>	<i>Outline here what activities you have planned for the 2018/19 assessment period to improve the extent to which your school facilities allow for full participation of students with disabilities</i>	<i>Outline here what your school achieved during the 2018/19 assessment period to allow full participation of students with disabilities</i>	<i>Improvement requests Relevant documents outlining needs of students with disabilities and actions taken to meet their needs</i>

**Output 3: School employees are fully trained for their role, are organised and demonstrate commitment to ongoing professional development to support improved education service delivery**

Key Performance Indicator	Baseline May 2018	What your school will do to achieve the KPI	Actual Achievement April 2019	Evidence of achievement
3.1 Student-free days programmes have been facilitated at commencement of each term and all teaching staff attend and participate	<i>Write here what you did for 2017/18 student free days and outline teaching staff attendance and participation</i>	<i>What will you do for the 2018/19 assessment year to fully implement student-free days programmes and ensure teacher participation and attendance?</i>	<i>Write here your actual achievements during May 2018 to April 2019 in respect to delivery of student free days programmes and how this impacted delivery of education programmes</i>	<i>Evidence will include end of programme report for each Student Free Days Programme is submitted (Term 3 2018, Term 1 2019 and Term 2 2019)</i>
3.2 Teacher attendance is accurately recorded and all absences are recorded in accordance with MEHA policy	<i>Outline here how effectively your school was recording and reporting all teacher absence during 2017/18 assessment year</i>	<i>All teacher absence recorded on FEMIS (or reported to District Office for recording on FEMIS) within one week of an absence occurring</i>	<i>Write here your school's actual level of achievement in recording all teacher absence on FEMIS within one week of an absence occurring</i>	<i>Monthly absence returns are completed on FEMIS and submitted on time OR if cannot be done on FEMIS, submitted to District Office</i>
3.3 Teacher absence is reduced to below 5% of total teaching days	<i>Outline here the actual level of teacher absence at your school during 2017/18 assessment year</i>	<i>Outline here your target for teacher absence in 2018/19 assessment year and what you will do to achieve this?</i>	<i>Write your school's actual level of teacher absence during the 2018/19 assessment year and what you did to reduce absenteeism</i>	<i>FEMIS absence data</i>
3.4 All teaching staff have participated in required professional development during the assessment period	<i>Outline extent to which professional development requirements were met for the 2017/18 assessment year</i>	<i>Outline the planned professional development for your school's teaching team for the 2018/19 assessment year</i>	<i>Write here the actual professional development your school's teaching staff participated in during 2018/19 assessment year</i>	<i>Summary of professional development of teaching staff</i>
3.5 School Leaders have participated in online School Leaders Learning and Development Programme modules (2020 assessment period)	<i>Not relevant for the 2017/18 assessment period</i>	<i>Head of School enrolled in module 1 of school leaders learning and development programme</i>	<i>Outline if the Head of School has enrolled in Module 1</i>	<i>Head of School should be enrolled in Module 1 before completion of the Assessment Period for 2019</i>
3.6 School has updated Behavioural Management Plan and all teaching staff have attended training in relation to the Behavioural Management Policy and the School's Behavioural Management Plan during the assessment period	<i>Outline here when your school's Behavioural Management Plan was last updated and when training on this plan was last delivered to your school's teachers</i>	<i>Outline here how you plan to update your school's Behavioural Management Plan during 2018/19 assessment year and outline a plan for training on this plan for all teaching staff</i>	<i>Write here if you updated your plan, how you updated your plan and what training was provided to your school's teaching staff during the 2018/19 assessment year</i>	<i>Updated Behavioural Management Plan Record of training delivered to teaching staff on the plan Evidence of number of behavioural management issues addressed during the year</i>
3.7 All instances of corporal punishment, emotional abuse, sexual harassment or bullying by teachers are reported and investigated	<i>Outline here the approach taken to reporting these issues during 2017/18 assessment year and if any instances occurred which were not reported for investigation</i>	<i>Outline how your school will ensure that all instances are reported within 24 hours of occurrence in accordance with approved policy and procedures</i>	<i>Write here how you ensured that all instances were reported and how you followed up to ensure that investigations were completed</i>	<i>Evidence of reports to Permanent Secretary and Head - HR</i>
3.8 All instances of inappropriate conduct by staff of the school are reported and managed	<i>Outline what occurred during 2017/18 assessment year in relation to reporting of inappropriate conduct of staff</i>	<i>Outline how your school will ensure that all instances of inappropriate conduct are reported within 24 hours of</i>	<i>Write here how you ensured that all instances of inappropriate conduct were reported and how you followed up to ensure that investigations were</i>	<i>Evidence of reports to Permanent Secretary and Head - HR</i>

<b>Key Performance Indicator</b>	<b>Baseline May 2018</b>	<b>What your school will do to achieve the KPI</b>	<b>Actual Achievement April 2019</b>	<b>Evidence of achievement</b>
		<i>occurrence in accordance with approved policy and procedures</i>	<i>completed</i>	
3.9 Student attendance is recorded and is at a minimum 80% across all students	<i>Outline student attendance in 2017/18 and the extent to which student attendance was recorded accurately and on a timely basis</i>	<i>All student absence recorded on FEMIS (or reported to District Office for recording on FEMIS) within one week of an absence occurring</i>	<i>Write here your school's actual level of achievement in recording all student absence on FEMIS within one week of an absence occurring</i>	<i>Monthly absence returns are completed on FEMIS and submitted on time OR if cannot be done on FEMIS, submitted to District Office</i>
3.10 Student and teacher attendance is maintained in the period after formal exams and the time is used to implement learning strategies based on assessment results	<i>Outline the level of student and teacher attendance for 2017/18 after the exams period and to what extent students and teachers stopped attending</i>	<i>Outline what strategies you will put in place to increase the level of student and teacher attendance after the exams period</i>	<i>Write here your school's actual achievement in ensuring that student and teacher attendance is improved after exams period</i>	<i>Student and teacher attendance records</i>
3.11 School timetables are prepared in advance of commencement of the school year and achieve efficient use of teaching resources	<i>Outline the timeframe for preparation of timetables for the school year for the 2017/18 assessment period and how frequently timetables were changed during the assessment period</i>	<i>Outline your approach to ensuring that timetables are prepared before commencement of the school year and how you will ensure timetabling to achieve efficient use of resources</i>	<i>Write here statements regarding your school's timetabling for the 2018/19 assessment period, outlining improvements in timetabling or challenges</i>	<i>Timetables prepared</i>

#### Output 4: Effective community engagement supports the school to achieve best results

Key Performance Indicator	Baseline May 2018	What your school will do to achieve the KPI	Actual Achievement April 2019	Evidence of achievement
4.1 Parent information sessions are facilitated during each term and include information and actions to increase Parental engagement (in accordance with the Parental Engagement Framework and Strategies)	<i>Write here what (if any) parent information sessions your school held during May 2017 to April 2018 assessment period and how you were implementing Parental Engagement Framework and Strategies</i>	<i>What are your plans for May 2018 to April 2019 to increase parental engagement and how will you hold parent information sessions during each term</i>	<i>Write here your actual achievements during May 2018 to April 2019 in implementing parental engagement framework and holding parent information sessions</i>	<i>Outline your evidence e.g. invitations to sessions, records of parent attendance, etc.</i>
4.2 Teachers and School Leaders identify students with high absenteeism and work with parents to increase attendance of students	<i>Write here what approach you took to identifying and addressing student high absenteeism from May 2017 to April 2018</i>	<i>Write here how you intend to improve your school's monitoring and action in relation to student absence</i>	<i>Write here what you actually did in relation to monitoring and improving student attendance during the period May 2018 to April 2019 and if student attendance was increased and why you think this occurred</i>	<i>Detail how you can provide evidence of how your school has improved monitoring and action in relation to student attendance</i>
4.3 Opportunities for parent engagement in school activities are identified and parent participation is increased	<i>Write here the extent to which parents were invited and engaged in school activities during May 2017 to April 2018</i>	<i>Outline here what specific actions you will take and your target for increasing parent participation in school activities and student learning</i>	<i>Write here what you actually did during the period May 2018 to April 2019 and what results you achieved in improving parent engagement and participation in school activities</i>	<i>Detail what evidence you can provide of increasing parent engagement and participation</i>
4.4 Teachers prepare student reports and portfolios to a high standard and provide to parents on a timely basis	<i>Outline here the current status of reports and portfolios and whether these are provided consistently and to an appropriate standard</i>	<i>Outline here how you will improve the timeliness and quality of student reports and portfolios</i>	<i>Outline here what your school achieved in delivering timely and appropriate reports and portfolios</i>	<i>Detail what evidence you can provide of improved student reports and portfolios</i>
4.5 Advice to parents on student achievement is provided on an ongoing basis throughout the year	<i>Outline here the frequency and approach to providing feedback and advice to parents throughout the year</i>	<i>Outline here how you will improve providing ongoing advice and feedback to parents on student achievements</i>	<i>Outline here what your school achieved in improving feedback and advice to parents between May 2018 and April 2019</i>	<i>Detail what evidence you can provide of improvements in providing timely, ongoing feedback to parents</i>
4.6 School engages with Ministry for Women, Children and Poverty Alleviation and other support services to obtain support for students demonstrating ongoing absence, lack of engagement, lack of progress or at risk of abuse	<i>Outline here what engagement your school currently has with MWCPA and other support services and how your school manages students with ongoing absence, lack of engagement, lack of progress or at risk of abuse</i>	<i>Outline here how you can build engagement with MWCPA and other support services in 2018/19 to better support children at your school</i>	<i>Outline here what your school achieved in building engagement with MWCPA and other support services to increase available support for children at risk</i>	<i>Detail what evidence you can provide of increasing engagement and use of support services</i>
4.7 School has developed a plan for each student with special needs to ensure all children can fully engage in school and learning activities	<i>Outline here current status of individual student plans for students with special needs and how effectively they are engaged in school activities</i>	<i>Outline here how you will ensure that all students with special needs will have an individual plan by end of January each year and how progress will be monitored and reported</i>	<i>Outline here what your school achieved in ensuring each special needs student has an individual plan by end of January 2019 and how progress is being monitored and reported</i>	<i>Detail what evidence you can provide that all students with special needs had an individual plan by end of January 2019r and how progress will be monitored and reported</i>

**Output 5: School planning and monitoring is consistent, timely and communicated effectively to all stakeholders to maximize commitment to results**

<b>Key Performance Indicator</b>	<b>Baseline May 2018</b>	<b>What your school will do to achieve the KPI</b>	<b>Actual Achievement April 2019</b>	<b>Evidence of achievement</b>
5.1 Annual School Plan is updated and approved by School Management Committee by 31 January each year	<i>Write here if your 2019 Annual School Plan was developed and approved at May 2018?</i>	<i>Develop and obtain approval for 2019 School Plan by 31 January 2019</i>	<i>Write whether you actually achieve the KPI here</i>	<i>Write here what evidence you have e.g Signed and approved School Plan for 2019</i>
5.2 School Improvement Plan is updated and approved School Management Committee by 31 January each year	<i>Write here if your 2019 School Improvement Plan was developed and approved at May 2018?</i>	<i>Develop and obtain approval for 2019 School Improvement Plan by 31 January 2019</i>	<i>Write whether you actually achieve the KPI here</i>	<i>Write here what evidence you have e.g Signed and approved School Improvement Plan for 2019</i>
5.3 Monthly reporting to the School Management Committee demonstrates satisfactory progress on implementing Annual School Plan	<i>Write here a statement on how often and how you report to the School Management Committee as at May 2018 and how you were progressing with implementing the 2018 School Plan</i>	<i>Write here how you intend to report to the School Management Committee from May 2018 to April 2019 and what progress you will achieve in relation to the Annual School Plan</i>	<i>Write whether you actually achieve the KPI here, what progress you have achieved on School Plan and what reporting you have actually done to the School Management Committee during the period from May 2018 to April 2019</i>	<i>Reports to the School Management Committee including progress on implementing School Plan</i>
5.4 Monthly reporting to the School Management Committee demonstrates satisfactory progress on implementing School Improvement Plan	<i>Write here a statement on how often and how you report to the School Management Committee as at May 2018 and how you were progressing with implementing the 2018 School Improvement Plan</i>	<i>Write here how you intend to report to the School Management Committee from May 2018 to April 2019 and what progress you will achieve in relation to the School Improvement Plan</i>	<i>Write whether you actually achieve the KPI here, what progress you have achieved on School Improvement Plan and what reporting you have actually done to the School Management Committee during the period from May 2018 to April 2019</i>	<i>Reports to the School Management Committee including progress on implementing School Improvement Plan</i>
5.5 Copy of Annual School Plan and School Improvement Plan are provided to District School Support Centre by 31 January each year	<i>Write here whether you sent signed and completed Annual School Plan and School Improvement Plan are provided to District School Support Centre by 31 January 2018</i>	<i>Write here how you intend to ensure you submit approved copies of Annual School Plan and School Improvement Plans for 2019 to District School Support Centre by 31 January 2019</i>	<i>Write here whether you actually did submit the approved Annual School Plan and School Improvement Plans for 2019 to District School Support Centre by 31 January 2019</i>	<i>Evidence of having submitted approved Plans to District School Support Centre</i>
5.6 All employees of the school have an agreed MyAPA IWP in place within one month of the start of the assessment period or within one month of commencing in their role (if after the start of the assessment period)	<i>Write here whether all staff have an agreed Individual Work Plan in place at May 2018</i>	<i>Outline your plan and timing for ensuring all staff have an agreed Individual Work Plan in place for the May 2018 to April 2019 assessment period</i>	<i>Write here whether you achieved the KPI and if all staff had an IWP in place by the end of May 2018 or within 1 month of commencing in the school. Explain any variations.</i>	<i>Completed MyAPA Individual Work Plans signed by employee and Head of School by end of May 2018 or within 1 month of commencing at the school</i>
5.7 Work Unit Results for 2018/19 Assessment Year are prepared on time and in accordance with the approved template and provide sufficient detail of achievements and evidence to	<i>Write here whether you submitted the May 2017 to April 2018 Work Unit Results reports on time and in correct format and if you had a performance conversation with each employee during the process of</i>	<i>Write here how you will ensure the May 2018 to April 2019 WUR report is prepared and submitted on time and in correct format (with MyAPAs by end of April 2019)and how you will have a performance</i>	<i>Write here whether you actually achieved the target and if the Work Unit Results was fully completed with meaningful information</i>	<i>Completed Work Unit Results and completed and signed MyAPAs and evidence of Head of School having a performance conversation with each employee</i>

Key Performance Indicator	Baseline May 2018	What your school will do to achieve the KPI	Actual Achievement April 2019	Evidence of achievement
justify the MyAPA assessments of employees	<i>completing the 2018 assessments</i>	<i>conversation with each employee</i>		