

Republic of Nauru

Footpath II

Education and Training Strategic Plan 2008 - 2013

Department of Education and Training
Republic of Nauru

FOREWORD

This is the second in a series of Strategic Plans to implement the Nauru Education and Training Reform Package (NeatRP). This Plan sets our programs and strategies to achieve the education and training goal of the National Sustainable Development Strategy (NSDS) of improved learning outcomes in all our students

This Strategic Plan, Footpath II, builds on the work of our research over the past two years, is longer in duration than Footpath I and contains more direct and specific strategies than our first strategic plan.

Footpath II provides our goals for Education and Training for the next five years. Each of the goals in Footpath II is supported by a number of strategies we intend to pursue to realize the goal. Each year we will produce an Annual Operation Plan which will provide details of how we will implement and fund the various strategies in Footpath II

The government intends to introduce a new Education and Training Bill which will govern and support the goals of this Strategic Plan. The Bill provides for a new Teacher Registration Authority, a Curriculum and Reporting Authority, performance targets for literacy and numeracy, minimum standards for safety in schools, inclusive education policies and tighter definitions of school attendance and student performance.

This Strategic Plan aims to support our teachers by providing, over the next five years, a program which provides all teachers with the skills to implement a relevant curriculum and its supporting pedagogy. By doing this, we will establish a teaching profession which has the skills to take responsibility for the improved education outcomes of our students.

Our teachers occupy a unique position in our society in that they are the only group who work continually in the community. In this rebuilding phase of Nauru, I am asking teachers to take on an added responsibility of being the change agents to deliver the messages of the NSDS to the community. To support teachers in this role, we will provide them with training in leadership.

This strategic plan has a program to implement Nauruan curricula. The curricula will prepare our students for a world that is characterized by constant change, globalisation, rapidly developing information and communication technologies

and an exploding amount of knowledge that no longer can be packaged into the traditional subject areas. The curricula delivers programs in Life Skills, culture, language, TVET, and traditional subject areas of English, Maths, Science, and Social Sciences. All these programs are delivered in a Nauruan context via a pedagogy that develops lifelong learners.

This Plan streamlines the delivery of Education and Training Services by reorganizing the administrative structures we use. For the first time, government has recognised the value of our Youth and significantly upgraded our Youth Affairs program. Youth will now have formal programs delivered through our Learning Village facility. We will streamline the CASE Unit, establish a program to provide our frontline staff with the skills and attitudes to support our teachers and community, and assume responsibility for staffing all our schools.

The government will invest significant public resources in Education and Training. Sustainability of NeatRP will be achieved through partnerships, alliances and participation in mutually beneficial networks.

Hon Roland Kun MP
Minister for Education and Training

Department of Education and Training

Our Aim

Every Nauruan is literate and numerate

Individuals recognise the importance of, and their right to, Education.

Individuals have equal and easy access to Education and Training on Nauru at standards that are comparable to the highest in the Region

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

Our Mission Statement

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

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

We will inspire and encourage broad participation by:

- (i) Offering relevant course*
- (ii) Providing continuous effective and efficient management and support*

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

Key Focus Area	Goal	Milestone		
		Short Term	Medium Term	Long Term
Our Students	Attend school every day and take school seriously (Improved interest and harder work in school)	Increased pass rates across all grades	All students graduate at Year 12	Sustainable economy and environment achieved through National human and social capital capacity development
	Students leave school at Year 12 as confident Nauruan citizens	Increased attendance		
	Have pride in our Nauruan Culture and Identity.	Curriculum Authority established	Students enter employment, further education, or society and life with confidence	
Our Curriculum	Learn in a Supportive School Environment. Have respect for self, others, property, environment	Curriculum has regional accreditation		
	Provide relevant study footpaths for every student from Infants to leaving school			
	Balanced, seamless across year levels, with relevant content, with special reference to climate change, sustainable life skills, healthy life style, societal values, Nauruan language, and English.			
	Is inclusive, including our Able/Disable, ESL learners, academic and TVET students			
	Provides recognised qualifications for students when they leave school			
Connected to work, national economy, and national goals				
Explicit details on what students need to learn is provided for teachers				
Sets performance targets for literacy, numeracy and life skills at juncture years				
Supports a range of teaching strategies				

Key Focus Area	Goal	Milestone		
		Short Term	Medium Term	Long Term
Our Teachers	All teachers registered and qualified, especially in ESL teaching pedagogy	TRA Established Schools staffed by competent teachers	All teachers perform as change agents	Sustainable economy and environment achieved through National human and social capital capacity development
	Teacher skills, standards and performance levels monitored, evaluated and reported			
	Develop a learning community and exhibit professionalism through regular in-service			
	Undertake leadership and ethics training, especially for Principals			
	Teachers are retained in the teaching service			
	Basic facilities are provided and maintained through sound financial planning, and management			
Our Schools	Libraries, classrooms and Able/Disable centre equipped with ICT and teaching resource materials	Maintenance and capital works program ensures every school has running water, toilets, student desks and chairs.	All students provided with adequate learning facilities	Nauru recognised as significant Pacific Nation
	Are healthy, safe and secure environments for students and staff			
	Provide TVET and trade training facilities			
	Provide all lessons as timetabled			
	Have quality support staff to service teachers and Ministry			
	Are serviced by an efficient and reliable bus and transport system			
Our Place in the Community	Community uses schools for food gardens, displays, sports, theatre, child care and cultural events	Societal, environmental, health, economic development programs delivered through curriculum	Education Department recognised as leader in societal development	
	Our student report cards are informative and understandable			
	Strong networks formed with Health Department, churches and others			
	Policy to empower Parents and Citizens Associations developed			
	Volunteer program, especially involving Youth, exists for schools			

Key Focus Area	Goal	Milestone		
		Short Term	Medium Term	Long Term
Our Accountability	Strategic Monitoring and Evaluation of student, teacher and system performance occurs	Capacity of CASE developed	Annual Reports accepted	Sustainable economy and environment achieved through National human and social capital capacity development
	Independent review of the progress of the Strategic Plan conducted regularly			
Our Education and Training System	Is aligned closely with the Nauru National Sustainable Development Strategy	Education and Training Bill enacted	Education and Training Goals delivered efficiently and sustainably	Nauru recognised as significant Pacific Nation
	Strategic investments and financial planning provides sustainable cash flow to meet demand, and for all schooling to be provided on Nauru including a revitalised trade training program			
	Delivers a vision shared by all stakeholders			
	Delivers services efficiently, including alliances with private or overseas providers and partners			

2. PROFILE OF EDUCATION AND TRAINING SECTOR

1. Aim of Education

In his foreword to the 2005 National Sustainable Development Strategy (NSDS), the President declared: “*The NSDS is a plan to achieve a vision of a future where individual, community, business and government partnerships contribute to a sustainable quality of life for all Nauruans.*”

Education will play its part in achieving this vision by preparing our students for the future. Indeed, the motto for the Education and Training Department is “Preparing for Tomorrow”.

In achieving this vision, the aim of the Education Department is to:

“Provide a learning framework and environment that directs students on the footpath that leads them to leaving school as confident citizens able to live in, and contribute to, both Nauruan society and a complex, global, networked society.”

This aim recognises the role of education in a society. Education provides the foundations for economic growth and self reliance, and has additional benefits in health, governance, stability and security and in fostering effective states.¹ Education also provides benefits in terms of increased productivity, increased incomes and promotion of better economic growth.²

The aim of the Department also is to achieve the goals of the *Education For All* initiative and the *Millennium Development Goals*. *Education for All* incorporates the following six goals:

- i) expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
- ii) ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities have access to, and complete, free and compulsory primary education of good quality;

1. A policy for Australian Development Assistance, *AusAID, 2006*

2. *The World Bank, 2006*

- iii) ensuring that the learning needs of all young people and adults are met through equitable access to and complete, free and compulsory education and life skills programs;
- iv) achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women and equitable access to basic and continuing education for all adults;
- v) eliminating gender disparities in primary and secondary education by 2005 and achieving gender equality in education by 2015, with a focus on ensuring girl's full and equal access to and achievement in basic education of good quality; and
- vi) improving all aspects of the quality of education and ensuing excellence of all so that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Nauru has committed to these goals and has encapsulated them in this five year Strategic Plan

The NSDS also allocates to the Education and Training Sector the task to: *"Improve the quality and broaden the scope and reach of education"*.

The 2005 NSDS notes that:

"Education is free and compulsory to Year 10 or age 15 years 9 months. However, teaching and student learning standards are low. Truancy has been high at 60% for some schools, but the overall rate has been 34%. With prevailing economic and social conditions, student non-attendance has risen to very high levels; teacher non-attendance is also on the rise. Literacy is declining. Post secondary vocational training does not exist and success rate for tertiary studies through the USP Centre averages 10%. The majority of intending students cannot afford the financial burden of continuing education locally or overseas. Spending is not adequate to meet teacher appropriation, training and teaching resources."

Footpath I, 2005 to 2007, examined these issues, commissioned research, conducted trials and collected data in areas such as literacy and numeracy levels, attendance levels, completion rates, curriculum and human resource capacity. This evidence and data has been used to frame Footpath II, 2008 to 2013.

2. Context of Education and Training

Our Education System has four groups of formal Education students. The Infants group has three year levels; Play School, Pre School and Prep School. The Primary group has six year levels; Years 1 to 6, the Middle School has three year levels; Years 7, 8 and 9 and the Secondary has three year levels; Years 10, 11, and 12.

This Strategic Plan proposes to add Youth and Adults as the fifth group to receive formal, structured learning and skills development programs.

Table 1 shows our ten schools and the number of students at each school as at March, 2008. The numbers are the number on the roll and do not include students who are not enrolled.

Table 1: Effective School Enrolments as at March 2008

SCHOOL	TOTAL
Able Disable Centre	8
Anetan Infant School	80
Boe Infant School	225
Meneng Infant School	125
Nibok Infant School	123
Yaren Primary School	322
Aiwo Primary School	675
Kayser College	493
Nauru College	451
Nauru Secondary	227
TOTAL	2729

2.1 Our Students

Table 2 shows the number of male and female students in each year level at each of the five schools that have Infants enrolled. The three year levels at the Infant schools are the Play Centers (PC), Pre School (PRE) and Prep School (PREP). Table 1 shows a total of 658 students enrolled at these centres.

Table 2: Effective School Enrolments: Infants, March, 2008

School	INFANT					
	PC		PRE		PREP	
	M	F	M	F	M	F
Able Disable Centre	2	0	1	0	3	1
Anetan Infant School	15	11	10	11	19	14
Boe Infant School	27	38	26	45	46	43
Meneng Infant School	17	29	20	14	26	19
Nibok Infant School	20	16	24	18	26	19
Yaren Primary School						
Aiwo Primary School						
Kayser College	15	20	11	15	21	16
Nauru College						
Nauru Secondary						
TOTALS	96	114	92	103	141	112
TOTALS	210		195		253	
TOTALS	329 boys			329 girls		
TOTALS	658					

Table 3 shows the enrolments in the six Primary year levels at the three schools where these students are enrolled. Years 1 and 2 are at Yaren and 3, 4, 5, and 6 at Aiwo. Kayser has all six year levels. As from Term 2, 2008, the Year 3 level students will be transferred from Aiwo to Yaren School.

Table 4 shows the Secondary enrolment numbers. There are 48 students enrolled in Year 12 compared to 225 in Year 7 and an average of 209 students in Years 1 to 6.

The Year 12 enrolment is a retention rate of less than 25%.

The Year 10 enrolment of 121 students is a retention rate of 57%. The construction of new Secondary School, revised curriculum, training of secondary teachers and employment of a guidance officer is aimed at significantly boosting these retention rates.

Table 3: Effective School Enrolments: Primary, March, 2008

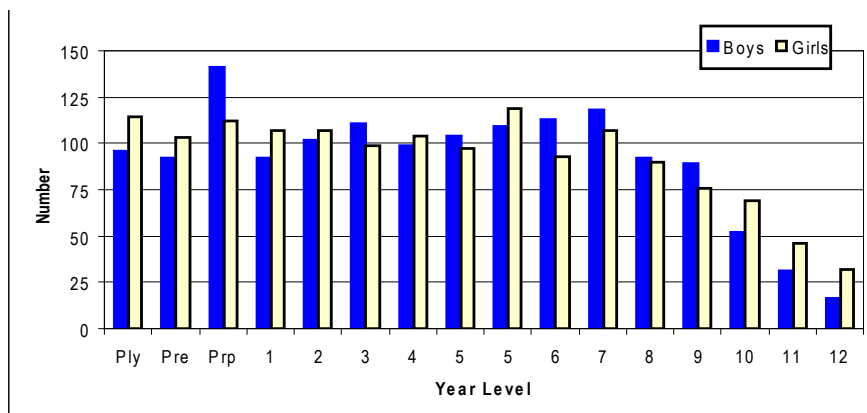
School	PRIMARY											
	YR 1		YR 2		YR 3		YR 4		YR 5		YR 6	
	M	F	M	F	M	F	M	F	M	F	M	F
Able Disable Centre			0	1								
Anetan Infant School												
Boe Infant School												
Meneng Infant School												
Nibok Infant School												
Yaren Primary School	75	83	79	85								
Aiwo Primary School					86	80	85	83	85	92	90	74
Kayser College	17	24	23	21	25	19	19	14	24	27	23	19
Nauru College												
Nauru Secondary												
TOTALS	92	107	102	107	111	99	104	97	109	119	113	93
TOTALS	199		209		210		201		228		206	
TOTALS	631 boys						622 girls					
TOTALS	1253											

Table 4 shows that there are 22 more girls (5.5%) than boys enrolled in Secondary.

Table 4: Effective School Enrolments: Secondary March, 2008

School	SECONDARY												TOTAL
	YR 7		YR 8		YR 9		YR 10		YR 11		YR 12		
	M	F	M	F	M	F	M	F	M	F	M	F	
Able Disable Centre	3												8
Anetan Infant School													80
Boe Infant School													225
Meneng Infant School													125
Nibok Infant School													123
Yaren Primary School													322
Aiwo Primary School													675
Kayser College	37	30	10	17	14	13	7	12					493
Nauru College	81	77	82	73	75	63							451
Nauru Secondary							45	57	31	46	16	32	227
TOTALS	118	107	92	90	89	76	52	69	31	46	16	32	2729
TOTALS	225		182		165		121		77		48		
TOTALS	398 boys					420 girls							
TOTALS	818												

Graph 1: Boys and Girls Enrolments by Year level



Graph 1 shows the comparative numbers of boys and girls across all year levels. Across all year levels the ration of boys to girls is 1: 1.007, which is not a significant difference.

2.2 Our Teachers

In March 2008, there were 140 teachers engaged in schools. Table 5 shows that 114 were engaged as class teachers, while 16 teachers are engaged as specialist teachers in the areas of Sport, Library and ICT and 10 are Principals or Teachers in Charge.

Table 5 shows that the class sizes increase from Infants to Secondary with there being almost twice as many students in a secondary class (32) as in Infants class (17). There is a major priority to train secondary teachers.

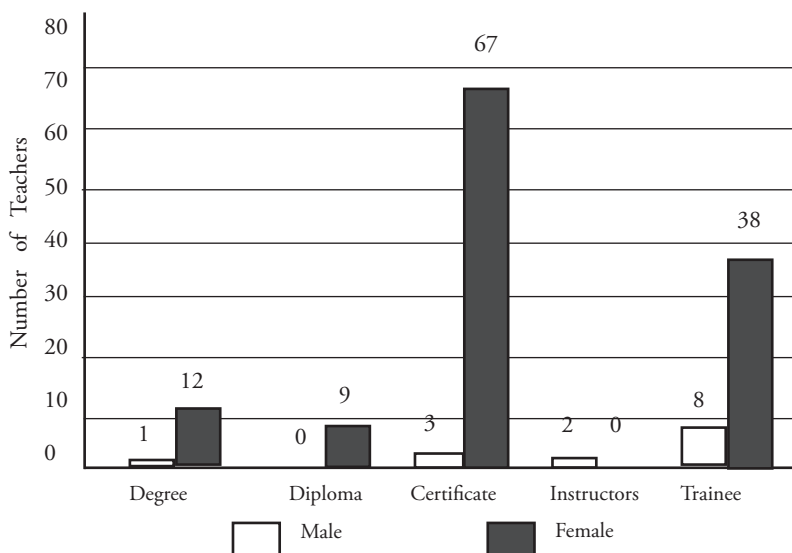
Table 5: Student Teacher Ratios

Year Levels	Number of Students	Number of Teachers	Student Teacher Ratio
Infants	651	38	17
Year 1 to 6	1252	49	26
Year 7 to 9	572	19	30
Year 10 to 12	254	8	32
TOTALS	2729	114	24

The qualifications of these teachers are a cause of concern and been identified by PRIDE as the area that needs major attention.

Graph 2 shows that only 9% of teachers have a degree, 6.4% a Diploma, 50% have a Certificate, and 34.4% have no qualifications, being a trainee or instructor. Only four teachers at the Secondary School have a degree.

Graph 2: Profile of Teacher Qualifications, 2008



2.3 Our Curriculum

Footpath I began a curriculum review and, following the UNESCO four Pillars model, organized the content of student learning around four Footpaths or Pathways. They are:

1. Personal Pathways *Who am I and where am I going*
2. Communication Pathways *How do I make sense of, and communicate with the world*
3. Community Pathways *What are my rights and responsibilities in communities, cultures and economies*
4. Environmental and Technological Pathways *How do I describe, analyse and shape the world around me.*

The review was conducted through regular teacher workshops and consultation. A National Curriculum Committee and a National Moderation Committee were established and staff support positions in CASE (Curriculum, Accreditation Statistics and Exams) Unit were established. The curriculum content was selected by teachers at the workshops using the relevance to the Nauruan context as one important selection criteria. Selected content was organized into a series of Rich Tasks and teachers provided with inservice in using appropriate pedagogies.

A review by PRIDE published in 2007 recommended the Rich Task trial be continued, but at a slower pace. It found that the scaffolding of prior knowledge and skills required to obtain the depth of understanding required in Rich Tasks was not being taught and teachers be inserviced in teaching basic foundational knowledge.

This strategic plan implements that recommendation.

A survey of young people conducted in 2006 showed that many students thought that secondary school was only for those who want to go to University. Our proposed curriculum provides courses in TVET and Life Skills that will encourage young people to continue their participation in the formal education process.

2.4 Our Physical Resources

A new Secondary School will be completed in 2009. This resource will allow us to not only improve our Secondary Education and Training services, but also offer improved services to Youth, Adults and the Community. Our other School buildings are currently being refurbished and a Schools Building Policy has been introduced.

Our pedagogy intends to utilise the opportunities that ICT can offer the delivery of education and training services. ICT services will be provided in the context of improved Library, or access to information, services to our students.

Student texts and resources have been provided by the government to students at no cost. There is some evidence that the free provision of these resources does not produce an increased level of learning and an investigation will be conducted into charging a hiring fee for texts provided for students in an effort to focus students' attention on the importance of these resources and to sustain the program.

2.5 Our Funding

In the 2007-08 Financial Year, Education and Training received 19% of the Gross National Income, which includes donor contributions. Of the four million dollars provided in that financial year for education and training, 43% came from Republic of Nauru funds and 57% from Donors. The largest donors were AusAID and New Zealand Aid. The AusAID contribution did not include \$8.5 million allocated for the new Secondary School.

In 2007-08 budget, the amount allocated per student was \$1527. Although this is higher than some other regional countries, it does not compare with the OECD average of around \$8000 per student.

The largest line item in the budget was salaries which was 29% of the budget in 2007-08. This line item is expected to increase, both absolutely and relatively, as teacher salaries are increased and teachers become better qualified, and the amount expended on capital items, such as rebuilding infrastructure and acquiring resources such as ICT equipment and texts, decreases.

2.6 Our Departmental Administration

To operate an effective and efficient Education and Training Organisation, our professional workforce needs to be supported by a competent trained support workforce. This workforce needs to operate in an Administrative framework that allows the flexibility required to adapt quickly to constant change and to practice a policy of distributed leadership and accountability.

A proposed Education and Training Bill will underpin the Administrative changes necessary to improve the performance and accountability of the Department.

2.7 Our Priorities

To sustain the curriculum being developed and fully utilise the physical resources provided in the Plan, the most critical factor is the supply of quality teachers. Further, these teachers need to be proficient in not only the subject content and pedagogy that supports the learning outcomes desired, but also proficient in the role of change agent in delivering the future Nauru. This will require innovative programs of teacher training and continual in-service.

ICT is seen as a major factor in delivery of quality Education services. Teachers need to have skills in the use of ICT and Education needs to be serviced by an efficient ICT service provider.

A qualifications and certification pathway for all students has been mapped, networks formed and it now needs to be implemented. The pathway will strategically place our students at the end of Year 12 to take advantage of the opportunities available through globalisation and make significant contributions to the national interest.

Our students' advancement through the various academic and skills levels needs to be strategically managed by intervention programs in the short term and by realistic expectations of aggregate student performance in the medium term. These intervention programs need to be based on evidence and individually focused. This requires a targeted monitoring and evaluation program supported, in the short term (five years) by a remediation program that will require additional human resources.

An undervalued asset in our Education and Training system is parental and community involvement. A priority is to raise the profile of our schools and teachers so that parents prefer to send their children to our schools and not overseas.

The plan for Education and Training realises that a student who starts school in 2009 will not leave school until 2021 and we need to be strategic in how we prepare our citizens for 2021, not 2009. This requires a vision of what the world will be like for a young Nauruan adult in 2021. No such vision is clear, but the pervasive role of ICT and a globalised education and training system, including a globalised certification system, is a safe assumption.

By 2021, the very existence of a Nauru Department of Education and Training is even an assumption that is worthy of examination. Footpath III may examine an alternative model of delivering Education and Training services in a globalised, networked economy and community. In the interests of Sustainability, as espoused in the NSDS, Footpath II encourages this debate

3. How Footpath II is Implemented

The Strategic Plan has recorded the visions and goals of many stakeholders in a Framework aimed at providing ownership to the stakeholders. To reflect this concept of ownership by stakeholders, the goal statements are recorded in categories labelled “Our ...”, where the “Our” is intended to indicate stakeholder ownership.

The Strategic Plan is owned by the stakeholders and the Education and Training Department is the instrument used by government to implement the goals and visions of stakeholders. The *goals* are grouped into seven *Key Focus Areas* (KFA). The Key Focus Areas are:

- Our Students
- Our Curriculum
- Our Teachers
- Our Schools
- Our Place in the Community
- Our Accountability
- Our Education and Training System.

In order to achieve each of the *goal statements* contained in each KFA, various implementation strategies are employed. These strategies are provided in Section III of this document. Some of these strategies may require implementation over five years, but the Department operates on an Annual Budget cycle and needs to plan its operations on this basis.

To prepare its Annual operations, the Department will examine the strategies in Footpath II and prepare an Annual Operation Plan (AOP). The AOP is much more detailed than the Strategic Plan and includes a line item budget, Performance Indicators and Source of Funds tables. It is the basic device used by the Department as a Monitoring and Evaluation tool.

In order to administer the implementation of Footpath II, the AOP is divided into three Programs and the various strategies assigned to one of the Programs. The three Programs are:

1. **Learning Program** (Student and schools based programs),
2. **Learning Support Program** (Policy and administrative framework to support the operations of schools)
3. **Monitoring and Evaluation Program** (Accountability program)

These three programs are further subdivided into a twelve projects. These may vary from year to year, but the projects for 2009-10 are:

1. Learning Program

The Learning Program consists of the projects of:

Curriculum projects

Pedagogy projects

Physical Resources projects

Human Resources projects

Parental and Community Involvement projects

2. Learning Support Program

The School Support Program consists of the projects of:

Policy Framework projects

Administration Framework projects

Safe Learning Environment projects

Increased Attendance projects

3. Monitoring and Evaluation Program

The Monitoring and evaluation Program consists of the projects of:

System and Human Resources Performance Management project

Government and Policy Implementation project

Financial and Asset Management project

The Projects are detailed and provided in a separate document.

SECTION III

GOAL STATEMENTS

This Section provides the Goal Statements for Education and Training. Each Goal Statement is grouped into one of seven Key Focus Areas. Each Goal Statement is accompanied by the context in which it is made, the strategies proposed to achieve the goal and performance indicators for achievement of the goal.

The seven Key Focus Areas are:

- (i) **Our Students**
- (ii) **Our Curriculum**
- (iii) **Our Teachers**
- (iv) **Our Schools**
- (v) **Our Place in the Community**
- (vi) **Our Accountability**
- (vii) **Our Education and Training System**

These Goal Statements are a distillation of the expectations for Education and Training by 2013. The expectations are derived from a number of sources. These include:

1. Consultation with stakeholders groups over the three year period, 2005 – 2007
2. The findings and results of programs, strategies and research conducted in Footpath I
3. International and Regional Agreements that Nauru has committed to:
 - (i) Education for All,
 - (ii) Millennium Development Goals,
 - (iii) Education for Sustainable Development
 - (iv) FORUM Basic Education Action Plan (FBEAP) Benchmarks
4. Reports on the Status of Education in Nauru (PRIDE, AusAID, Consultants)
5. The Nauru National Strategic Development Strategy (NSDS)

These goal statements are summarized in a table on pages 28-30. This table provides Milestones for each Key Focus Area.

KEY FOCUS AREA 1
OUR STUDENTS

GOAL	Student Attendance rates for all year levels to Year 10 exceeds 85%
CONTEXT	<p>The Attendance rate across all year levels in 2007 was 67%, up from 62% in 2006. A 2007 survey of 530 students who were classified as chronic truants in 2006 provides a wide range of reasons for truancy. These included:</p> <ul style="list-style-type: none">(a) student required to stay home for domestic duties and food gathering(b) parental shame at having to send their child to school without food, uniform or basic school supplies(c) school not valued by parents or students because teachers were not presenting engaging, relevant or structured lessons(d) bullying – from other students and teachers(e) no transport
STRATEGY	<p>The basic strategy is to make school attractive so that students want to come to school rather than force students to attend school.</p> <p>Increased attendance requires attention across all areas of schooling including:</p> <ul style="list-style-type: none">1. Improved quality of teaching – more relevant and engaging lessons2. Attractive curriculum3. Improved physical infrastructure of schools such as desks, toilets and libraries4. Supply of basic school materials such as texts, uniforms5. Improved school transport6. Supportive school environment policies7. Attention to nutritional needs of students8. Active involvement of Liaison officers in dealing with truants9. Improved tracking and reporting of student attendance10. Public awareness program on the value of schooling
PERFORMANCE INDICATOR	By 2013, attendance rates are above 85% across all year levels

OUR STUDENTS

GOAL	Every student will have a personal Footpath of defined studies after Year 9 and retention rates to Year 12 will increase
CONTEXT	Currently there is no vocational guidance advice for students entering upper Secondary. Only 17% of students remain at school after Year 10 to complete an academic curriculum. The 2006 “Hearts and Minds” Survey reported that “over 90% of students might continue to Year 12 if they could choose a combination of studies, - academic, TVET and Life Skills” (p 5). TVET and Life Skills strands of the curriculum need to be provided as valued footpath of study.
STRATEGY	<ol style="list-style-type: none">1. Engage a Guidance Officer to advise Year 9 to 12 students on career pathways, study options and personal development issues2. Provide comprehensive curriculum for all learners3. Repeat Hearts and Minds Survey to determine Youth expectations of schooling
PERFORMANCE INDICATOR	Retention to Year 12 exceeds 65% of the potential Year 12 cohort by 2013

OUR STUDENTS

GOAL	Boys and girls share equally in the benefits of our education system
CONTEXT	The ratio of girls to boys up to Year 8 is 1; 1.007; However in upper Secondary, girls dominate the enrolments and in 2005 to 2007, of the 45 Year 8 scholarships, 28 went to girls. There is a need to reengage boys in the Education system at the Secondary level
STRATEGY	<ol style="list-style-type: none">1. Provide vocational guidance at Secondary level to show relevance to schooling
PERFORMANCE INDICATOR	By 2013, the number of Year 8 and Year 12 scholarships are shared equally by boys and girls

OUR STUDENTS

GOAL	Students will have pride in their Nauruan culture and identity
CONTEXT	One of the aims of the Education system is to provide a footpath for a student that develops in them the confidence to operate in the Nauruan community and economy. This aim is achieved by endorsing a curriculum which values Nauruan culture and history and is grounded in a Nauruan epistemology.
STRATEGY	<ol style="list-style-type: none">1. Continue to develop the Rich Task curriculum that values Nauruan identity

2. Introduce a Nauru Language policy in school
3. Integrate Nauruan industry and community, including Rehab and RonPhos, into curriculum content

PERFORMANCE 1. Students in Year 3 speak and write Nauruan fluently;
INDICATOR 2. At least one Rich Task per year level has a Nauruan context
3. School exams test knowledge of Nauruan culture

OUR STUDENTS

GOAL Students will learn in a supportive school environment, which encourages engagement in the schooling process

CONTEXT Students can sometimes find school an unsettling experience, especially if bullying and exclusion are present in the school environment. For example:

- The 2007 Truants survey and the 2006 Hearts and Minds Surveys both reveal bullying as a reason for not attending school;
- Liaisons Officers report behavior management of students as a major issue;
- Schools have weakly developed or inconsistent Behaviour Management policies
- Teachers have little formal training in behaviour management

STRATEGY 1. Introduce a Supportive School Environment Policy and a Behaviour Management Policy
2. Provide training for teachers and Liaison Officers in behavior management
3. Introduce programs, such as “Strive for 5”, to provide a framework for the implementation of the Supportive School Environment Policies

PERFORMANCE Number of students disciplined by Liaison Officers decreases by 50% by
INDICATOR 2013

KEY FOCUS AREA 2

OUR CURRICULUM

GOAL Provide relevant study footpaths for every student from Infants to leaving school

CONTEXT Learning for Nauruan students is promoted when the content and context of a curriculum is relevant to a contemporary Nauruan student. This requires a curriculum structure which is grounded in Nauruan content, but capable of adapting to the constant change in what is seen as relevant by Nauruan students. The curriculum program which achieves this and which has been trialled in Footpath I and endorsed by PRIDE, is the “Rich Task” program.

STRATEGY 1. Continue development of the Rich Task program of curriculum organization to extend the coverage of curriculum materials to 65% by 2013. Maintain the

- CASE supervision of the development of the program
- 2. Continue Teacher Training in the pedagogies associated with Rich Tasks
- 3. Provide logistic support to developing new Rich Task materials
- 4. Continue to review the effectiveness of Rich Tasks at all levels
- 5. Continue backward mapping of Rich Tasks to ensure that the content and skills provided to students who exit at Year 12 prepare them for Tertiary courses
- 6. Conduct parent awareness programs of the Rich Task Program and support teachers in presenting workshops regionally and internationally in the Program.

PERFORMANCE Rich Tasks occupy 65% of the lesson time by 2013 in Years 1 to 9
INDICATOR

OUR CURRICULUM

GOAL Seamless linkages exist between all stages of the education and training process

CONTEXT The NSDS, Social Sector Priority is “to improve the educational system focusing on quality, scope, (primary Secondary, vocational and life and trade skills) and reach (new audiences such as mature age)”.

This priority sets the scope and reach of the Education system. It requires five distinct groupings of students; Infants, Primary; Middle School, Secondary and Youth. Services to these groups are currently provided by three Education Service providers; The Education Department, Kayser College and Youth Affairs.

The Linkages from Infants to Upper Secondary and across the Education Department and Kayser are based on common curriculum and are strong. The Youth Affairs curriculum or programs have weak linkages to school sector programs and Secondary programs have unsure linkages to Tertiary institutions or Trade Training providers. Currently there is no body to provide formal Adult Education.

- STRATEGY
1. Establish a Curriculum Accreditation Authority which establishes and mandates a seamless curriculum which includes a Youth Affairs curriculum
 2. Establish a Qualifications Framework which provides a pathway to University, Trade School or other post Secondary Training opportunities
 3. Provide entry to Youth Affairs programs to only students over 20 years of age, or have sat the NSS Year 11 and 12 curriculum program
 4. Strengthen the Year 10, 11, 12 program to included TVET, Life Skills and Work Experience
 5. Develop programs to cater for older students with children, disabilities, economic hardship or domestic situations which restrict access to normal education programs
 6. Develop partnerships with University and Trade course providers
 7. Establish a new position within CASE to provide Adult Education classes using the facilities of the new Nauru Secondary School after normal school hours

PERFORMANCE All students can progress through the Education and Training system
INDICATOR

OUR CURRICULUM

- GOAL Values depth of knowledge and understanding, in relevant areas
- CONTEXT With the explosion in the volume of knowledge, the problem for educators is to select what is important knowledge that is taught in schools. A curriculum can become cluttered with knowledge resulting in students acquiring “shallow” learning of knowledge without the depth of understanding. Students need to acquire skills in accessing new knowledge and critically examining that knowledge.
- STRATEGY
1. Provide critical literacy skills in the curriculum using the Rich Task framework
 2. Commission literature and environmental scans at three year intervals to report on the adequacy of the knowledge provided across the curriculum in the context of the aims of the education system
 3. Survey students, parents and employers on the adequacy and depth of content in the curriculum
- PERFORMANCE INDICATOR Teachers express satisfaction that the knowledge component of the curriculum is balanced

OUR CURRICULUM

- GOAL Students are proficient in the Nauruan language
- CONTEXT There is currently no requirement for Nauruan students to be proficient in our own language. Evidence suggests that for a student to learn in a second language, they must be proficient in their Primary language
- STRATEGY
1. Introduce a Language Policy that requires all students to Year 3 to be immersed in Nauruan
 2. Produce Resource materials including a set of Nauruan Readers
 3. Train teachers to use the resources and to use standardised Nauruan in class
- PERFORMANCE INDICATOR Policy exists and is enforced

OUR CURRICULUM

- GOAL Provides students with a set of Life Skills as defined by SPBEA
- CONTEXT SPBEA and UNESCO have produced a list of Regional Benchmarks in Life Skills. Life Skills are defined as *“knowledge, skills, attitudes, values and behaviours embedded in the local (and embracing the global) context which empower an individual to improve and sustain quality of life in their community and beyond.”*

Life Skills include team work, environmental awareness and respect for others. In the past it had been assumed that schools develop Life Skills in students, but this goal mandates that assumption

- STRATEGY
1. Review Rich Tasks to map the Tasks which contain the components of the Life Skills as published by SPBEA
 2. Embed any Life Skills which are not covered in the formal curriculum
 3. Provide training for teachers in teaching the Life Skills
 4. Assess and report on levels of students in achieving the Benchmarks

PERFORMANCE Students demonstrate Life Skills
INDICATOR

OUR CURRICULUM

GOAL Support reading, writing and understanding English

CONTEXT Our goal in Education is to provide students with a framework that allows them to leave school and be able to operate in a complex global network. For this they need to be competent in English.
Texts, especially at a level of Secondary and beyond, are written in English. Parents have expressed a strong desire to have their child taught English

- STRATEGY
1. Support the 4S Reading Program
 2. Measure Literacy Benchmarks and report the results
 3. Train teachers in teaching English as a subject
 4. Provide resources such as texts, and library equipment

PERFORMANCE Improvement in Literacy Benchmarks
INDICATOR

OUR CURRICULUM

GOAL TVET is promoted as a valued pathway for all Learners

CONTEXT The NSDS requires education to be broadened include vocational and life skills education.
The Hearts and Minds survey revealed that young people see Secondary Education as being academic in nature and were not aware of the TVET scope of a secondary curriculum.

- STRATEGY
1. Develop, staff and resource a TVET Curriculum
 2. Develop a Qualification Framework that provides accreditation for TVET courses
 3. Promote TVET through the Guidance Officer and public displays of student work

PERFORMANCE Percentage of students choosing a TVET pathway is greater than 33%
INDICATOR of students enrolled in Years 11 and 12

OUR CURRICULUM

- GOAL Support for all learners, including those with Disabilities and Special needs
- CONTEXT The current curriculum has no footpath for students who are disable students or students with special learning needs such as hearing, sight, or intellectual impairment
- STRATEGY
1. Able Disable Curriculum developed
 2. All students in Infants tested for Hearing, Sight and Motor Skills and data recorded in association with Health Department
 3. Able Disable Centre refurbished
 4. Special needs teachers trained for Primary year levels for those student with reading difficulties,
 5. Support for hearing and visual impaired learners provided
- PERFORMANCE Number of students at Able Disable increased to 40;
- INDICATOR Permanent site for Able Disable established

OUR CURRICULUM

- GOAL Have an assessment program that is inclusive and aligns with a regional qualifications framework
- CONTEXT Assessment serves many purposes. The first group of purposes involves reporting to students on their progress and allowing teachers to measure the effectiveness of their teaching; the second group of purposes relates to providing quality assurance of the standards of student performance
- STRATEGY
1. Provide Teacher training in assessment
 2. Certify teachers as registered assessors
 3. Use services of SPBEA to provide quality assurance measures of standards Courses through regular visits and adherence to a regional qualifications framework
 4. Develop and disseminate an Assessment Policy for all schools and levels of courses
- PERFORMANCE Assessment Policy exists and enforced
- INDICATOR Qualification Framework endorsed

OUR CURRICULUM

GOAL	Provide Work Experience for Secondary students
CONTEXT	A work experience program has many benefits for students through introducing them to the world of work and benefits for the school and employers in developing productive partnerships.
STRATEGY	<ol style="list-style-type: none">1. Appoint a Work Experience Coordinator2. Develop a formal work experience program with goals and a policy3. Timetable a Work experience program in the school calendar
PERFORMANCE INDICATOR	Work Experience program exists

OUR CURRICULUM

GOAL	Is explicit in what students need to learn and in the minimum hours required for various areas of learning
CONTEXT	Curriculum documents need to guide teachers in what outcomes are expected in students and how much time teachers need to spend on various areas of learning
STRATEGY	<ol style="list-style-type: none">1. Develop curriculum of specific learning outcomes required in English, Maths, Science, Social Science, TVET and Life Skills for all appropriate year levels.2. Backward map the outcomes with Rich Tasks to extract the learning outcome covered in Rich Tasks3. Produce a teachers' guide for all year levels for all Rich Tasks and other content organisers. The Teacher's guide shows explicit details of what learning outcomes are expected of a student at various stages of the school cycle4. The Curriculum Board prescribes minimum hours of study for various courses and topics or subjects within a Course5. The Curriculum Board will investigate setting minimum homework hours for each year level.
PERFORMANCE INDICATOR	Teachers Guide exists for all year levels for all content organisers

KEY FOCUS AREA 3

OUR TEACHERS

GOAL All teachers registered and qualified, especially in ESL teaching pedagogies

CONTEXT The PRIDE 2007 report identified the need to train teachers as the highest priority for Education and Training. Currently less than 10% have a degree. The lack of teachers with qualifications is significant at the Secondary level.

STRATEGY

1. Increase percentage of male and younger teachers through improved training and better career opportunities. Survey and prepare a profile of teaching workforce to show this data
2. Provide upgrading for Infants and Primary teachers in curriculum content
3. Provide structured training course for up to 70 Trainee over four years teachers leading to a teaching qualification
4. Provide Inservice course, leading to teaching qualifications, for existing teachers
5. Provide leadership training for Principals and aspiring leaders
6. Provide specialised training for specialist positions such as Assessment, disabilities/inclusive education and Secondary specialist areas
7. Engage expatriate teachers to act as mentors, and take classes while teachers are training
8. Consider flexible Term dates to allow for inservice course
9. Appoint a training coordinator to provide support services to teachers undertaking upgrading courses
10. Negotiate Agreements with Universities to provide teacher Training and upgrading courses

PERFORMANCE INDICATOR

1. Teaching workforce survey instrument developed, disseminated, collected and analysed
2. Upgrading and inservice programme developed and implemented.
3. Teachers have a relevant teaching qualification.
4. Secondary has specialist teachers in English, Maths, Science, TVET,

OUR TEACHERS

GOAL Teacher skills, performance and competency levels monitored and evaluated

CONTEXT Currently there is a need for a

- System of teacher registration and standards for being a teacher.
- Guidance on qualifications or training for those who want to be teachers.
- Requirement for teachers to maintain their teaching competency or upgrade their skills once they enter the profession
- Program to train teachers that aligns with changing system needs
- Facility to train teachers

- STRATEGY 1. Establish a Teacher Registration Authority (TRA) with authority to
- (i) register all teachers,
 - (ii) conduct teacher performance reviews,
 - (iii) accredit and conduct Teacher Training courses
 - (iv) set remuneration and employment conditions for teachers
2. Conduct awareness raising program of the TRA with teachers, principals and other key stakeholders.
3. Establish a formal program to train teachers
4. Establish and resource a Teacher Training Centre
- PERFORMANCE A set of standards for teaching is published and regulated by a Teacher
- INDICATOR Registration Board

OUR TEACHERS

- GOAL Our Secondary School staffed by qualified specialist teachers
- CONTEXT Secondary classes require 25 teachers who are registered teachers and who have expertise in a particular subject area. Currently there are 13 and these are expatriates.
- STRATEGY 1. Negotiate with a teacher training service provider to train 25 Secondary teachers in English, Maths, Science, Social Science, TVET
2. Develop a relationship with a teaching service, University or Training Provider such as FIT to provide an exchange program for Secondary teachers
3. Work with Teacher Registration Authority to provide framework of qualifications required for secondary teaching
- PERFORMANCE Secondary classes are staffed by qualified secondary teachers
- INDICATOR

OUR TEACHERS

- GOAL A Learning Community of Teachers is established
- CONTEXT All professions require lifelong learning commitments from its members. Education and Training require teachers to involve themselves in professional dialogue at regular and structured situations.
- STRATEGY 1. Provide opportunities for our teachers to upgrade their skills, be involved in professional discussions
2. Establish Professional Associations of teacher – eg Infants teachers, Science teachers
3. Provide opportunities for our teachers to present their work to Regional and International forums
4. Support the Social Moderation as not only as an assessment strategy but also an opportunity for professional dialogue
5. Conduct regular Principal and TIC meetings

PERFORMANCE INDICATOR Teachers present papers or make presentation to Regional workshops
Social Moderation meetings held once per semester
Professional associations established
Meetings well attended

OUR TEACHERS

GOAL Principals have Post Graduate qualifications in Leadership in an Education context

CONTEXT Principals are the most recognisable leaders in Education due to their visibility as the senior Officer at school sites. Principals have daily contact with all our students and are frequently consulted by parents and community on education and training issues

STRATEGY 1. Provide a post graduate Leadership training for Principals
2. Require all appointees to Principal and Teachers in Charge positions to have a Leadership qualification
3. The Department Education mandate the content of the Leadership Units to be covered in the Leadership training program

PERFORMANCE INDICATOR Principals possess Post graduate Leadership qualifications

KEY FOCUS AREA 4

OUR SCHOOLS

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GOAL Our Schools have electric power, running water and flushing toilets

CONTEXT Currently Nauru Secondary and Yaren Primary are the only schools with continuous power. Other schools have power for six hours per day in one week but no power the next week. Apart from the obvious disruption this causes to the use of ICT equipment, lights, fans and office equipment, the water pumps for the toilets are also disabled.

STRATEGY 1. Provide each school with a water reticulation system that relies on gravity for pressure rather than electricity
2. Participate in a solar power project at Nauru College with Utilities
3. Provide each school with a generator of sufficient capacity to run the school library, ICT facility, Office and toilets
4. Maintain the trial position of Buildings Supervisor
5. Provide Building Supervisor with transport

PERFORMANCE INDICATOR School have continuous power

OUR SCHOOLS

GOAL	Libraries equipped with affordable ICT technology
CONTEXT	The NSDS vision of producing students who can operate in a global context, and the Rich task pedagogy requiring students to access and critically evaluate information, requires our students to be competent in the use of ICT technology. The constant growth in the amount of knowledge in the world, and the form in which it is available requires Libraries to adopt ICT technology.
STRATEGY	1. Equip Libraries at NSS, Nauru College, Kayser, Aiwo and Yaren with ICT technology that integrates with Nauru's Communications network 2. Teachers and students trained in the use of the ICT technology
PERFORMANCE INDICATOR	Library has ICT facilities

OUR SCHOOLS

GOAL	Schools have safe and healthy learning environments
CONTEXT	Learning is promoted by an environment that is free from environmental dangers, physical abuse, bullying or lack of discipline. The school environment needs to be secure through policies that promote tolerance, avoids violence and requires a framework of school rules for students and teachers.
STRATEGY	1. All schools enrol in the Healthy Schools Program organised by the World Health Organisation 2. Develop a budgeted program of regular maintenance and repair of education buildings 3. Schools fenced 4. Environmental and Liaison Officers policy continues; E.O. responsible for school maintenance 5. School Rules are displayed in each school 6. Teachers exhibit respect for each other and for students 7. Behaviour Management Policy developed 8. All schools participate in the safe and healthy school programme 9. Reliable security measures are taken for each school The Environmental Officer supervises the cleaning of schools 10. Cleaner provided with training 11. Schools provided with cleaning supplies
PERFORMANCE INDICATOR	Staff, students and parents express satisfaction with school environment Buildings program of repair and maintenance exists A safe and healthy learning environment established in each school

OUR SCHOOLS

GOAL A qualified team of frontline staff ensure schools are provided with timely and efficient administration and logistics support

CONTEXT Schools are seen as the sites where “the tyre meets the bitumen”. They are where our students are and this is where we need to concentrate on their professional duties. This requires a team of trained administrators to service the administration and frontline needs of schools such as pays, leave, logistics, transport, urgent repairs, finances and tuckshops.

STRATEGY 1. Provide Frontline Courses for all administration and service staff of the Department
2. Provide facilities, equipment, software applications and policies that facilitate provision of timely services to schools

PERFORMANCE INDICATOR Administration staff have Frontline qualifications

OUR SCHOOLS

GOAL Reliable and efficient Bus service delivers students to school and to home on time and provides service to schools when transport is required for excursions, workshops, deliveries, meetings

CONTEXT Parents gave transport problems as a main reason for their child not going to school. Teachers quote late bus arrivals at school for not starting at 8.00 am. Principals complain busses are not available for excursions. A bus which is regularly 30 minutes late in starting school, means that a child loses 10% of their allocated teaching time, or 1 year of schooling over 10 years.

STRATEGY 1. Negotiate a MOU with Transport Department for improvement in schedules and bus and transport availability
2. Ensure safety practices are observed in transport operations

PERFORMANCE INDICATOR All buses arrive before 8.00am and have all students home before 2.30pm

OUR SCHOOLS

GOAL TVET and Trade Training facilities are operational

CONTEXT The proposed Upper Secondary curriculum contains significant TVET and Life Skills offerings. These are at the Certificate I to IV level and require appropriate facilities and resources. These include facilities for students to learn skills related to the building and mining trades, hospitality services, the marine economy, and the electronic services economy. The new NSS site provides a building for these offerings, but the building needs to be equipped with appropriate facilities

- STRATEGY 1. Conduct an audit of TVET needs and associated courses using the services of UNESCO
2. Use the audit to
- (i) Prepare a list of courses and accreditation requirements
 - (ii) Prepare a TVET staff organisation chart
 - (iii) Prepare a list of required facilities and equipment
 - (iv) Prepare a timetabled work program which shows efficient use of the resources provided in (iii) and the staff provided in (ii)
 - (v) Provide a community and student awareness campaign to promote the TVET program
3. Engage qualified TVET training and teaching staff, and consider the use of short term contracted trainers
4. Consider increasing efficiency of the TVET budget by use of ICT to deliver some skills training competencies

PERFORMANCE INDICATOR Facilities for TVET courses are available

OUR SCHOOLS

GOAL A long term schools maintenance, refurbishment and replacement program exists

CONTEXT Schools are expensive assets and require regular maintenance and refurbishment programs to meet changing education and demographic needs.

- STRATEGY 1. Develop a capital works program for schools
2. Review the School's Buildings Policy introduced in 2007
3. Implement and support the revised Building Policy

PERFORMANCE INDICATOR Students are adequately housed and provided with appropriate learning facilities

OUR SCHOOLS

GOAL School hours and length of time at school will be reviewed

CONTEXT Although the starting time of schools is 8.00 am, classes rarely start until 9.00 am. – a loss of 20% of teaching time per day. By the time a student finishes Year 10, they have lost two years of schooling.

If Secondary students are to be encouraged to engage in the education process, it may be beneficial to make school hours more flexible to allow for Work Experience, on the job training, specialised research, intensive full day programs with visiting experts, or efficient use of limited specialist teaching staff.

- STRATEGY 1. Prepare a series of options for school hours for consideration by stakeholders
2. Set minimum instruction time for students in various year levels and enforce them

3. Negotiate MOU with Transport Department to guarantee timely arrival and departure of students

PERFORMANCE Students are provided with full instruction time per term.
INDICATOR

KEY FOCUS AREA 5

OUR PLACE IN THE COMMUNITY

GOAL Schools will operate as part of the community

CONTEXT Community ownership and involvement in schools is one of the factors identified in the literature as being a hallmark of a successful an effective schools

STRATEGY

1. Strengthen linkage and integration with the delivery of education programs in which community participation is encouraged.
2. Support Parents and Citizens Associations
3. Work with local community NGOs and interest groups such as Father's Club, Sporting Clubs, Churches and others.
4. Community members represented on Education and Training Committees

PERFORMANCE Active Parents and Community Associations in each of the 10 schools
INDICATOR

OUR PLACE IN THE COMMUNITY

GOAL Our student report cards will be transparent and meaningful accounts of students' progress

CONTEXT To be accountable, schools need to report in terms which are readily understood by parents and students. The reports provide the student's progress against the stated aims of the school in terms of learning outcomes for each student.

STRATEGY

1. Review existing format of report cards
2. Ensure report cards are informative and reflect a meaningful account of students' progress
3. Ensure all students receive a report
4. Train teachers to complete report cards
5. Conduct awareness raising campaign with community on understanding the report card

PERFORMANCE Stakeholders express satisfaction with format of report cards
INDICATOR

OUR PLACE IN THE COMMUNITY

- GOAL Schools will be venues for Youth and Adult and continuing education and training programs
- CONTEXT The National Sustainable Development Strategy calls for our Education and Training system to broaden its scope to include Adult Education.
- STRATEGY
1. Develop a policy on Adult and Community Education
 2. Develop a program for Adult and Community Education and Training (ACET)
 3. Train resource people to teach the program
 4. Develop policy on shared use of resources and facilities
 5. Appoint a co-ordinator to manage the ACET program
 6. Provide relevant resources for Adult and Community Education and Training
 7. Conduct community awareness programs on ACET.
 8. Provide funding for ACET
 9. Negotiate a MOU with Youth Affairs Directorate to delineate the groups and the services that are to be provided by Education and by Youth Affairs to avoid duplication of services, or some groups “dropping between the cracks”
- PERFORMANCE Youth, Adult and Community Education policy developed and
INDICATOR implemented

KEY FOCUS AREA 6

OUR ACCOUNTABILITY

- GOAL The operations and performance of the Education and Training Department are reported annually
- CONTEXT Education and Training is a priority of the NSDS. The government allocates a significant percentage of its Budget to this priority. The community and government need to be assured that the investment is being monitored.
- STRATEGY
1. Develop and support the Curriculum, Accreditation, Statistics and Examinations (CASE) unit to provide the Monitoring and Evaluation services to the Department
 2. CASE to prepare an Annual report which shows the level of progress in achieving the goals of this Strategic Plan. In particular, report against each performance indicator provided in Annual Operation Plan of the Department
 3. Report published and made available for all stakeholders and public.
 4. Train CASE staff in Monitoring and Evaluation skills
 5. Provide CASE with resources, including human resources, to ensure Accountability programs are effective
 6. CASE conducts annual satisfaction survey of all stakeholders
- PERFORMANCE Annual Report produced
INDICATOR

OUR ACCOUNTABILITY

- GOAL The quality of student outcomes and teachers' performances are monitored and reported
- CONTEXT The learning outcomes of our students need to be on par with regional standards. Our teachers need to be competent in their performance
- STRATEGY
1. Provide the CASE unit with resources and policies to allow it to provide the accountability services to the Department
 2. CASE conducts benchmark and standardised testing and makes results available to decision makers
 3. Develop Teacher Appraisal Program
 4. CASE, in collaboration with the Principals, conducts teacher performance reviews and
 - (i) Provides feedback to teachers
 - (ii) Makes recommendation based on teacher's performance
 - (iii) Ensures continuous improvement in teachers' skills
 - (iv) Ensures performance is recorded in teacher's file
 5. Train Officer for Teacher Appraisal
 6. CASE publishes reports on student outcomes
 7. CASE maintains a secure record of student and teacher performance
 8. Maintain a secure Scholarship database
- PERFORMANCE INDICATOR Reports on student results in regional benchmark tests and on teacher performance are published.

OUR ACCOUNTABILITY

- GOAL Timely data is available to our Education planners and managers to make evidence based decisions
- CONTEXT The Department aims to make decisions based on evidence. The evidence can come from existing data, from trials, from the literature, from workshops or analysis of departmental performance
- STRATEGY
1. Operate a functional Education Management Information System that is used by CASE
 2. Provide training for staff in maintaining the system
 3. Build an ICT networking system that allows data and file sharing between Support Office and Schools.
 4. Train staff to analyse data and present reports
- PERFORMANCE INDICATOR
1. Timely presentation of reports
 2. Improved communication capability between Support Office and Schools

OUR ACCOUNTABILITY

- GOAL Provide regular reviews of the Strategic Plan
- CONTEXT This Plan is based on the vision NSDS has of the world in 2013. Developments in ICT will impact on the delivery of education services. Sixty five percent of education funding is from donors who may reorder their priorities, and opportunities for improved efficiency may arise in the next five years.
- STRATEGY 1. Annual reviews of Footpath II,
2. Implement Footpath II through Annual Operation Plans which allow for flexibility
- PERFORMANCE Annual Review approves extension of Footpath II
- INDICATOR Annual Operation Plans produced

OUR ACCOUNTABILITY

- GOAL Ensure equitable and efficient allocation of resources
- CONTEXT The Department expends over \$4 million annually and operates ten school sites. Resources allocated to schools need to be equitable and efficient.
- STRATEGY 1. Maintain an asset register updated by annual stocktake and audit
2. Create and appoint an Asset Manager
3. Operate a software program that tracks all assets and consumables, including texts and materials in schools.
4. Prepare table of various ratios that allows comparison of allocations to various schools and year levels.
5. Prepare schedule of annual allocation of resources to each school
6. Ensure transport available for efficient distribution.
7. Provide secure storage for consumables and assets at school and Departmental level
- PERFORMANCE Asset Management Database is available and a process is in place to
- INDICATOR monitor it

KEY FOCUS AREA 7

OUR EDUCATION SYSTEM

- GOAL We will operate under a new Education and Training Act which governs the curriculum taught, standards of learning and teaching, accountability of the Department, operations of schools and reporting.
- CONTEXT The existing legislation is based on a Ordinance last amended in 1954 and it now needs to be updated

- STRATEGY
1. Prepare draft Bill for consideration by Parliament
 2. Prepare material to assist community to be made aware of proposals in the Bill
 3. Conduct community awareness program on all aspects of the Bill

PERFORMANCE An Education and Training Bill is enacted.

INDICATOR

OUR EDUCATION SYSTEM

GOAL The Goals of our Education System align with the Nauru National Sustainable Development Strategy Goals

CONTEXT The Nauru National Sustainable Development Strategy is the endorsed government blueprint for Nauru's development. Education strategies need to be aligned to the National strategies.

- STRATEGY
1. Prepare a strategic plan that aligns with the NSDS goals
 2. Develop Annual Operation Plan to implement the Strategic Plan programs
 3. Strategic Plan is reviewed annually and Annual Operation Plan reviewed quarterly
 4. Report to Aid Management Unit and NSDS Implementation Unit as required
 5. A comprehensive review of NeatRP is conducted in mid 2010

PERFORMANCE Department's Strategic Plan aligns with NSDS

INDICATOR

OUR EDUCATION SYSTEM

GOAL Is sustainable in terms of human and financial resources

CONTEXT In 2007-08 the Education Budget consumed \$4 million of the Gross National Income. The number of staff in the Department exceeded 200, but staff need significant skills upgrading. The number of students exceeded 2700, but truancy was 34%. The learning outcomes and level of qualifications of students was below regional standards. This Strategic Plan lays a sound foundation to address these issues, but the gains need to be sustainable in the context of the financial capacity of the country and ability of Department to retain the skills it develops

- STRATEGY
1. Prepare annual Budgets that fund recurrent salary and staff expenditure and sustain operations of the System
 2. Promote the value and importance of Education and Training to the Community
 3. Prepare long term projections on student and teacher numbers
 4. Prepare a succession plan for higher level positions
 5. Establish a human resource capacity building program
 6. Consider scope for parental financial contributions for schooling

7. Consider a training levy on employers to partly fund education
8. Consider ways to retain staff trained at Departmental expense
9. Develop productive partnerships with donors and regional education and training bodies
10. Consider franchising and forming alliances with other service providers to deliver sustainable quality services
11. Develop a position paper on corporatising the Education and Training system, or aspects of the system, to ensure sustainability
12. Support Regional initiatives for donor harmonisation

PERFORMANCE Strategies endorsed by government, industries and other stakeholders

INDICATOR Demographic report published by Bureau of Statistics.

OUR EDUCATION SYSTEM

GOAL All stakeholders have a shared vision for Education and Training goals

CONTEXT Quality schools research shows that all stakeholders must have ownership of the programs and policies of the school and the system if quality is to be achieved. This ownership is achieved through consultation and meaningful engagement of all stakeholders. The ownership is demonstrated when all stakeholders have a shared vision.

STRATEGY

1. Use consultative process to develop Strategic Plan
2. Disseminate the Strategic Plan through publications, meetings, activities and ceremonies
3. Principals, as community change agents, “walk the talk” about the vision expressed in the Strategic plan
4. Promote community involvement in the Education process

PERFORMANCE Stakeholders express satisfaction with their ability to influence Education and Training programs

INDICATOR