



Kingdom of Tonga

Ministry of Education and Training

Minimum Service Standards



2025

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Contents

Minister's Foreword.....	3
Chief Executive Officer's Message	4
Why Minimum Service Standards for Schools?	5
What are the Minimum Service Standards?	6
Commitment to education	7
Principles for school improvement.....	8
Areas of the Minimum Service Standards	9
1. Student learning	9
2. Teaching and assessment	9
3. Leadership and management	10
4. Learning environment	10
5. Student well-being.....	11
Overall school performance.....	11
How will the MSS work in schools?	12
Standards and indicators	13
Minimum Service Standards.....	14
1. Student learning	14
2. Teaching and assessment	16
3. Leadership and management	20
4. Learning environment	22
5. Student well-being.....	26
Rubrics.....	28
1. Student learning rubric.....	29
2. Teaching and assessment rubric.....	31
3. Leadership and management rubric	40
4. Learning environment rubric.....	46
5. Student well-being rubric	53
Annex 1 ECE curriculum materials	59
Annex 2 Primary curriculum materials.....	59
Annex 3 Secondary textbooks	60
Annex 4 Different types of professional development	62

Acronyms and abbreviations

ECE	Early childhood education
IEP	Individual Education Plan
MSS	Minimum Service Standards
PILNA	Pacific Islands Literacy and Numeracy Assessment
SIP	School Improvement Plan
STAT	Standardized Tests of Achievement for Tonga

Definitions

Standard

A set of characteristics or a specification to judge the quality of education.

Indicator

Observable measures that clearly articulate what is needed to attain the desired standard.

Supporting evidence

Data and other kinds of compelling documentation that can be collected and used to substantiate a judgement on whether a standard has been achieved.

Data source

Where, what or whom the data comes from. It can be people, documents, or numerical data.

Minister's Foreword

Our children deserve the very best education we can provide. At the Ministry of Education and Training, we are committed to ensuring every child, in every village and island, has access to quality learning opportunities that empower them to reach their full potential. As per the Education Act, it is the responsibility of the Ministry to establish and review standards pertaining to the school environment, teaching workforce, and classroom practice. It is my great pleasure to introduce the latest iteration of the Minimum Service Standards which sets the benchmarks for quality education in every school in Tonga.

The Ministry has reviewed the previous standards considering the various reforms, policies and projects we have undertaken collaboratively in the last decade. Rightly, the community, parents and students have higher expectations, and we have reflected 21st century goals in the new standards. As an education sector, there is a stronger emphasis on inclusion, equity and learning. You will see many changes – some subtle, some major – which reflect the new Tonga Education Strategic Policy Framework 2025-2035 and our vision for education:

Ko e ako fungani 'oku kanoloto ai 'a e "Ko e 'Otua mo Tonga ko hotau tofi'a" 'aki 'a 'etau kafa taha.

Excellence in education that is based on the moto "God and Tonga are our inheritance" and is founded on our working together.

I would like to highlight two important improvements. Firstly, we have put learning achievement at the heart of standards. I want every school focused on the star of learning, from pre-school readiness to early grade literacy and numeracy through to Form 7 examinations. All other standards contribute to this goal.

Secondly, we are introducing a new area: student well-being. A healthy body and soul are needed for a growing mind. Although many of these standards will be familiar to users of the previous Minimum Service Standards, we have emphasised the importance of care for our students social, emotional, spiritual and physical health. We have also included an expectation that schools are promoting our unique culture, language and traditions.

The standards hold all of us accountable for improving education. Principals and teachers can use them to assess their school and prioritise school improvements. Students and parents can use the standards to ensure their right to quality education is being met. The community can hold the school and education system to account using the benchmarks.

I acknowledge and thank all schools for their efforts to improve learning, equity and inclusion for our children. As per my authority in the Education Act, I approve the use of the Minimum Service Standards in all schools.



Hon. Dr. 'Uhilamoelangi Fasi
Minister of Education and Training

Chief Executive Officer's Message

The Minimum Service Standards 2025 are designed for use in all levels of basic education: early childhood education, primary, middle, and high school. The standards replace the earlier version and include updates which align with recent policies and plans. The standards are accompanied by a guide which include directions on how to use the standards to assess schools.

The new standards are divided into five areas:

1. Student learning
2. Teaching and assessment
3. Leadership and management
4. Learning environment
5. Student well-being

Improved rubrics have been developed for each standard to help schools assess whether they meet the standard. The updated MSS Guide includes revised templates for school self-assessment, inspection and school improvement planning.

My colleagues at the Ministry stand ready to support schools and Managing Authorities to implement the updated standards. We can provide advice and guidance on self-assessment and school improvement planning. The updated standards apply to both government and non-government schools and are designed to be achievable and within the power of the school and its community.

The Minimum Service Standards 2025 have been aligned with the goals of the Tonga Education Strategic Policy Framework and complements the new teacher and school leadership standards. The activity was a deliverable in the Corporate Plan and was led by the Quality Assurance Division with input from key divisions and stakeholders. I wish to thank the Global Partnership for Education for providing financial support for the activity and acknowledge the efforts of stakeholders to improve learning in Tonga.



Mr. Isikeli Oko
Chief Executive Officer, Ministry of Education and Training

Why Minimum Service Standards for Schools?

The Government of Tonga aims to improve the quality of education in schools through the *Minimum Service Standards (MSS) for Schools*. The standards provide an accountability system for the Ministry of Education and Training, Managing Authorities, schools and the community. It is essential to achieve a sense of confidence within the community about the quality of education and how resources are being utilised.

Achieving the MSS will ensure quality, equitable and inclusive learning for all students to prepare our students well for success in the future. Reaching the standards helps the education system meet the vision and goals of *Tonga Education Strategic Policy Framework 2025*.

Vision for Education in Tonga 2035

Ko e ako fungani ‘oku kanoloto ai ‘a e “Ko e ‘Otua mo Tonga ko hotau tofi‘a” ‘aki ‘a ‘etau kafa taha.

Excellence in education that is based on the motto ‘God and Tonga are our inheritance’ and is founded on our working together.

Overarching Goals for Education

1. Ako ‘okú ne poupou‘i ‘a e mo‘ui fakapotopotó

An education that is of quality and that is relevant to our way of life, and which will therefore promote the resilience and sustainability of our people.

2. Vahevahe taau ‘a e ngaahi faingamālie akó

That we share resources and ensure equitable access to education.

3. Ngāue fakataha pea ke tākanga ‘etau fohé

That we all take responsibility for the education of our people through shared governance, leadership, and delivery as one.

Tonga Education Strategic Policy Framework 2025

What are the Minimum Service Standards?

The Ministry is responsible for –

(a) improving equitable access to and improving quality of universal basic education for all children in Tonga from age 4 to age 18.

(f) establishing and reviewing national educational standards;

(j) licensing and certification of schools;

(m) ensuring that Minimum Service Standards are established, maintained and implemented for the health and safety of students and staff in schools and on school grounds;

Education Act 2013

Aim

The MSS sets standards for all government and non-government schools from early childhood education (ECE) to Form 7. The overall aim of the MSS is to provide a clear picture and guide to systems, schools and the community of the health of the education system. It provides clear standards that the system and community consider to be essential in maintaining and improving quality education in Tonga.

Purpose

The MSS defines the minimum standards that schools must achieve in different areas (e.g., that all schools have a complete set of curriculum materials) and how these standards will be measured. The MSS is a key tool for guide planning at the school. Schools and communities can prioritize areas where they do not meet the minimum standards.

The school will collect evidence and use this as a measure of the standard they have achieved in each area of the MSS. The end product is not just a score, but the identification of current strengths and limitations based upon evidence that will serve as the foundation for the annual **School Improvement Plan** (SIP). The school grants and subsidies program will provide support for schools to work towards meeting the standards.

Accountability

The MSS also acts as an accountability framework. The government is viewed as being held primarily responsible and accountable for educational outcomes. At the core of the education process are schools. Schools should be accountable to their primary clients: students, parents and the local community. The MSS promotes school-based management where the schools will be responsible for decision making, financial management and improving the quality of educational outcomes for their students.

The Ministry of Education and Training and Managing Authorities can use data from the MSS to guide investments and support to schools and measure the overall quality of education in Tonga.

Commitment to education

Every child in Tonga shall have the right to receive a quality education.

Education Act 2013

The MSS are built on four fundamental commitments to improving education in Tonga.

1. Commitment to high standards

Striving to ensure that all students who attend a school in Tonga achieve the highest standard of learning of which they are capable of.

2. Commitment to school effectiveness

Every school is required to set high standards for student achievement, to assess the educational progress of all students, and to set clear targets for improvement. Through careful, collaborative and strategic planning each school must continually strive to improve its effectiveness.

3. Commitment to quality teaching

All students have the right to be taught by qualified, competent and caring teachers. All teachers are expected to monitor and evaluate students' progress, their strengths and weaknesses, and plan programs that meet their needs.

4. Commitment to community

Education is an essential community service. There must be clear communication and positive and productive relationships between schools, parents and their communities about the achievement of students and the effectiveness of schools. It is essential that parents and the community have confidence in our schools and that standards are being achieved.

Principles for school improvement

The principles of the Tonga Education Strategic Policy Framework are the foundation for school improvement: community, faith, respect, transparency, accountability, humility, commitment and reciprocity.

Tui faka-Kalisitiane

Our communities and parents have affirmed that our Christian faith remains relevant to how we teach and lead our education institutions.

Faka'apa'apa

Respect is foundational to collaboration and building relationships across the education sector. Respect is also foundational to ensuring transparency and accountability in the education system.

Lototō

Humility is a value that is critical for teaching and learning, for accepting new ways of being, and for transformation.

Mamahi'i me'a

Commitment is fundamental to the sustainability and the implementation of the new policy framework. We will need people who are committed to leading the new policy framework.

Feveitokai'aki

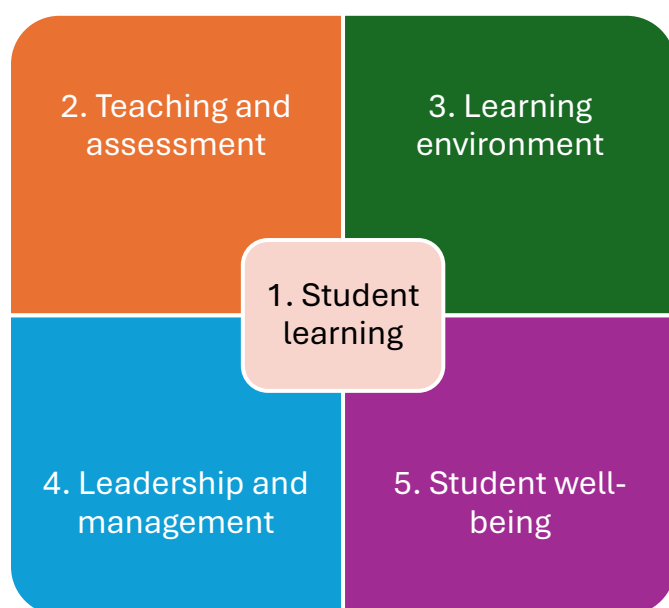
Reciprocity is foundational to building a culture of collaboration and solidarity.

Tonga Education Strategic Policy Framework 2025

Areas of the Minimum Service Standards

The MSS covers five key areas which are essential for achieving quality education. Education research consistently identifies factors such as the quality of the teacher in the classroom and the type of learning environment that is provided by schools as being a major contributor to the quality of educational outcomes.

The MSS describes the minimum standards that a school must achieve in each of these areas.



Each of these areas contribute towards the overall school performance. Schools will have different strengths and areas for improvement over time. The **overall school performance score** represents the sum of the MSS areas.

1. Student learning

Student learning is at the heart of the MSS. Although this is a very important indicator, it is only one of many that contribute toward assessing the quality of education. This area of the MSS includes measures of student achievement through examinations, standardized national and Pacific assessment tools, and regular summative and formative school-based assessment. The area of 'student learning' provides a picture of the value a school has added to a student's level of achievement and whether the school is meeting national and regional benchmarks.

The area also considers other factors which have a major impact on student learning, such as student attendance and repetition rates.

2. Teaching and assessment

Current international research clearly indicate that the most significant factor for student learning is the teacher. The area of teaching and assessment focuses specifically on pedagogy - the strategies and approaches that a teacher uses to develop and deliver a range of learning experiences for their students to ensure learning.

Teachers need to understand that students learn in different ways, at different paces and that they need to be actively engaged in the learning process. For students to learn effectively, participatory and learner-centered methods are essential. Student-centered learning is enhanced when the learning is meaningful and relevant, carefully evaluated, and they are provided with the opportunity to be active participants in their own learning. Teachers must be qualified, knowledgeable, and continuously improving their skills and curriculum expertise through in-service training.

Teaching that is student centered considers the whole child, not just their academic achievement and ability. The social, physical, emotional and spiritual aspects are all taken into consideration. From an understanding of the whole student, teachers are more able to effectively plan, teach and assess learning that meet the needs of all their students, including those with disabilities. It is also essential that teachers incorporate and reflect Tongan cultural identity, traditions and customs so students can reach their full potential.

Effective teaching methods establish a foundation for - and commitment to - lifelong learning.

3. Leadership and management

This area focuses on the capacity of the school leaders and managers to lead improvements in learning, equity and inclusion. A school that is well managed and led is more likely to succeed in developing teaching and learning programs with the needs of students as the central focus and therefore enhance student engagement, attendance and achievement.

Effective management of a school includes the management of finances, facilities, resources, staff and learning. An effective administrator plans strategically, works collaboratively with staff and the community to identify weaknesses and strengths, and prioritizes needs against the MSS. In this role principals establish policy and procedures in their school that ensure the effective, efficient and safe operation of the school.

A quality school keeps accurate records and data and uses data and self-reflection to inform school improvement planning, teaching and learning. For example, using data on attendance and assessment to inform the SIP. Resources are used efficiently, and staff, students, parents and community are engaged and working together to improve educational outcomes.

4. Learning environment

This area of the MSS includes teaching and learning resources and facilities (classrooms, water, sanitation, furniture).

Teaching and learning resources are curriculum documents (syllabi, teacher guides, pupil books etc.), textbooks, reading books, stationery, and other teaching materials. Younger children will need play-based materials. Older students will need access to equipment and materials for science and technology.

Facilities include the physical buildings, equipment and services within the school such as classrooms, offices, water supply, sanitation, electricity, playground, library, and furniture. Older students will need access to workshops, internet, and laboratories for science, technology and computer science. The infrastructure and services must be resilient to disasters.

A quality learning environment will enhance learning by improving access, opportunities and the health of teachers and students.

5. Student well-being

Student well-being refers to the social, emotional, spiritual and healthy attributes of the school. For example, “does the school provide a safe, secure, healthy, and disciplined learning environment for students?” It considers aspects such as the establishment of positive relationships between staff and students and the school and its community.

As all students have the right to education, this area of the MSS also includes gender equity approaches and inclusive education for students with functional difficulties and additional needs. It is important that every student attends school regularly, that students have access to health and nutrition information and services, and the school implements positive behaviour management and conflict resolution. The social, emotional, spiritual and physical health needs of students will be different at different ages. For example, adolescent boys and girls will need appropriate health services, career guidance, and counseling support.

A quality school is one where all learners are welcome, valued and cared for and where the school recognizes the needs of all students.

Overall school performance

‘Overall school performance’ considers the school as a whole and its performance across all areas. It is a holistic picture of the quality of the school as measured across all five areas. There may be some areas in which the school is experiencing limited achievement or not meeting the standard, but in other areas it may be meeting or exceeding the standards. This metric can be tracked over time to see how the school is improving.

A quality school:

- delivers learning experiences that are focused on and responsive to the needs of students.
- offers an inclusive, safe, caring, healthy and supportive learning environment which is relevant to our way of life.
- improves student achievement by taking appropriate action based on the analysis of quality data.
- ensures staff are engaged, motivated and competent.
- ensures leadership is committed, skilled and responsive to the community and school needs.
- ensures that the schools financial and physical resources are managed effectively to fully optimize education outcomes for students.
- ensures that the school works in partnership with the local community.

How will the MSS work in schools?

School profile and self-assessment

Each year, principals and their staff will be required to work together to identify what their level of progress is against the MSS. They will collect data and evidence that supports what they consider to be their level of achievement against each standard. There are indicator(s) for each standard and a rubric for assessing whether the school meets, partially meets, or does not yet achieve the standard. Where applicable, different levels of school may have different indicators to reflect the needs of the age of their students.

During the process, the school will consult the students, parents and community. Principals and staff will then work with District Inspectors to agree which standards are being met and which need improvement through the SIP.

School Improvement Plan

It is essential that schools have clearly prioritized the areas they consider to be areas of high need and develop an SIP that directly reflect these priorities. It is not practical for schools to tackle all areas of need in one year, so the highest needs should be prioritized first. Schools need to ensure that they can set achievable goals and work towards meeting the MSS. Every school has different needs.

Inspection

The Ministry of Education and Training inspects schools regularly to ensure minimum standards are being met and to provide advice on how to improve the quality of education. The authorised officer will use the MSS to conduct the inspection to calculate a score. The MSS ensures that the standards are transparent and measurable. If the score differs from the annual self assessment, the inspector can provide guidance to the principal.

The inspection will always include lesson observations and a meeting with staff and may include meetings with students and parents. The inspector will ask to see documents, data and facilities. Prior to the visit, the inspector will inform the principal and Managing Authority. A Managing Authority can also use the MSS to inspect and support non-government schools.

MSS Guide

The **MSS Guide** explains the step-by-step process on how schools go about implementing the MSS and how to write, share and review the SIP. Principals and staff will need to work together in developing their understanding of the MSS, identify their level of achievement against the standards, and decide which actions that they will undertake to improve their level of achievement. It is important to consult with and inform students, parents and the school's community about the MSS assessment and SIP.

Schools are responsible for their students' education outcomes and lead the decision making and management of resources at the school level to improve the quality of education for all their students.

Standards and indicators

Each standard and indicator has been designed to be:

Specific

The standards are focused and clearly defined.

Measurable

The standards can be reliably monitored so it is possible to judge if they have been achieved.

Achievable

The standards are attainable, realistic and mostly within the power of the school and community.

Relevant

The standards meet an identified need for that level of education and match other policies and best practices.

Easily understood

The standards are easily understood by schools and can be used effectively for inspection, planning and self-reflection.

Flexible

The standards allow flexibility so schools can plan the best way to meet the standard.

Minimum Service Standards

1. Student learning

Standard	Indicator																
1.1 Students achieve the minimum national learning benchmarks.	1.1.i Percentage of students achieving national learning benchmarks, by gender. <table><tr><th>Grade</th><th>Assessment</th><th>Pass rate</th></tr><tr><td>Form 2</td><td>Tonga Secondary Entrance Examination</td><td>Merit ¹</td></tr><tr><td>Form 6</td><td>Tonga Form Six Certificate</td><td>Merit ²</td></tr><tr><td>Form 7</td><td>Tonga National Form Seven Certificate¹</td><td>Merit ³</td></tr></table>	Grade	Assessment	Pass rate	Form 2	Tonga Secondary Entrance Examination	Merit ¹	Form 6	Tonga Form Six Certificate	Merit ²	Form 7	Tonga National Form Seven Certificate ¹	Merit ³				
Grade	Assessment	Pass rate															
Form 2	Tonga Secondary Entrance Examination	Merit ¹															
Form 6	Tonga Form Six Certificate	Merit ²															
Form 7	Tonga National Form Seven Certificate ¹	Merit ³															
1.2 Students achieve the minimum regional learning benchmarks.	1.2.i Percentage of students achieving regional literacy and numeracy benchmarks, by gender. <table><tr><th>Class 4</th><th>Pacific Islands Literacy and Numeracy Assessment (PILNA)</th></tr><tr><td>Reading</td><td>Level 4</td></tr><tr><td>Writing</td><td>Level 4</td></tr><tr><td>Numeracy</td><td>Level 3</td></tr><tr><th>Class 6</th><th>PILNA</th></tr><tr><td>Reading</td><td>Level 5</td></tr><tr><td>Writing</td><td>Level 5</td></tr><tr><td>Numeracy</td><td>Level 5</td></tr></table>	Class 4	Pacific Islands Literacy and Numeracy Assessment (PILNA)	Reading	Level 4	Writing	Level 4	Numeracy	Level 3	Class 6	PILNA	Reading	Level 5	Writing	Level 5	Numeracy	Level 5
Class 4	Pacific Islands Literacy and Numeracy Assessment (PILNA)																
Reading	Level 4																
Writing	Level 4																
Numeracy	Level 3																
Class 6	PILNA																
Reading	Level 5																
Writing	Level 5																
Numeracy	Level 5																

¹ Merit is equivalent to 55 – 60%, ² Merit is equivalent to 58 -76%, ³ Merit is equivalent to 55- 76%, ⁴ Or equivalent international qualification (e.g., USP Foundations, Cambridge Examination etc.). Pass mark set by exam provider. ⁵ Ar- Attendance rate = # of student attendance/ population cohort x 100.

⁶Rr- Repetition rate, # of students repeating = Total cohort x 100. ⁷ Sr- Survival rate = # of graduands/ Total original cohort x 100.

1.3 Students attend school regularly.	1.3.i Student attendance rate, (⁵ Ar) by grade and gender.
1.4 Students complete the academic year and progress to the next grade.	1.4.i Repetition rate, (⁶ Rr) by grade and gender.
	1.4.ii Survival rate (⁷ Sr) grade and gender.

2. Teaching and assessment

Standard	Indicator
Professionalism	

2.1 Teachers must be qualified ⁸ , registered ⁹ and attend school diligently.	2.1.i Percentage of teachers with the minimum teaching qualification.		
	Level	Minimum qualification	Desired
	ECE	Certificate of Teaching (or equivalent)	Certificate in ECE
	Primary		Diploma in Education
	Secondary		Degree in subject area
	2.1.ii Student-teacher ratio.		
	Level	Minimum student-teacher ratio	Maximum student-teacher ratio
	ECE	10	15
	Primary	10	30
	Secondary	12	30
	Composite ¹⁰	17	20
	Multigrade ¹¹	10	16

⁸ As per the Education (Teachers' Registration) Regulations 2021 Section 7, for registration a teacher must have obtained or be working towards a Certificate of Teaching (Teacher Education) or equivalent, issued by an accredited institution in Tonga or abroad.

⁹ Registration may be full, provisional or limited authority to teach (Education (Teachers' Registration) Regulations 2021).

¹⁰ One teacher teaching two different levels.

¹¹ One teacher teaching three different levels

	<table><tr><td>Sole charge¹²</td><td>1</td><td>9</td></tr></table>	Sole charge ¹²	1	9
Sole charge ¹²	1	9		
	2.1.iii Teacher attendance rate.			
2.2 Teachers engage in at least 50 hours of professional development per teacher per year to maintain and upgrade their skills and knowledge.	2.2.i Percentage of teachers with at least 50 hours of professional development per year (e.g., in-service, professional reading etc.). Refer to Annex 4.			
	2.2.ii Teachers maintain a professional file (e.g., in-service attended, appraisal reports, professional reading, planning etc.).			
2.3 New graduate teachers complete a 12-month support and guidance program.	2.3.i Records of graduate teachers are kept (e.g., principal's reviews, observations, etc.).			
	2.3.ii Graduates receive regular observations and feedback on their progress.			
Pedagogy				
2.4 Teachers demonstrate a sound understanding of student-centred approaches to effective teaching and learning across the curriculum and develop learning experiences that promote critical and creative thinking, problem-solving, decision-making skills and deep understanding of concepts.	2.4.i Percentage of teachers meeting standard on the teacher appraisal form.			
	2.4.ii Classroom observations find a mix of whole class, small group, paired, individual and independent study. ECE teachers use play-based approaches.			
2.5 Teachers recognize individual differences in approaches to learning and student interest and provide for this diversity in learning experiences they develop.	2.5.i Classroom observations find a wide range of teaching strategies and approaches to meet the needs of different learners			

¹² One teacher teaching more than two different classes and being the principal.

	and abilities (i.e., questioning, brainstorming, role play, project work, games etc.).
	2.5.ii Differentiated instruction (i.e., adjustment of concepts, level of difficulty, amount of work etc.) is used to meet learning needs of all students, including those with disabilities.
2.6 Teachers evaluate and reflect on their teaching and use this to inform planning.	2.6.i Evidence that teachers evaluate their lessons and use their knowledge of their students to adjust their teaching, planning and pedagogical approach.
2.7 Teachers set clear expectations of behaviour and high expectations for learning (“high expectation, high love”).	2.7.i All teachers use rules, expectations and routines consistently and these are well understood by students and parents.
Curriculum	
2.8 Teachers demonstrate sound knowledge and understanding of the curriculum content and Ministry policies.	2.8.i Classroom observations find teachers have sufficient content knowledge.
	2.8.ii Percentage of teachers using curriculum materials (syllabi, teacher guides, pupil books, student textbooks etc.).
2.9 Teachers plan effectively.	2.9.i Teachers’ planning is well organised, up-to-date and aligns with curriculum and effective pedagogy. Planning is modified based on assessment data.
Assessment and reporting	
2.10 School-based assessment clearly records individual progress by maintaining a portfolio for each student (samples of work, test scores, assessment tasks etc.).	2.10.i Teachers know the strengths and weaknesses of their students (e.g., by reviewing assessment and examination data).
	2.10.ii Individual student assessment portfolios and records are accurate, up to date and passed onto the next teacher.

2.11 Teachers use various assessment techniques to evaluate and track student learning and update their planning.	2.11.i Evidence of a range of appropriate assessment tools and techniques (e.g., observations, standardised tests, self-assessment, checklists, assignments etc.).
	2.11.ii Assessment is planned, continuous, relevant and appropriate. Formative assessment for learning is used regularly. Summative assessment occurs at least once per term.
2.12 Assessment practices reflect the principles of authentic assessment.	2.12.i Assessment processes are fair, inclusive and enable all students to demonstrate their achievements.
	2.12.ii Students receive regular constructive feedback.
	2.12.iii Students and/or parents receive regular reports on progress against curriculum goals (i.e. at least once per term).

3. Leadership and management

Standard	Indicator
3.1 Principal ensures that all staff receive appropriate curriculum, instructional materials and policies.	3.1.i Percentage of teachers with full set of curriculum materials.
3.2 Teaching staff are provided with regular professional development opportunities and appraisals every six months to improve their skills and knowledge.	3.2.i Professional development is conducted on a regular basis, and focuses on improving learning including pedagogy, curriculum, inclusion, and assessment. At least 50 hours per teacher per year.
	3.2.ii Minutes from weekly staff meetings.
	3.2.iii Percentage of teachers who have received an appraisal in the last six months and have a documented performance enhancement plan.
3.3 Principal demonstrates the skills necessary to lead a continuous school improvement process focused on improving student learning.	3.3.i Principal engages students, staff and other stakeholders in frequent conversations about student learning.
	3.3.ii Strategies to improve student learning are the focus of staff meetings on a regular basis. Staff are encouraged to share research, instructional strategies, and learning reflection.
	3.3.iii Annual school improvement plan developed, implemented and reviewed.
	3.3.iv School has a systematic process for collecting, recording, analysing and reporting data.
	3.3.v School policies are developed, implemented and review.
	3.3.vi Job descriptions are developed in consultation with staff and are aligned with the teacher standards.

3.4 Principal establishes procedures and records to maintain efficient and effective operation of the school.	3.4.i Accurate and up-to-date student and staff documentation and records as required by the Education Act and policies (e.g., student enrolment and attendance records etc.).
	3.4.ii School has a system for quickly responding to student and teacher absenteeism to improve attendance.
	3.4.iii School and class timetables ensure all minimum subject hours are met.
3.5 Principal effectively and efficiently manages and uses resources, including financial resources and assets to support positive outcomes for students.	3.5.i Accurate, secure, transparent, and up-to-date financial management and procurement records (e.g., ledger, requisitions, invoices, receipts, statements, reconciliations, acquittals, stock book, fixed asset register, etc.).
	3.5.ii School submits acquittal for grant or subsidies on time as per the grants and subsidies policy.
3.6 Principal fosters positive relationships between the school and all sectors of the community.	3.6.i Evidence of student, parent and community involvement through a range of strategies (e.g., parent-teacher interviews, termly reports, PTA meetings, student councils etc.).
3.7 The school reports data to the Ministry on time.	3.6.ii Annual/monthly school census data submitted on time.

4. Learning environment

Standard	Indicator	
Teaching and learning resources		
4.1 There are enough teaching and learning materials for effective learning.	4.1.i Student-textbook ratio.	
	Level	Minimum student-textbook ratio
	Primary	1 (one for each student)
	Secondary	1 (one for each student)
	For primary materials, please refer to Annex 2 For secondary textbooks, please refer to Annex 3.	
	4.1.ii Student-reading book ratio.	
	Level	Minimum student-reading book ratio
	ECE	5
	Primary	5
	Secondary	10
	4.1.iii All curriculum materials are in good condition, available and accessible in the school administration office as listed by CDU (primary and secondary) or ECE Division (ECE). Records of materials are maintained, up to date, checked and audited.	
	For ECE materials, please refer to Annex 1. For primary materials, please refer to Annex 2. For secondary materials, please refer to Annex 3.	
Facilities		

4.2 Buildings and facilities are clean, furnished, well-maintained and safe for learning.	4.2.i Facilities are clean, orderly and well-maintained and resilient to extreme weather and earthquakes as per the National Building Code of the Kingdom of Tonga. ¹³								
	4.2.ii Classrooms meet the minimum size and meet the MET technical specifications and standard school designs. <table><tr><th>Level</th><th>Minimum classroom area per student</th></tr><tr><td>ECE</td><td>2m²</td></tr><tr><td>Primary</td><td>1.6m²</td></tr><tr><td>Secondary</td><td>1.8m²</td></tr></table>	Level	Minimum classroom area per student	ECE	2m ²	Primary	1.6m ²	Secondary	1.8m ²
	Level	Minimum classroom area per student							
	ECE	2m ²							
	Primary	1.6m ²							
	Secondary	1.8m ²							
	4.2.iii At minimum each classroom will have a chalkboard/whiteboard, locker, cupboard or bookcase, teachers’ chair and desk, and pin board.								
4.2.iv Chair and writing surface (either table or desk) for every student which is appropriate for their age and disability status.									
4.2.v If provided, teachers’ housing is well maintained, clean, safe and has adequate clean water and sanitation as per the National Building Code of the Kingdom of Tonga.									
4.2.vi If boarding school, student dormitories are well maintained, clean, safe and gender segregated with adequate privacy and furniture.									
4.3 Students and teachers have access to safe, clean water for drinking and washing.	4.3.i Improved water source with at least 2 litres of clean water per person per day.								

¹³ <https://www.theprif.org/document/tonga/building-codes-and-standards/national-building-code-tonga-2007-tongan>

	4.3.ii Handwashing station with clean water and soap for every 50 students.												
4.4 Students and teachers have access to gender-segregated, safe, hygienic, accessible, improved sanitation facilities.	4.4.i Student-toilet ratio, by gender												
	<table><tr><th>Level</th><th>Male students</th><th>Female students</th></tr><tr><td>ECE</td><td>20</td><td>20</td></tr><tr><td>Primary</td><td>30</td><td>20</td></tr><tr><td>Secondary</td><td>30</td><td>20</td></tr></table>	Level	Male students	Female students	ECE	20	20	Primary	30	20	Secondary	30	20
	Level	Male students	Female students										
ECE	20	20											
Primary	30	20											
Secondary	30	20											
4.4.ii Teacher-toilet ratio, by gender													
	<table><tr><th></th><th>Male teachers</th><th>Female teachers</th></tr><tr><td>Ratio</td><td>10</td><td>10</td></tr></table>		Male teachers	Female teachers	Ratio	10	10						
	Male teachers	Female teachers											
Ratio	10	10											
4.5 Students have access to gender-segregated, safe, hygienic and accessible changing room/showers.	4.5.i Students have access to a shower room/changing room (e.g., for menstrual hygiene management).												
	4.5.ii Student-shower ratio (secondary and boarding schools only).												
	<table><tr><th>Type</th><th>Male students</th><th>Female students</th></tr><tr><td>Day (e.g., after sport)</td><td>20</td><td>20</td></tr><tr><td>Boarding</td><td>10</td><td>10</td></tr></table>	Type	Male students	Female students	Day (e.g., after sport)	20	20	Boarding	10	10			
Type	Male students	Female students											
Day (e.g., after sport)	20	20											
Boarding	10	10											
4.6 Staff have access to offices or staffroom.	4.6.i Staff room or staff offices.												
	<table><tr><th>Size of school</th><th>Staff room/office required</th></tr><tr><td>Small (<90 students)</td><td>Not mandatory</td></tr><tr><td>Medium (90-180 students)</td><td>Not mandatory</td></tr><tr><td>Large (>180 students)</td><td>Mandatory</td></tr></table>	Size of school	Staff room/office required	Small (<90 students)	Not mandatory	Medium (90-180 students)	Not mandatory	Large (>180 students)	Mandatory				
	Size of school	Staff room/office required											
	Small (<90 students)	Not mandatory											
	Medium (90-180 students)	Not mandatory											
Large (>180 students)	Mandatory												

	All schools to have a head teacher's office. All schools to have at least one computer for administration.
4.7 Students have access to safe, age-appropriate play, recreation or sports facilities.	4.7.i Safe, age-appropriate and well-equipped recreation and sports facilities. For example, a playground for ECE students, sports fields or halls for older students, etc.
4.8 Students have access to services and specialist facilities appropriate to their learning needs.	4.8.i As needed, the school has: • Outside and inside play area (ECE) • Outside and inside learning areas (ECE) • Electricity • Library • Internet for learning (secondary) • Computer lab (secondary) • Science lab (secondary) • TVET workshop (secondary) • Home economics classroom/kitchen (secondary) • Fence • School hall • Secure storage space • Parking
4.9 Facilities are accessible to students and staff with disabilities.	4.9.i Percentage of facilities rated as 'accessible'.

5. Student well-being

Standard	Indicator
5.1 The learning environment is safe, equitable, supportive, orderly and promotes student learning.	5.1.i The physical, social, emotional and spiritual well-being of students is considered by all staff and strategies are implemented to promote this.
	5.1.ii Male and female students are treated equitably. Evidence that the school is working to improve enrolment, attendance, survival, and transition rates for male and female students.
	5.1.iii Gender Parity Index.
5.2 Standards of behaviour are explicit and applied consistently with appropriate consequences. There is no corporal punishment. Teachers know how to respond to reports of abuse, harassment or sexual assault.	5.2.i Behaviour management policies, rules and regulations are clear and shared with students, parents and the community.
	5.2.ii School has a system for reporting and addressing bullying, abuse, harassment or sexual assault. Teachers know their duties and who to report to.
5.3 The school promotes a sense of shared values and respect for each other, the community, and school property.	5.3.i The students and teachers demonstrate the school's shared values through communication, trust and respect for each other, the community and school property.
	5.3.ii Evidence teachers participate in a range of extracurricular activities that support the school and community.
5.4 The school is sensitive to and teaches Tongan way of life, culture, language and history.	5.4.i Students learn about, celebrate, and reflect on Tongan cultural traditions, arts, language and heritage.
5.5 Students have access to age-appropriate nutrition, counselling and health care and teaching.	5.5.i School has at least one trained counsellor.

	5.5.ii Students learn about healthy nutrition, drugs and alcohol, and healthy behaviours. If meals are provided, they are nutritious. Staff do not use alcohol, tobacco, or other drugs in working hours.
	5.5.iii Students receive regular medical checks and screening for physical, vision, hearing, behavioural and learning difficulties. If necessary, students have access to first aid.
	5.5.iv Students take regular exercise and learn about the importance of regular exercise for a healthy life.
5.6 School is prepared for disasters and has taken measures to improve resilience.	5.6.i School has a disaster risk reduction plan which is reviewed annually.
	5.6.ii Students take part in regular emergency and evacuation drills. Staff are trained in emergency procedures.
5.7 Students with disabilities receive inclusive education and, if necessary, have an individual education plan.	5.7.i Individual education plans are written collaboratively, implemented and reviewed regularly. Teachers are aware of any student special needs (including high risk allergies and health needs).
5.8 Teachers set regular home learning activities which are appropriate to the age and learning level of the students.	5.8.i School promotes home learning such as home reading or homework tasks. These are appropriate to the age and learning level of the student. School provides information to parents and students on effective home learning and self study.

Rubrics

For each indicator, the scores will be:

Achievement	Score
Not met yet or no evidence	0
Below the standard	1
Achieving the standard	2

The total number of indicators and maximum points for each area is:

Area	Standards	Indicators	Score for achieving standard
1. Student learning	4	5	10
2. Teaching and assessment	12	23	46
3. Leadership and management	7	17	34
4. Learning environment	9	19	38
5. Student well-being	8	16	32
Total	40	80	160

For each MSS area and the overall school performance, the scoring system will be:

Grading (%)	Level
90-100	Advanced/ Mahulu
70-89	Exemplary/ Hulu
50-69	Achieved/ A'usia
1-49	Emerging

1. Student learning rubric

Standard	Indicator	Not met yet or no evidence (0 mark)	Below the standard (1 mark)	Achieving the standard (2 marks)																		
1.1 Students achieve the minimum national learning benchmarks.	1.1.i Percentage of students achieving national learning benchmarks, by gender. <table><tr><th>Grade</th><th>Assessment</th><th>Pass rate</th></tr><tr><td>Form 2</td><td>Tonga Secondary Entrance Exam</td><td>Merit¹</td></tr><tr><td></td><td></td><td></td></tr><tr><td>Form 6</td><td>Tonga Form Six Certificate</td><td>Merit²</td></tr><tr><td>Form 7⁴</td><td>Tonga National Form Seven Certificate</td><td>Merit³</td></tr><tr><td></td><td></td><td></td></tr></table>	Grade	Assessment	Pass rate	Form 2	Tonga Secondary Entrance Exam	Merit ¹				Form 6	Tonga Form Six Certificate	Merit ²	Form 7 ⁴	Tonga National Form Seven Certificate	Merit ³				Lower than 10% below the pass rate for either male or female students.	Within 10% below the pass rate for either male or female students.	Achieves or exceeds the pass rate for the level for both male and female students.
		Grade	Assessment	Pass rate																		
		Form 2	Tonga Secondary Entrance Exam	Merit ¹																		
		Form 6	Tonga Form Six Certificate	Merit ²																		
		Form 7 ⁴	Tonga National Form Seven Certificate	Merit ³																		
1.2 Students achieve the minimum regional learning benchmarks.	1.2.i Percentage of students achieving regional literacy and numeracy benchmarks, by gender. <table><tr><th>Class 4</th><th>Pacific Islands Literacy and Numeracy Assessment (PILNA)</th></tr><tr><td>Reading</td><td>Level 4</td></tr><tr><td>Writing</td><td>Level 4</td></tr><tr><td>Numeracy</td><td>Level 3</td></tr><tr><th>Class 6</th><th>PILNA</th></tr><tr><td>Reading</td><td>Level 5</td></tr><tr><td></td><td></td></tr></table>	Class 4	Pacific Islands Literacy and Numeracy Assessment (PILNA)	Reading	Level 4	Writing	Level 4	Numeracy	Level 3	Class 6	PILNA	Reading	Level 5			Less than 50% of either male or female students meet the minimum standard.	51-75% of male or female students meet the minimum standard.	More than 75% of male and female students meet the minimum standard.				
		Class 4	Pacific Islands Literacy and Numeracy Assessment (PILNA)																			
		Reading	Level 4																			
		Writing	Level 4																			
		Numeracy	Level 3																			
		Class 6	PILNA																			
		Reading	Level 5																			

	Writing	Level 5			
	Numeracy	Level 5			
	<i>If the school does not take part in a regional assessment, score as 2.</i>				
1.3 Students attend school regularly.	1.3.i Student attendance rate, by grade and gender. (⁵ Ar)		Less than 80% attendance rate for either male or female students.	81-90% attendance rate for either male or female students.	91% or higher attendance rate for both male and female students.
1.4 Students complete the academic year and progress to the next grade.	1.4.i Repetition rate, by grade and gender. (⁶ Rr)		>2%	1-2%	0%
	1.4.ii Survival rate, by grade and gender. (⁷ Sr)		Less than 95% for either male or female students.	96-98% for male and female students.	99-100% for male and female students.
	Total		/10		

¹Merit is equivalent to 55 – 60%, ² Merit is equivalent to 58 – 76%, ³Merit is equivalent to 55 – 76%, ⁴ Or equivalent international qualification (e.g., USP Foundations, Cambridge Examination etc.). Pass mark set by exam provider. ⁵ Ar- Attendance rate = # of student attendance/ population cohort x 100.

⁶Rr- Repetition rate, # of students repeating = Total cohort x 100. ⁷ Sr- Survival rate = # of graduands/ Total original cohort x 100.

2. Teaching and assessment rubric

Standard	Indicator	Not met yet or no evidence (0 mark)	Below the standard (1 mark)	Achieving the standard (2 marks)			
Professionalism							
2.1 Teachers must be qualified ¹¹ , registered ¹² and attend school diligently.	2.1.i Percentage of teachers with the minimum teaching qualification.	Most teachers do not have registration status (full, provisional or limited authority to teach) and/or do not have Certificate of Teaching (or working towards one).	Most teachers are registered (full, provisional or limited authority). Most teachers have a Certificate of Teaching or are working towards one.	All teachers are registered. All teachers have a Certificate of Teaching or higher teaching qualification.			
					Level	Minimum qualification	Desired
					ECE	Certificate of Teaching (or equivalent)	Certificate in ECE
					Primary		Diploma
	Secondary	Degree in subject area					
	2.1.ii Student-teacher ratio.	No classes meet the student-teacher ratio standard.	One or more classes do not meet the student-teacher ratio standard.	All classes meet the student-teacher ratio.			
					Level	Minimum student-teacher ratio	Maximum student-teacher ratio
					ECE	10	15
					Primary	10	30
					Secondary	12	30
Composite ¹³	17	20					

¹¹ As per the Education (Teachers' Registration) Regulations 2021 Section 7, for registration a teacher must have obtained or be working towards a Certificate of Teaching (Teacher Education) or equivalent, issued by an accredited institution in Tonga or abroad.

¹² Registration may be full, provisional or limited authority to teach (Education (Teachers' Registration) Regulations 2021).

¹³ One teacher teaching two different levels.

Standard	Indicator			Not met yet or no evidence (0 mark)	Below the standard (1 mark)	Achieving the standard (2 marks)						
	<table><tr><td>Multigrade¹⁴</td><td>10</td><td>16</td></tr><tr><td>Sole Charge¹⁵</td><td>1</td><td>9</td></tr></table>			Multigrade ¹⁴	10	16	Sole Charge ¹⁵	1	9			
	Multigrade ¹⁴	10	16									
	Sole Charge ¹⁵	1	9									
	2.1.iii Teacher attendance rate.			<95% Teachers are frequently late or absent from class.	96-98% Teachers are present at school with very few unexplained or unplanned absences.	99-100% Teachers are always present with adequate cover for teachers who are absent. Absences are explained or planned.						
2.2 Teachers engage in professional development as a means of upgrading and maintaining skills and knowledge.	2.2.i Percentage of teachers with at least 50 hours of professional development per year (e.g., in-service, professional reading etc.). Refer to Annex 4.			<75% of teachers meet this standard.	76-99% of teacher meet this standard.	100% of teachers meet this standard.						
	2.2.ii Teachers maintain a professional file (e.g., in-service attended, professional reading, planning etc.).			Only a few teachers have a professional file.	Most but not all teachers have a professional file.	All teachers have a professional file, and these are extensive and detailed.						

¹⁴ One teacher teaching three different levels

¹⁵ One teacher teaching more than three different classes as being the principal.

Standard	Indicator	Not met yet or no evidence (0 mark)	Below the standard (1 mark)	Achieving the standard (2 marks)
2.3 New graduate teachers complete a 12-month support and guidance program.	2.3.i Records of graduate teachers are kept (e.g., principal's reviews, observations, etc.). <i>If the school does not have any graduate teachers, score as 2.</i>	No probationary teachers have records.	Some probationary teachers have records of advice and guidance.	All probationary teachers have records of advice and guidance, and these are extensive and detailed.
	2.3.ii Graduates receive regular observations and feedback on their progress. <i>If the school does not have any graduate teachers, score as 2.</i>	No evidence of regular observations and written feedback of irregular observations.	Probationary teachers have been observed at least once a month, and written feedback has been given.	All probationary teachers have been observed at least once a week, and written feedback has been given. Every probationary teacher has a supervisor.
	Sub-total	/14		
Pedagogy				
2.4 Teachers demonstrate a sound understanding of student-centred approaches to effective teaching and learning across the curriculum and develop	2.4.i Percentage of teachers meeting standard on teacher appraisal form.	<90% of teachers meet the standard on the appraisal form.	91-95% of teachers meet the standard on the appraisal form and the areas for improvement are clear.	>96% of teachers meet the standard on the appraisal form and the areas for improvement are clear.

Standard	Indicator	Not met yet or no evidence (0 mark)	Below the standard (1 mark)	Achieving the standard (2 marks)
learning experiences that promote critical and creative thinking, problem-solving, decision-making skills and deep understanding of concepts.				
	2.4.ii Classroom observations indicate a mix of whole group, small group, paired and individual independent study. ECE teachers use play-based approaches.	Whole class teaching most of the time with little choice of activity. Some students not engaged in work.	Mix of whole class, small group, paired and individual activities. Students usually engaged and on task.	Mix of whole class, small group, paired and individual activities. Students very engaged. Teacher actively teaching and monitoring.
2.5 Teachers recognize individual differences in approaches to learning and student interest and provide for this diversity in learning experiences they develop.	2.5.i Classroom observations find a wide range of teaching strategies and approaches to meet the needs of different learners and abilities (i.e., questioning, brainstorming, role play, project work, games etc.).	Lessons are the same for all students. Little individual guidance given. Limited use of questioning or open-ended tasks. Mostly chalk and talk/rote learning.	Range of strategies and questioning seen in lesson observations and planning. Teacher can explain why they selected the activities for the needs of their students.	Teachers are eager to use and learn new strategies and understands their strengths and weaknesses. Teacher uses different activities for different needs of students.

Standard	Indicator	Not met yet or no evidence (0 mark)	Below the standard (1 mark)	Achieving the standard (2 marks)
	2.5.ii Differentiated instruction (i.e., adjustment of concepts, level of difficulty, amount of work etc.) is used to meet learning needs of all students, including those with disabilities.	No evidence of differentiation. Students with disabilities have limited or no adaptations in teaching or curriculum.	Some evidence of differentiation in activities which are clearly explained and organised. Students with disabilities may have additional help.	Differentiation in most lessons and clearly based on recent assessment data. Students with disabilities have well-planned support.
2.6 Teachers evaluate and reflect on their teaching and use this to inform planning.	2.6.i Evidence that teachers evaluate their lessons and use their knowledge of their students to adjust their teaching, planning and pedagogical approach.	No or few lessons are evaluated. No evidence that teachers are adjusting their planning.	Some lessons are evaluated. Some evidence that teachers are adjusting their planning based on the evaluation.	Most lessons are evaluated in writing. Most teachers can show how they have adjusted their planning based on the lesson evaluations.
2.7 Teachers set clear expectations of behaviour and high expectations for learning (“high expectation, high love”).	2.7.i All teachers use rules, expectations and routines consistently and these are well understood by students and parents.	Rules and routines are not stated and not clear to students. Rules are negative. Teachers allow some students to fail. Teachers have low expectations of some students. Teachers do not always address	Some classrooms have rules on display. Teacher sometimes refers to the rules and reinforces expectations in behaviour and effort. Teacher usually addresses behaviour and effort issues	Positive rules developed with input from teachers, students and parents. Rules, routines and expectations clear and frequently mentioned by teachers. Behaviour and effort issues are

Standard	Indicator	Not met yet or no evidence (0 mark)	Below the standard (1 mark)	Achieving the standard (2 marks)
		poor behaviour or effort. Frequent poor behaviour.	quickly. Some poor behaviour.	addressed immediately by teacher. Good classroom behaviour.
	Sub-total	/12		
Curriculum				
2.8 Teachers demonstrate sound knowledge and understanding of the curriculum content and Ministry policies.	2.8.i Classroom observations find teachers have sufficient content knowledge.	Most teachers do demonstrate correct content knowledge in lesson observations.	Most teachers demonstrate correct content knowledge in lesson observations.	All teachers demonstrate correct content knowledge and there is evidence that teachers are improving their content knowledge.
	2.8.ii Percentage of teachers using curriculum materials (syllabi, teacher guides, pupil books, student textbooks etc.).	<80% of teachers are using the curriculum materials.	81-99% of teachers are using the curriculum materials.	100% of teachers are using the correct curriculum materials.
2.9 Teachers plan effectively.	2.9.i Teachers' planning is well organised, up-to-date and aligns with curriculum and effective pedagogy. Planning is modified based on assessment data.	Some planning includes links to the curriculum. Planning rarely shows learning outcomes or success criteria. Some gaps in planning files.	Most planning includes links to the curriculum. Each teacher has planning files which are well organised and up to date.	All planning is linked to the curriculum and shows adaptation to student needs. Each teacher has detailed planning files which are well organised, up to

Standard	Indicator	Not met yet or no evidence (0 mark)	Below the standard (1 mark)	Achieving the standard (2 marks)
				date and show evidence of review by another teacher or principal.
	Sub-total	/6		
Assessment and reporting				
2.10 School-based assessment clearly records individual progress by maintaining a portfolio for each student (samples of work, test scores, assessment tasks etc.).	2.10.i Teachers know the strengths and weaknesses of their students (e.g., by reviewing assessment and examination data).	Teachers can describe the learning level and needs of some students if asked. Planning shows no adjustment for students' learning.	Teachers can describe the learning level, needs and next steps for most of their students. Planning sometimes changed due to assessment data.	Teachers can describe the learning level, needs and next steps for all their students and provide evidence and show how they have changed their planning. School-level analysis of assessment data.
	2.10.ii Individual student assessment portfolios and records are accurate, up to date and passed onto the next teacher.	Some students have student assessment records, but these are incomplete. Records are rarely passed onto the next teacher.	Most students have an individual assessment portfolio or portfolios are not up to date. The teacher has records of summative	All students have a rich individual assessment portfolio, and students are aware of their records. The teacher has records of summative

Standard	Indicator	Not met yet or no evidence (0 mark)	Below the standard (1 mark)	Achieving the standard (2 marks)
			assessments. Records are sometimes passed to the next teacher.	assessments. Records are always passed to the next teacher.
2.11 Teachers use various assessment techniques to evaluate and track student learning and update their planning.	2.11.i Evidence of a range of appropriate assessment tools and techniques (e.g., observations, standardised tests, self-assessment, checklists, assignments etc.).	Limited range of assessment tasks. For example, just multiple-choice tests.	Some variation in the types of assessment tasks. Teachers may give feedback on how to improve but this is inconsistent.	Wide range of assessment tasks, including student self-assessment. Teachers give detailed feedback on how to improve. Evidence that students are evaluating their own work and suggesting improvements.
	2.11.ii Assessment is planned, continuous, relevant and appropriate. Formative assessment for learning is used regularly. Summative assessment occurs at least once per term.	Irregular formative and/or summative assessment. No assessment plan.	Some evidence of formative assessment planning. Irregular summative assessment.	Regular, relevant formative assessment tasks included in the planning and evident in portfolios. Summative assessment every term and after each topic block.

Standard	Indicator	Not met yet or no evidence (0 mark)	Below the standard (1 mark)	Achieving the standard (2 marks)
2.12 Assessment practices reflect the principles of authentic assessment.	2.12.i Assessment processes are fair, inclusive and enable all students to demonstrate their achievements.	Assessment tasks are not differentiated. Some students cannot do the assessment task.	Assessment tasks are fair but not differentiated to allow all students to demonstrate their learning.	Teacher plans and conducts differentiated assessments that are fair and inclusive.
	2.12.ii Students receive regular constructive feedback.	No evidence of feedback to students.	Some written or oral feedback to students, but this does not always include advice on how to improve.	Regular written or oral constructive feedback to students which includes advice on how to improve.
	2.12.iii Students and/or parents receive regular reports on progress against curriculum goals (i.e. at least once per term).	Irregular or no written reporting to parents. Irregular or no parent-teacher conferences.	Most parents receive a written report about their child's progress at least once a year. Most students have a parent-teacher conference.	All parents receive a written report on their child's progress once a term. All students have a parent-teacher conference once a year.
	Sub-total	/14		
	Total	/46		

3. Leadership and management rubric

Standard	Indicator	Not met yet or no evidence (0 mark)	Below the standard (1 mark)	Achieving the standard (2 marks)
3.1 Principal ensures that all staff receive appropriate curriculum, instructional materials and policies.	3.1.i Percentage of teachers with full set of curriculum materials.	<80%	81-90%	>91%
3.2 Teaching staff are provided with regular professional development opportunities and appraisals every six months to improve their skills and knowledge.	3.2.i Professional development is conducted on a regular basis, and focuses on improving learning including pedagogy, curriculum, inclusion, and assessment. At least 50 hours per teacher per year.	Irregular in-service sessions. Topics sometimes linked to learning needs. Not all teachers attend.	Fortnightly professional development sessions linked to learning needs. All teachers attend.	Weekly professional development sessions linked to learning needs. All teachers attend. Teachers take turns planning and delivering in-service to colleagues.
	3.2.ii Minutes from weekly staff meetings.	Irregular staff meetings and limited minutes.	Usually, weekly staff meetings with written minutes, but these are not shared with all teachers.	Weekly staff meetings with written minutes shared with all teachers.

	3.2.iii Percentage of teachers who have received an appraisal in the last six months and have a documented performance enhancement plan.	<80% of teachers have received an appraisal in the last six months.	81-90% of teachers have received an appraisal and performance enhancement plan in the last six months.	91-100% of teachers have received an appraisal and performance enhancement plan in the last six months.
3.3 Principal demonstrates the skills necessary to lead a continuous school improvement process focused on improving student learning.	3.3.i Principal engages students, staff and other stakeholders in frequent conversations about student learning.	No evidence of the principal communicating with stakeholders.	Some evidence of the principal communicating with stakeholders about student learning. Active PTA.	Strong evidence from stakeholders of good communication and consultation from principal. The principal is held in high regard by the community. Parents are frequently involved in school activities and extracurricular activities. Student council active.
	3.3.ii Strategies to improve student learning are the focus of staff meetings on a regular basis. Staff are encouraged to share research, instructional strategies, and learning reflection.	Staff meetings mostly focused on administrative issues. Limited evidence of staff sharing knowledge.	Staff meetings and in-service are usually focused on improving student learning. Staff are encouraged to share knowledge.	Staff meetings and in-service are always focused on improving student learning. Principal plans opportunities for teachers to share knowledge.

3.3.iii Annual school improvement plan developed, implemented and reviewed.	No school improvement plan.	Plan and budget developed but poorly written, unrealistic or out of date. Plan not regularly reviewed. Limited consultation on plan and most stakeholders do not have it.	Plan developed and updated in consultation with stakeholders and based on latest budget and MSS self assessment. Plan regularly reviewed. All stakeholders have the plan.
3.3.iv School has a systematic process for collecting, recording, analysing and reporting data.	School has processes for collecting and recording data, but these are inconsistent, incomplete or poorly organised.	School has processes for collecting, recording, analysing and reporting most data (e.g., assessment, enrolment, attendance etc.). Some teachers follow these.	School has clear written processes for collecting, recording, analysing and reporting data. All teachers follow these and have been trained in the process.
3.3.v School policies are developed, implemented and review.	School has policies and handbooks, but these are out of date, poorly written or incomplete.	Some school policies and handbooks are up to date and available to stakeholders. Some policies are in line with MET policies.	All school policies and handbooks are up to date and available to stakeholders. All policies are in line with MET policies. All teachers are trained on the policies.

	3.3.vi Job descriptions are developed in consultation with staff and are aligned with the teacher standards.	School has some job descriptions for staff, but these are out of date, poorly written or incomplete. Some may not align with MET policies.	Most job descriptions are up to date and available to teachers. Most are in line with MET policies. The job descriptions are not reviewed regularly.	Job descriptions are up to date and available to teachers. All are in line with MET policies. The job descriptions are reviewed annually.
3.4 Principal establishes procedures and records to maintain efficient and effective operation of the school.	3.4.i Accurate and up-to-date student and staff documentation and records as required by the Education Act and policies (e.g., student enrolment and attendance records etc.).	School has some data on teachers, students and finances but it is poorly organised, rarely analysed and out of date.	School has student, teachers, financial and assessment data but it may be out of date. Data is sometimes analysed.	School has complete data on students, teachers and financial records. The data is secure, regularly analysed and used in planning.
	3.4.ii School has a system for quickly responding to student and teacher absenteeism to improve attendance.	No system. Poor data and response to student and teacher absenteeism.	Slow or inconsistent system for responding to student and teacher absenteeism.	All teachers, parents and students know system. Principal and teachers quickly respond to absenteeism (e.g. by contacting the parents immediately).
	3.4.iii School and class timetables ensure all minimum subject hours are met.	No timetables for either school or classroom.	Timetables are produced but are unbalanced or out of date. Some	School and classroom timetables are accurate, well-

		Minimum subject hours are not met.	teachers do not follow the timetable.	balanced and reviewed regularly. Teachers, parents and students have a copy of the timetable.
3.5 Principal effectively and efficiently manages and uses resources, including financial resources and assets to support positive outcomes for students.	3.5.i Accurate, secure, transparent, and up-to-date financial management and procurement records (e.g., ledger, requisitions, invoices, receipts, statements, reconciliations, acquittals, stock book, fixed asset register, etc.).	No accurate financial or procurement records.	Most financial and procurement records but may be incomplete or disorganised.	Comprehensive financial and procurement records dating back at least five years. Secure off-site back up.
	3.5.ii School submits acquittal for grant or subsidies on time as per the grants and subsidies policy.	Acquittal not submitted.	Acquittal submitted late or incomplete.	Acquittal submitted on time and in the format required by the policy and reported to the community.
3.6 Principal fosters positive relationships between the school and all sectors of the community.	3.6.i Evidence of student, parent and community involvement through a range of strategies (e.g., parent-teacher interviews, termly reports, PTA meetings, student councils etc.).	No PTA and/or student council meetings. Irregular parent-teacher interviews.	Irregular PTA, student council or parent-teacher interviews. Some meetings do not have minutes.	PTA and student council meetings at least once per month. Parent-teacher interviews each term. All meetings have written minutes.

3.7 The school reports data to the Ministry on time.	3.6.ii Annual/monthly school census data submitted on time.	Not submitted.	Submitted late or incomplete.	Submitted on time.
	Total	/34		

4. Learning environment rubric

Standard	Indicator	Not met yet or no evidence (0 mark)	Below the standard (1 mark)	Achieving the standard (2 marks)							
Teaching and learning resources											
4.1 There are enough teaching and learning materials for effective learning.	4.1.i Student-textbook ratio. <table><tr><th>Level</th><th>Minimum student-textbook ratio</th></tr><tr><td>Primary</td><td>1 (one for each student)</td></tr><tr><td>Secondary</td><td>1 (one for each student)</td></tr></table> For primary materials, please refer to Annex 2 For secondary textbooks, please refer to Annex 3. For ECE, score as 2.	Level	Minimum student-textbook ratio	Primary	1 (one for each student)	Secondary	1 (one for each student)	Less than one textbook for four students	Below standard (less than one textbook per student)	At standard or above	
	Level	Minimum student-textbook ratio									
	Primary	1 (one for each student)									
Secondary	1 (one for each student)										
4.1.ii Student-reading book ratio. <table><tr><th>Level</th><th>Minimum student-reading book ratio</th></tr><tr><td>ECE</td><td>5</td></tr><tr><td>Primary</td><td>5</td></tr><tr><td>Secondary</td><td>10</td></tr></table>	Level	Minimum student-reading book ratio	ECE	5	Primary	5	Secondary	10	Well below standard	Below standard	At standard or above
Level	Minimum student-reading book ratio										
ECE	5										
Primary	5										
Secondary	10										
4.1.iii All curriculum materials are in good condition, available and accessible in the school administration office as listed by CDU (primary and secondary) or ECE Division (ECE). Records of materials are maintained, up to date, checked and audited.	Incomplete. Some materials and equipment damaged or missing. School may have an asset register and/or	Most required materials and equipment available. Most materials in adequate condition and	All required materials in both hard and soft copy. All equipment available. All materials in good condition. School								

Standard	Indicator	Not met yet or no evidence (0 mark)	Below the standard (1 mark)	Achieving the standard (2 marks)
	For ECE materials, please refer to Annex 1. For primary materials, please refer to Annex 2. For secondary materials, please refer to Annex 3.	stock book, but these are not up to date or accurate.	checked regularly. Number of materials match the stock book. School has an up-to-date asset register and stock book. Evidence that the assets are checked at least once per year.	replaces materials if worn or lost. Number of materials match the stock book. School has an up-to-date asset register and stock book. Evidence that the assets and stock are checked at least once per term. An asset replacement plan is in place and budgeted adequately.
	Sub-total	/6		
Facilities				
4.2 Buildings and facilities are clean, furnished, well-maintained and safe for learning.	4.2.i Facilities are clean, orderly and well-maintained and resilient to extreme weather and earthquakes as per the National Building Code of the Kingdom of Tonga. ¹⁶	Some buildings do not meet the code. Some buildings are poorly maintained.	Most buildings meet the code. Most buildings are well maintained and clean.	All buildings meet or exceed the code. All buildings are well maintained and clean. A maintenance plan and budget is in place.

¹⁶ <https://www.theprif.org/document/tonga/building-codes-and-standards/national-building-code-tonga-2007-tongan>

Standard	Indicator	Not met yet or no evidence (0 mark)	Below the standard (1 mark)	Achieving the standard (2 marks)								
	4.2.ii Classrooms meet the minimum size and meet the MET technical specifications and standard school designs.	Much less than minimum standard per student.	Less than minimum standard per student.	Meets or exceeds minimum standard per student.								
	<table><tr><th>Level</th><th>Minimum classroom area per student</th></tr><tr><td>ECE</td><td>2m²</td></tr><tr><td>Primary</td><td>1.6m²</td></tr><tr><td>Secondary</td><td>2m²</td></tr></table>	Level	Minimum classroom area per student	ECE	2m ²	Primary	1.6m ²	Secondary	2m ²	Most classrooms do not meet the MET technical specification or designs.	Some classrooms meet the MET technical specification or designs.	All classrooms meet or exceed the MET technical specification or designs.
	Level	Minimum classroom area per student										
	ECE	2m ²										
	Primary	1.6m ²										
Secondary	2m ²											
4.2.iii At minimum each classroom will have a chalkboard/whiteboard, locker, cupboard or bookcase, teachers' chair and desk, and pin board.	Most classrooms do not meet this standard.	Some classrooms do not meet this standard.	All classrooms meet this standard.									
4.2.iv Chair and writing surface (either table or desk) for every student which is appropriate for their age and disability status.	Many students do not have appropriate chairs and writing surfaces.	Some students do not have appropriate chairs and writing surfaces.	All students, including those with disabilities have appropriate chairs and writing surfaces and these are in good condition.									
4.2.v If provided, teachers' housing is well maintained, clean, safe and has adequate clean water and sanitation as per the National Building Code of the Kingdom of Tonga. If the school does not have teachers' housing, score as 2.	Teachers' houses are in poor repair and have major maintenance or health and safety issues.	Some teachers' housing meets the building code standard, but some are not clean, hygienic or safe.	Teachers' houses meet the building code standard, are clean and safe, and a maintenance plan is in place.									

Standard	Indicator	Not met yet or no evidence (0 mark)	Below the standard (1 mark)	Achieving the standard (2 marks)												
	4.2.vi If boarding school, student dormitories are well maintained, clean, safe and gender segregated with adequate privacy and furniture. <i>If the school is not a boarding school, score as 2.</i>	Student dormitories have major maintenance, safety or privacy issues.	Student dormitories have minor maintenance, safety or privacy issues.	Dormitories are well maintained, clean, safe and have adequate furniture and privacy. A maintenance plan and budget in place.												
4.3 Students and teachers have access to safe, clean water for drinking and washing.	4.3.i Improved water source with at least 5 litres of clean water per student per day.	No clean water from an improved water source.	Below standard.	Meets or exceeds standard												
	4.3.ii Handwashing station with clean water and soap for every 50 students.	No handwashing station.	Below standard.	Meets or exceeds standard												
4.4 Students and teachers have access to gender-segregated, safe, hygienic, accessible, improved sanitation facilities.	4.4.i Student-toilet ratio, by gender <table border="1"><thead><tr><th>Level</th><th>Male students</th><th>Female students</th></tr></thead><tbody><tr><td>ECE</td><td>20</td><td>20</td></tr><tr><td>Primary</td><td>30</td><td>20</td></tr><tr><td>Secondary</td><td>30</td><td>20</td></tr></tbody></table>	Level	Male students	Female students	ECE	20	20	Primary	30	20	Secondary	30	20	Very below standard (e.g., unimproved sanitation, poor hygiene, not enough toilets).	Below standard.	Meets or exceeds standard
	Level	Male students	Female students													
ECE	20	20														
Primary	30	20														
Secondary	30	20														
4.4.ii Teacher-toilet ratio, by gender																

Standard	Indicator			Not met yet or no evidence (0 mark)	Below the standard (1 mark)	Achieving the standard (2 marks)
		Male teachers	Female teachers	unimproved sanitation, poor hygiene, not enough toilets).		
	Ratio	10	10			
4.5 Students have access to gender-segregated, safe, hygienic and accessible changing room/showers.	4.5.i Students have access to a shower room/changing room (e.g., for menstrual hygiene management).			No shower or changing room.	Shower/changing room does not meet standards for privacy, cleanliness or accessibility.	Shower/changing room meets standards for privacy, cleanliness or accessibility.
	4.5.ii Student-shower ratio (secondary and boarding schools only).			No showers.	Shower/changing room does not meet standards for privacy, cleanliness or accessibility or student ratio for either male or female students.	Shower/changing room meets standards for privacy, cleanliness and accessibility and student ratio for both male and female students.
	Type	Male students	Female students			
	Day (e.g., after sport)	20	20			
	Boarding	10	10			
	If the school is not a secondary or boarding school, score as 2.					
4.6 Staff have access to offices or staffroom.	4.6.i Staff room or staff offices.			No principal's office and/or no computer for administration.	Below standard	Meets standard
	Size of school	Staff room/office required				
	Small (<90 students)	Not mandatory				

Standard	Indicator		Not met yet or no evidence (0 mark)	Below the standard (1 mark)	Achieving the standard (2 marks)
	Medium (90-180 students)	Not mandatory			
	Large (>180 students)	Mandatory			
	All schools to have a head teacher’s office. All schools to have at least one computer for administration.				
4.7 Students have access to safe, age-appropriate play, recreation or sports facilities.	4.7.i Safe, age-appropriate and well-equipped recreation and sports facilities. For example, a playground for ECE students, sports fields or halls for older students, etc.		No play, recreation or sports facility.	Below standard	Meets standard
4.8 Students have access to services and specialist facilities appropriate to their learning needs.	4.8.i School has: • Outside and inside play area (ECE) • Outside and inside learning areas (ECE) • Electricity • Library • Internet for learning (secondary) • Computer lab (secondary) • Science lab (secondary) • TVET workshop (secondary) • Home economics classroom/kitchen (secondary) • Fence • School hall • Secure storage space		Facility is missing	Below standard	Meets standard

Standard	Indicator	Not met yet or no evidence (0 mark)	Below the standard (1 mark)	Achieving the standard (2 marks)
	Parking			
4.9 Facilities are accessible to students and staff with disabilities.	4.9.i Percentage of facilities rated as 'accessible'.	<50%	51-80%	>81%
	Sub-total	/32		
		/38		

5. Student well-being rubric

Standard	Indicator	Not met yet or no evidence (0 mark)	Below the standard (1 mark)	Achieving the standard (2 marks)
5.1 The learning environment is safe, equitable, supportive, orderly and promotes student learning.	5.1.i The physical, social, emotional and spiritual well-being of students is considered by all staff and strategies are implemented to promote this.	No evidence.	Some evidence of the school improving student well-being in the school improvement plan.	Good evidence of school improving student well-being in the school improvement plan.
	5.1.ii Male and female students are treated equitably. Evidence that the school is working to improve enrolment, attendance, survival, and transition rates for male and female students.	School can provide some evidence it has improved these metrics using data. Fewer than 50% of male and female students say they are treated the same.	School can provide good evidence it has improved these metrics using data. 75% of male and female students say they are treated the same.	School can provide good evidence it has improved these metrics using data and the school improvement plan. 90% of male and female students say they are treated the same.
	5.1.iii Gender Parity Index.	0.8-1.2 or worse	0.9-1.1	1.0
5.2 Standards of behaviour are explicit and applied consistently with	5.2.i Behaviour management policies, rules and regulations are clear and shared with students, parents and the community.	Behaviour management rules and regulations displayed in some places. Evidence	Behaviour management rules and regulations displayed in most classrooms. No	Behaviour management rules and regulations displayed in all classrooms. Every student and parent

Standard	Indicator	Not met yet or no evidence (0 mark)	Below the standard (1 mark)	Achieving the standard (2 marks)
appropriate consequences. There is no corporal punishment. Teachers know how to respond to reports of abuse, harassment or sexual assault.		of corporal punishment.	corporal punishment.	have a hard copy. No corporal punishment.
	5.2.ii School has a system for reporting and addressing bullying, abuse, harassment or sexual assault. Teachers know their duties and who to report to.	Ad hoc system for discipline, bullying and abuse. Teachers do not know their duties. Evidence of bullying which has not been dealt with.	System for discipline and bullying incidents used by some teachers. Written records of incidents and consequences sometimes made. Some teachers know their duties about suspected abuse.	Written system for discipline and bullying incidents. Written records of incidents and consequences. Parents and students satisfied with system. Staff trained regularly in system and know their duties. Parents are immediately informed of bullying.
5.3 The school promotes a sense of shared values	5.3.i The students and teachers demonstrate the school's shared values through communication, trust and respect for each other, the community and school property.	Evidence of poor student behaviour towards teachers, property and other	School atmosphere sometimes calm and well behaved	Students well behaved, respectful and thoughtful towards

Standard	Indicator	Not met yet or no evidence (0 mark)	Below the standard (1 mark)	Achieving the standard (2 marks)
and respect for each other, the community, and school property.		students. No forums for students to be heard. Litter and graffiti. Staff are poor role models.	with several incidents of poor behaviour or vandalism. Most staff are good role models.	others. Few incidents of poor behaviour. High expectations of behaviour throughout the school. Students have opportunities to show leadership and responsibility. Few expulsions or suspensions. Staff are good role models.
	5.3.ii Evidence teachers participate in a range of extracurricular activities that support the school and community.	No teachers engage in community or extracurricular activities. Limited extracurricular activities for students.	Some teachers engage in community or extracurricular activities. Some extracurricular activities for both male and female students.	All teachers involved in community and extracurricular activities. Wide range of extracurricular activities for male and female students and many students take part.
5.4 The school is sensitive to and teaches Tongan way of life, culture,	5.4.i Students learn about, celebrate, and reflect on Tongan cultural traditions, arts, language and heritage.	Few opportunities for students to learn about Tongan culture and heritage.	Some timetabled activities on Tongan culture and heritage. School sometimes promotes and	Curriculum and extracurricular activities to learn about, celebrate and reflect on Tongan culture and

Standard	Indicator	Not met yet or no evidence (0 mark)	Below the standard (1 mark)	Achieving the standard (2 marks)
language and history.			encourages cultural activities.	heritage. Students learn about other cultures and are active citizens in their community.
5.5 Students have access to age-appropriate nutrition, counselling and health care and teaching.	5.5.i School has at least one trained counsellor.	No counsellor.	Unqualified counsellor with some availability for students.	Qualified counsellor available to students. Ideally one male and one female counsellor available.
	5.5.ii Students learn about healthy nutrition, drugs and alcohol, and healthy behaviours. If meals are provided, they are nutritious. Staff do not use alcohol, tobacco, or other drugs in working hours.	Incomplete curriculum content. Some staff are using alcohol, tobacco or other drugs during working hours.	Some curriculum content and cross-curricular links taught.	Curriculum content and cross-curricular links taught. Extracurricular activities on content. Parent outreach on content.
	5.5.iii Students receive regular medical checks and screening for physical, vision, hearing, behavioural and learning difficulties. If necessary, students have access to first aid.	No annual health checks and/or no first aid available.	Inconsistent health checks and screening. First aid kit, but no trained teachers.	Annual health checks and screening for all students. First aid kit and teacher trained in first aid.

Standard	Indicator	Not met yet or no evidence (0 mark)	Below the standard (1 mark)	Achieving the standard (2 marks)
	5.5.iv Students take regular exercise and learn about the importance of regular exercise for a healthy life.	Little or no physical exercise.	Some physical education timetabled, but not enough equipment or effective teaching.	Meets curriculum benchmarks for physical activity. Male and female students both take part. Extracurricular activities promote exercise.
5.6 School is prepared for disasters and has taken measures to improve resilience.	5.6.i School has a disaster risk reduction plan which is reviewed annually.	No plan.	Plan is out of date or inadequate.	Plan is up to date, effective and reviewed regularly. School has emergency stocks of learning materials in a secure location.
	5.6.ii Students take part in regular emergency and evacuation drills. Staff are trained in emergency procedures.	No regular drills.	Irregular emergency and evacuation drills. Some staff trained.	Termly and random emergency and evacuation drills. All staff trained. School has emergency equipment.
5.7 Students with disabilities receive inclusive education and, if necessary,	5.7.i Individual education plans are written collaboratively, implemented and reviewed regularly. Teachers are aware of any student special needs (including high risk allergies and health needs).	No IEPs.	Some students with additional needs have an IEP. Some evidence these are reviewed regularly.	All students screened as having additional needs have an IEP. Evidence the IEPs are shared with parents, reviewed

Standard	Indicator	Not met yet or no evidence (0 mark)	Below the standard (1 mark)	Achieving the standard (2 marks)
have an individual education plan.				annually and filed safely.
5.8 Teachers set regular home learning activities which are appropriate to the age and learning level of the students.	5.8.i School promotes home learning such as home reading or homework tasks. These are appropriate to the age and learning level of the student. School provides information to parents and students on effective home learning and self study.	No homework or home reading activities set or promoted. No support for parents on home learning.	Limited home learning opportunities provided. Poor response rate from students and parents.	Regular home learning tasks which are appropriate to the age of student. Teachers promote and praise home learning. School promotes Hama eLearning Platform.
	Total	/32		

Annex 1 ECE curriculum materials

ECE syllabus

Annex 2 Primary curriculum materials

	Subject	Class 1-6	Forms 1 and 2
1	English	English language syllabus Teacher's resources book Teacher's guide C3-6, Pupil's Book C4-6	English syllabus Teacher's guide Pupil's book
2	Mathematics	Mathematic syllabus Teacher's guide Pupil's Book	Mathematics syllabus Teacher's guide Pupil's book
3	Tonga Society and Culture (TSC)	TSC syllabus Teacher's guide	TSC syllabus Teacher's guide
4	Science	Science syllabus Teacher's guide Pupil's Book	Science syllabus Pupil's book (Bk1&2) Teacher's guide
5	Movement and Fitness (MF)	MF syllabus Teacher's guide.	MF syllabus Teacher's guide
6	Creative Technology (CT)	CT syllabus Teacher's Guide	CT syllabus Teacher's guide
7	Tongan Language	Tongan syllabus Teacher's guide Pupil's book	Tongan syllabus Teacher's guide Pupil's book

Annex 3 Secondary textbooks

	Subject	Form 3	Form 4	Form 5	Form 6	Form 7
1	English	Syllabus CDU Study Guide	Syllabus CDU Study Guides	Syllabus ESA Publication	Syllabus ESA Publication	Syllabus ESA Publication
2	Mathematics	Syllabus CDU Study Guide	Syllabus CDU Study Guides	Syllabus ESA Publication	Syllabus ESA Publication	Syllabus ESA Publication
3	Science	Syllabus CDU Study Guide	Syllabus ESA Publication	Syllabus ESA Publication		
4	Tongan Language	Syllabus CDU Study Guide	Syllabus CDU Study Guides	Syllabus	Syllabus	Syllabus
5	Computer Science	Syllabus CDU Study Guide	Syllabus, CDU Study Guides	Syllabus, CDU Study Guides	Syllabus, CDU Study Guides	Syllabus, CDU Study Guides
6	Accounting	Syllabus	Syllabus	Syllabus	Syllabus	Syllabus
7	Tongan Society and Culture	Syllabus,	Syllabus,	Syllabus,	Syllabus,	Syllabus,
8	Agricultural Science	Syllabus	Syllabus, As referenced by the syllabus document	Syllabus, CDU Study Guides	Syllabus, CDU Study Guides	Syllabus, CDU Study Guides
9	Economics	Syllabus, ESA Study Guides	Syllabus, ESA Study Guides	Syllabus, ESA Study Guides	Syllabus, ESA Study Guides	Syllabus, ESA Study Guides
10	Chemistry	Syllabus, ESA Study Guides	Syllabus, ESA Study Guides	Syllabus, ESA Study Guides	Syllabus, ESA Study Guides	Syllabus, ESA Study Guides
11	Physics	Syllabus, ESA Study Guides	Syllabus, ESA Study Guides	Syllabus, ESA Study Guides	Syllabus, ESA Study Guides	Syllabus, ESA Study Guides
12	Biology	Syllabus, ESA Study Guides	Syllabus, ESA Study Guides	Syllabus, ESA Study Guides	Syllabus, ESA Study Guides	Syllabus, ESA Study Guides
13	Geography	Syllabus, ESA Study Guides	Syllabus, ESA Study Guides	Syllabus, ESA Study Guides	Syllabus, ESA Study Guides	Syllabus, ESA Study Guides
14	History	Syllabus	Syllabus	Syllabus, ESA Study Guides	Syllabus, ESA Study Guides	Syllabus, ESA Study Guides
15	Chinese	Syllabus,	Syllabus,	Syllabus,	Syllabus,	Syllabus,

	Subject	Form 3	Form 4	Form 5	Form 6	Form 7
16	French	Syllabus,	Syllabus,	Syllabus,	Syllabus,	Syllabus,
17	Japanese	Syllabus,	Syllabus,	Syllabus,	Syllabus,	Syllabus,
18	Tourism				Syllabus	Syllabus,
19	Music	Syllabus	Syllabus	Syllabus, CDU Study Guide✓	Syllabus, CDU Study Guide✓	Syllabus, CDU Study Guide✓
20	Home Economics	Syllabus, Appendix at the back of the syllabus	Syllabus, Appendix at the back of the syllabus	Syllabus, Appendix at the back of the syllabus		
21	Development Studies				Syllabus,	Syllabus,
22	Physical Education (currently known as Movement and Fitness)	Syllabus	Syllabus	Syllabus	Syllabus	Syllabus

Annex 4:7 Different types of professional development

Ko e NGaahi fa'ahinga kehekehe 'o e fakalakalaka fakapalofesinale 'a e kau NGāue mo honau ngaahi fakatātā

1. **Ao Fungani Mo'onia (AFM)** – General Staff Professional Development

- i. Subject Content Knowledge (Tokoni 'ilo Fakalesoni)
- ii. Assessment support (Tokoni'i 'o e fa'u sivi pe lekooti 'o e ola)
- iii. Teacher's plan (palani 'a e faiako)
- iv. Teacher's records (Ngaahi lekooti 'a e faiako)
- v. Teaching strategies (Ngaahi founa faiako)

2. **Sani 'O Mo'onia (SOM)** - Professional Attitude Development

- i. Teachers' Attitude (To'onga fie ngāue 'a e kau faiako)
- ii. Teachers' Performance (Fakahoko ngāue a e kau faiako)
- iii. Teachers' Relationship with other teachers (Tauhi vā 'a e faiako mo e Kaungā Ngāue)

3. **Fakataukei 'O Mo'onia (FOM)** – Mentoring of new teachers by experienced ones including new syllabi

- i. Mentoring of new teachers (Tokoni'i mo fakataukei'i 'a e faiako fo'ou)
- ii. Responsibilities for class and school (Ngaahi fatongia 'i lokiako mo 'apiako)
- iii. Teaching new syllabi (faiako'i 'o e silapa fo'ou)
- iv. Plans, records, resources (Palani, Lekooti, Pepa NGāue Fakalesoni, mo e NGaahi naunau kehe 'a e akoo)

4. **Vakavakai 'A Mo'onia (VAM)** – Staff Appraisal

- i) Staff Appraisal (Vakai'i 'o e tūkunga 'eku ngāue)
- ii) Observation (Siofi 'enau ngāue)
- iii) Attitude (To'onga fie ngāue)
- iv) Relationship with others (Vā fengāue'aki mo e kaungā ngāue mo ha taha pē)
- v) Outcome from students (Ola mei he fānau)
- vi) Performance (Ngāaue 'a e tokotaha ngāue)
- vii) Subject Content Knowledge (Ngaahi 'ilo fakafo'i lēsoni)
- viii) Teaching Strategies (Ngaahi founa faiako)

5. **'Asinga'i 'O Mo'onia (AOM)** – Special Teacher Enhancement Programme including assessment sdp.

- i) Special Help in any area of need e.g. relationship with teachers, students, principal (Tokoni makehe 'i ha fa'ahinga tafa'aki pe eg: vā fengāue'aki mo e kau faiako, fānau ako pe puleako)

- ii) Subject content knowledge ('ilo fakafo'i lēsoni)
- iii) Teaching strategies (Ngaahi founa faiako)
- iv) Student outcome/achievement (Ola 'a e fānau)

6. Puleako Mo'onia (PM) – Principal Leadership

- i) Principal Records (Ngaahi lekooti faka-Puleako)
- ii) Responsibilities and Job Description (Ngaahi tefito'i fatongia fakapuleako)
- iii) Relationship with others (Vā fengāue'aki mo ha taha pe)
- iv) Policies (Ngaahi tu'utu'uni ngāue)
- v) Relevant Acts (Ngaahi Lao ngaunga tonu mo ngāue)

7. Fe'inasi'aki 'a Mo'onia (FAM) – Self Guided Staff Professional Development

- i) Teaching Strategies (Ngaahi founa fakafaiako)
- ii) Relationship with others (Vā fengāue'aki mo ha taha pe)
- iii) Attitude towards one's responsibilities (Ko e anga fie ngāue fekau'aki mo hoku fatongia)
- iv) Planning (Palani)
- v) Classroom Atmosphere ('Atakai Fakalokiako)
- vi) Subject Content Knowledge ('Ilo Fakalēsoni)
- vii) Policies (Ngaahi tu'utu'uni ngāue)

Mo'onia – Refers to a staff, principal or teacher ('Uhingā ki ha tokotaha ngāue, pule ako pe faiako)