



Central Province
Whole School Inspection
2016
Analytical Report
(Volume I)

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PREFACE AND ACKNOWLEDGEMENT

It is my pleasure as team leader for zone 2, and on behalf of team leader for zone 1 and the team of whole school inspectors who did the whole school inspections for this year, take this opportunity to present The Central Province Whole School Inspection 2016 Analytical Report to The Central Province Education Authority, The Central Province Education Board, The Provincial Government Of Central Province and The Ministry Of Education And Human Resources Development with its Donor Partners.

The Central Province Whole School Inspection 2016 Analytical Report complements The Whole School Summary Reports for respective sectors within 20 schools WSI was implemented for which detailed information's can be sought from. The WSI summary reports for respective sectors and The Central Province Whole School Inspection 2016 Analytical Report are key data sources for evaluating the quality of education provided by the respective schools inspected as well as the overview of the quality of education provided by all 20 inspected schools.

The 2016 WSI which was completed on the 8th December 2016 was successfully undertaken in the complete qualitative inspections of the 20 selected schools with the support of the government and donor partners through the Ministry Of Education And Human Resources Development.

The central province inspectorate division with its team of inspectors is indebted to the Government of Solomon Islands and Donor Partners for budgetary, technical and logistic support. The ministry of education and human resources development through the national inspectorate division have provided technical assistance and logistic support for the central province whole school inspections. Technical and logistic support provided by MEHRD is acknowledged through: Christopher Sakiri (WSI Co-ordinator).

The central province inspectorate division with its team of inspectors also acknowledge the valuable support and contributions of all stakeholders of schools WSI was carried out. Logistic support is indeed indebted to them for without them the program will have not been successful.

Lastly but not the least I would like to acknowledge the central province WSI team of inspectors directly involved in the CIPWSI: Ethel Tovongo (PEO Inspectorate); Charles Alfred Kasuni (PEO Administration); John Mara (Educationist); Clement Balea (Literacy Co-ordinator); John Dae (Primary School Teacher), Mendana Lomoso (Literacy Co-ordinator for CIP) and Christopher Sakiri (WSI Co-ordinator) whom the team leaders are indebted for their efforts and contributions.

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ABBREVIATIONS AND ACRONYMS

A	Achievements – areas of the school that benefit students
C	Challenges – areas of the school that need further development to benefit students
CIPWSI	Central Islands Province Whole School Inspection
Flexi Inspector	Inspectors on contract base leading WSI teams for whole school inspection
MEHRD	Ministry of Education And Human Resource Development
TSHB	Teaching Service Hand Book
WSI	Whole School Inspection

Executive Summary

This whole school inspection report (Volume I) is the first of its kind for the whole school inspection for 2016 focusing on analysis of the quality of education provided by the 20 respective schools inspected by far. This report summarises data collected from 39 sectors within 20 schools owned by The Central Province Education Authority for which whole school inspections was implemented. It supplements the whole school inspection summary reports for respective schools assessed.

The whole school inspection is an on-going national program beginning in 2012. The 20 schools selected for whole school inspection this year are the remaining schools of the 47 registered schools owned by the Central Province Education Authority for which all had now been completely inspected. The whole school inspection for the first 10 out of 20 selected schools was implemented over the month of October 2016 whilst WSI for the last 10 was implemented over the months of November to December 2016. The summary provides findings and information on the whole school inspection design and objectives and school's profile.

The whole school inspection is designed for fact finding and implementing the program involves interviews with stakeholders, reading required documents, observing the school in action and making discussions to find out; students access to schools, quality of teaching and learning students experience and management of schools resources for students benefit the school provide and policies for access, quality and management the school has as well as assessing the conditions of physical infrastructure provided by schools. Policies and infrastructure which schools do not have and does not provide are also recorded. The WSI also involves carrying out classroom observations for assessing teachers in lesson planning, lesson presentation, classroom management and student engagement in the teaching and learning process of students. The findings are compiled into reported data and reported to the inspected schools, education authorities and MEHRD/others with recommendations for improvements directed to respective stakeholders for implementation.

The Purposes of Whole School Inspection

Whole School Inspection is the process of observing a school in action and giving informed feedback about the aspects of the school that are going well and those areas that can be developed further. It has two purposes – accountability and improvement.

Accountability

Schools are accountable for the quality of education they provide for their students/pupils to a wide range of stakeholders – the students/pupils themselves, their parents or guardians, the community in which the school is located, the Education Authority and the Ministry of Education and Human Resource Development. WSI provides all these stakeholders with information about the quality of education provided by the school.

Improvement

At the same time Whole School Inspection is an avenue for improvement. It helps the principal/head teacher/ECE supervisor, the teachers, and the school board/committee to know about the strengths of the school and the aspects that can be improved. Just as all schools have some things that they do well, all schools can improve in some areas. Inspection helps identify these areas so the school can plan for and implement improvement strategies.

These two areas are related to the three strategic goals in the Solomon Islands National Education Action Plan (NEAP) which are to:

- achieve equitable access to education for all
- improve the quality of education
- manage and monitor resources efficiently.

In relation to these strategic goals WSI focuses on gathering information about *access, quality and management* in each Solomon Island school.

Whole School Inspection Overview

The whole school inspection was under taken to collect information in data form related to access, quality, management and classroom observations so as to see if schools are providing education to required standards that meets the following aims:

1. To provide the students/pupils who should be enrolled at each respective school to have access to, and attend school and to provide School Facilities adequate for the students/pupils who attend the school.
2. To provide good quality teaching and learning for students/pupils at each respective school.
3. To manage respective school's resources to fully benefit the students/pupils who attend the school.

The information's collected for schools inspected are summarised in the whole school's inspection summary forms for each respective sector which shows achievements and challenges of each school whole school inspection was carried out. The findings will enable stakeholders to make plans, design policies and strategies to implement plans for improvements to meet required standards. Through WSI careful evaluation and its evidentially-based recommendations Whole School Inspection can help improve the performance of individual schools as well as improve education across the whole country.

Introduction

This is the fifth year whole school inspection program is conducted in the central province since 2012. The second was conducted in 2013. It is an on-going national project and the third and fourth was conducted for 20 schools in 2014 and 10 schools in 2015.

This whole school inspection report (Volume I) focuses on the analysis of the quality of education provided by the 20 respective schools inspected for 2016. This report summarises data collected from 39 sectors within the 20 schools owned by the Central Province Education Authority for which whole school inspections was implemented. It supplements the whole school inspection summary reports for respective schools assessed. This report provides analysis in the following order:

- 1) Whole School Inspection Overview (Part 1)
 - a. Background
 - b. Objective
 - c. Limitations
- 2) Analysis Sections (Part 2: Section 1 – 4)
 - a. Access
 - b. Quality
 - c. Management
 - d. Classroom Observations
- 3) Further Analysis
 - a. List of schools by inspected sector under respective zones with WSI final rating
 - b. List of schools by sector inspected by Gordon and team
 - c. List of schools by sector inspected by Ezra and team
 - d. List of schools by sector inspected by both teams
 - e. Number of Reports by sector prepared and submitted by the 2 flexi inspectors for CIP 2016
 - f. List of schools by sector not inspected
 - g. Analysis of official policy documents
 - h. Analysis of Child centred teaching and students assessment
 - i. Analysis of water and sanitation, school library and ICT facilities
 - j. Analysis of specialist classrooms for secondary schools inspected
 - k. Quantitative analysis of registered, extensions and unregistered ECE centres inspected
 - l. ECE extension centres
 - m. Unregistered established ECE centres
 - n. Areas (Schools/Villages) not having ECE centres
 - o. Areas needed to establish primary schools as stand-alone or extensions
- 4) Recommendations
- 5) References
- 6) Appendix

This report provides analysed data of whole school inspection findings on achievements and challenges for access, quality, management and classroom observations for the 20 schools inspected. It also highlights List of schools by inspected sector under respective zones with WSI final rating, List of schools by sector inspected by Gordon and team, List of schools by sector inspected by Ezra and team, List of schools by sector inspected by both teams, Number of Reports by sector prepared and submitted by the 2 Flexi Inspectors for CIP 2016 and List of schools by sector selected for 2016 WSI not inspected. Further analysis also highlights official policy documents in quantity for 39 sectors, Analysis of Child centred teaching and students assessment, water and sanitation, school library and ICT facilities in quantity for 39 sectors, specialist classrooms for 7 secondary schools (sectors), Quantitative analysis of registered, extensions and unregistered ECE centres inspected, ECE extension centres, Unregistered established ECE centres, Areas (Schools/Villages) not having ECE centres, and Areas needed to establish primary schools as stand-alone or extensions with recommendations for planning for improvement.

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Part 1: Whole School Inspection Overview

Background

Since the restoration of the Solomon islands civil service and law and order after the civil unrest in 1999, Solomon islands government undertook a structural reform including attempts to revitalise the education sector in an attempt to meet the millennium goal of the united nations; education for all. Realising the impact of the civil unrest on education in the country the government with the help of donor partners establish the whole school inspection program within which flexi inspectors will be employed on contract base to assist established inspectors to implement the national program on the wide capacity of schools within each province. Data collected provides information to policy makers, planners and decision makers on the accessibility for students who should be enrolled at and attend each school, the experience students have on the quality of teaching and learning at each school, the benefits students received from the management of school resources in each school and classroom teaching at each school.

The first whole school inspection was conducted in 2012. The second, third and fourth were implemented in 2013, 2014 and 2015 respectively. In the 2014 and 2015 alone 30 schools were selected. Though WSI was carried out in the 30 selected schools only 6 whole school inspection summary reports for 6 schools in the Russell Islands reached The Central Province Education Authority and MEHRD.

This year 20 more schools were selected for whole school inspection which must be implemented over a time frame of six months, beginning on the 11th July 2016 and ending on 11th January 2017 of which time the contract of the flexi inspector's lapses. The schools were selected out of schools within respective zones for which 10 schools are in zone 1 and another 10 in zone 2. Central province schools for inspections falls under two zones and selected schools for each zone have been completed.

The schools' setting has also created the need for a change in the reporting approach. Unlike the previous WSI reporting whole school inspection reporting for this year is done for respective sectors within respective schools assessed. Of the 20 selected schools Whole school inspection was carried out 39 sectorial WSI summary draft reports are produced and yet to be finalised upon feedback from respective sectors within schools that had been assessed. The reports will be forwarded to the verification committee for finalisation before final copies can be sent to respective schools that had been assessed, the education authority owning the schools and MEHRD.

Whole School Inspection Objective

The objective of the whole school inspections is to provide analysed data from findings on achievements of each school and challenges each school faces. Hence, make recommendations to stakeholders for implementation to improve schools. The design of the whole school inspection instruments used captures four major areas with respect to answering key questions relating to access, quality and management respectively hereunder.

1. To what extent do the students/pupils who should be enrolled at this school have Access to, and attend, school? and Are the School Facilities adequate for the students/pupils who attend the school?
2. To what extent do students/pupils experience good quality teaching and learning at this school?
3. To what extent does the management of the school's resources benefit the students/pupils at this school?

The WSI summary report for inspected schools is a potential source of data that is able to support stakeholders for the formulation of policies and planning at the school level, the provincial and the national level.

Limitations

As noted in the background, the change of approach for producing sectorial reports took into consideration measures to improve the efficiency and effectiveness of the WSI reporting to ensure better quality data. Whilst it is planned to carry out whole school inspections as quickly as of the month of August limitations arises from the very start. The main limitations include:

- The timing to start implementing whole school inspections could not eventuate as planned due to the delay of the imprest for not having an imprest holder.
- Days spent at schools have lessened to two to three days thus reports produced for oral reporting could not be scrutinised for errors.
- Appropriate stakeholders for some schools inspected could not all attend interviews due to committing themselves elsewhere.
- Teachers for some sectors are not present at school thus; a few sectors could not be assessed.
- A few sectors could not be inspected for not in operation since teachers for the few sectors have left school for months, some for known reasons and some for unknown reasons.
- Transportation is insufficient to carry out whole school inspections in separate zones at the same time to catch up on schools on the limited time frame allowed. There is only 1 OBM to carry out the task and OBM hiring is not permissible.
- Logistic arrangement and support to deliver whole school summary draft reports to respective schools assessed is not forthcoming, thus Flexi's find it hard to deliver the draft reports.

The other related limitation regarding the scope and coverage of the whole school inspection include:

- The design of the WSI instruments focusses only on the collection of qualitative data. It does not cater for quantitative data hence, is not included in the WSI summary reports for respective schools assessed.

Part 2: Analysis Sections

Section 1: Access

The results in Table 1 & 2 show the overview performance of the 39 sectors inspected in addressing access to answer this crucial question: To what extent do the students/pupils who should be enrolled at this school have Access to, and attend, school? and Are the School Facilities adequate for the students/pupils who attend the school? Note: Adequate specialist rooms and facilities are analysed for 7secondary (sectors) schools WSI was implemented. The ratings used are the WSI nationalised standard ratings.

Investigation Area: ACCESS

Table 1: Student Enrolment and Attendance

Standard 1												
Student Enrolment and Attendance	Students enrolment list		Access for children in the community.		Enrols students beyond catchment.		Students attendance register		Access Policies		Total	
39 Sectors	A	C	A	C	A	C	A	C	A	C	A	C
	35	4	39	0	19	20	39	0	4	35	136	59

Table 2: School Facilities for buildings, toilets, water (including drinking), sanitation, Library

Standard 2																		
School Facilities for buildings, toilets, water (including drinking water), sanitation, Library	Clean and safe classrooms		Clean and safe staff housing		Appropriate furniture		Suitability of classrooms for effective learning and teaching		Clean toilets- for students and teachers		Access to drinking water		School library		Adequate specialist rooms and facilities (7secondary)		Total	
39 Sectors	A	C	A	C	A	C	A	C	A	C	A	C	A	C	A	C	A	C
	33	6	23	16	8	31	29	10	1	38	18	21	2	37	0	7	114	159

Ratings for standards 1 and 2

Standard	Calculation	Rating	Comment
1 Student Enrolment and Attendance	$136/195 = 0.6 \times 5$	3	Displayed
2 School Facilities for buildings, toilets, water (including drinking), sanitation, Library	$114/273 = 0.4 \times 7$	3	Displayed
Overall Rating 1 and 2		$6/3 = 3$	Displayed

Ratings Used for all Standards and Questions being Inspected in the School.		
Level	Label	Descriptor
1	Very Well Displayed	Evidence, from discussions with all key stakeholders, that this standard is being displayed or implemented at a level much higher than most schools.
2	Displayed	Standard is adequately displayed.
3	Poorly or Not Displayed	Standard is either being displayed at a level much lower than most schools or not at all and this does affect either; access, quality or management in the school and needs to be addressed.

Section 2: Quality

Tables 3 – 8 shows the overview performance of the 39 sectors inspected in the quality of teaching and learning students experience within the 39 sectors of the 20 schools WSI was implemented. The ratings used are the WSI nationalised standard ratings.

Investigation Area: QUALITY

Table 3: Learning and Teaching Environment (including extra-curricular)

Table 3: Learning and Teaching Environment (including extra-curricular)																
Standard 3																
Learning and Teaching Environment (including extra-curricular)	Teach the National Curriculum		Child-centred teaching		Display children's works		Display teaching aids and posters		Variety of activities given to students in the classroom		Provision of extra-curricular activities		Teach physical education		Total	
	A	C	A	C	A	C	A	C	A	C	A	C	A	C	A	C
	39	0	19	20	15	24	20	19	21	18	37	2	15	24	166	107

Table 4: Teaching and Learning Resources

Standard 4												
Teaching and Learning Resources	School provide support for teachers towards teaching and learning		ICT facilities		Sufficient accessible curriculum materials		Appropriate teaching and learning resources		75% Qualified Teachers		Total	
39 Sectors	A	C	A	C	A	C	A	C	A	C	A	C
	30	9	4	35	19	20	36	3	27	12	116	79

Table 5: Student Assessment

Standard 5														
Student Assessment	Assessment Policy		Administer and record assessments		Summative assessments feedback in a report		Analyse internal assessment results		Remedial and enrichment programs for assessment feedback		Record and analyse external examination results (27)		Total	
39 Sectors	A	C	A	C	A	C	A	C	A	C	A	C	A	C
	7	32	37	2	28	11	9	30	6	33	0	27	87	108

Table 6: Care and Support for Students

Standard 6																
Care and Support for Students	Safety and Health Policy		Provision of health and disability facilities		Do students feel safe at school?		Bullying is monitored		Bullying is prevented and responded to		Identified students with problems or difficulties		Appropriate support for students with problems or difficulties		Total	
39 Sectors	A	C	A	C	A	C	A	C	A	C	A	C	A	C	A	C
	5	34	0	39	36	3	34	5	32	7	38	1	35	4	140	133

Table 7: **Conducive Environment**

Standard 7																		
Conducive Environment	Tone or feeling containing aspects of: friendliness		Tone or feeling containing aspects of: co-operation		Tone or feeling containing aspects of: safety		Tone or feeling containing aspects of: open		Tone or feeling containing aspects of: welcoming		Tone or feeling containing aspects of: productive		Practiced spiritual development		Practiced moral development		Total	
39 Sectors	A	C	A	C	A	C	A	C	A	C	A	C	A	C	A	C	A	C
	39	0	29	10	38	1	39	0	35	4	31	8	39	0	38	1	288	24

Table 8: **Relationships between school, Teachers and community**

Standard 8														
Relationships between school, Teachers and community	Is the ownership of the school clearly understood?		Community actively contributing and participating in the school		Parents active support for their children’s learning at home		Existence of PTA		Active and effective PTA		Schools active involvement in the community		Total	
39 Sectors	A	C	A	C	A	C	A	C	A	C	A	C	A	C
	26	13	6	33	4	35	13	26	6	33	37	2	92	142

Ratings for standards 3 to 8

Standard	Calculation	Rating	Comment
3 Learning and Teaching Environment (including extra-curricular)	$166/273 = 0.6 \times 7$	3	Poorly displayed
4 Teaching and Learning Resources	$116/195 = 0.5 \times 5$	3	Poorly displayed
5 Student Assessment	$87/195 = 0.4 \times 5$	2	Displayed
6 Care and Support for Students	$140/273 = 0.5 \times 7$	3	Poorly displayed
7 Conducive Environment	$288/312 = 0.9$	1	Very well displayed
8 Relationships between school, Teachers and community	$92/234 = 0.3 \times 6$	2	Displayed
Overall Rating 3 to 8		14/6 = 2	Displayed

Ratings Used for all Standards and Questions being Inspected in the School.

Level	Label	Descriptor
1	Very Well Displayed	Evidence, from discussions with all key stakeholders, that this standard is being displayed or implemented at a level

		much higher than most schools.
2	Displayed	Standard is adequately displayed.
3	Poorly or Not Displayed	Standard is either being displayed at a level much lower than most schools or not at all and this does affect either; access, quality or management in the school and needs to be addressed.

Section 3: Management

Tables 9 – 14 shows the overview extent to which the management of schools resources benefit students at 39 sectors inspected. The ratings used are the WSI nationalised standard ratings.

Investigation Area: MANAGEMENT

Table 9: Teacher Performance Management

Standard 9																		
Teacher Performance Management	Opportunities for teachers to participate in Professional Development activities		Have Teacher profiles/updated		School management appraised teachers		Teachers using Improvement Activities Action Plans		Monitor and record teacher attendance to class and school duties		Monitor Teacher professional and personal conduct		Regular staff meetings		Availability of staff meeting minutes showing participation and decisions		Total	
39 Sectors	A	C	A	C	A	C	A	C	A	C	A	C	A	C	A	C	A	C
	17	22	14	25	3	36	3	36	36	3	1	38	9	30	22	17	105	207

Table 10: School Planning

Standard 10														
School Planning	School Development Plan (SDP)		SDP reviewed and implemented		Disaster Preparedness Plan		School calendar		Appropriate stakeholders involved in developing plans		Appropriate stakeholders aware of developing plans contents		Total	
39 Sectors	A	C	A	C	A	C	A	C	A	C	A	C	A	C
	32	7	13	26	2	37	30	9	22	17	21	18	120	114

Table 11: **Financial Management**

Standard 11														
Financial Management	Approved recurrent and development budgets		Budgets monitored		Budget expenditure openly available for teachers and community		Annual and bi-annual financial returns completed on time for retirement		School grants received on time		School grants spent according to school grants policies and eligibilities		Total	
39 Sectors	A	C	A	C	A	C	A	C	A	C	A	C	A	C
	19	20	4	35	3	36	27	12	22	17	15	24	90	140

Table 12: **Effective School Board/Committee**

Standard 12														
Effective School Board/Committee	Active school Board/Committee		Appropriate community representation in the Board/Committee		School Board Constitution		Roles and responsibilities understood		Keep meeting minutes		Effective implementation of decisions		Total	
39 Sectors	A	C	A	C	A	C	A	C	A	C	A	C	A	C
	14	25	35	4	10	29	9	30	11	28	7	32	86	148

Table 13: **School Policies and Discipline**

Standard 13											
School Policies and Discipline	Does the school have clear school rules?		Effectively Implement school rules and approved penalties		Does the school have any student discipline problems?		Are all required official policy documents available, known and followed in the school?		Total		
39 Sectors	A	C	A	C	A	C	A	C	A	C	
	32	7	27	12	21	18	0	39	80	76	

Table 14: **Reporting**

Standard 14							
Reporting	Is the school compiling and submitting	Is the school compiling and submitting	Is the school compiling and submitting Bi-	Is the school compiling and submitting	Is the school compiling and submitting School	Quarterly Department Reports to the	Total

	SIEMIS to MEHRD & EA		Annual Report to MEHRD, EA, board & PTA		Annual Report to MEHRD, EA, board & PTA		Academic Reference Reports to parents?		Report to the board & PTA		board & PTA (7 secondary schools)			
39 Sectors	A	C	A	C	A	C	A	C	A	C	A	C	A	C
	32	7	31	8	31	8	28	11	0	39	0	7	122	73

Ratings for standards 9 to 14

Standard	Calculation	Rating	Comment
9 Teacher Performance Management	$105/312 = 0.3 \times 8$	2	Displayed
10 School Planning	$120/234 = 0.5 \times 6$	3	Poorly displayed
11 Financial Management	$90/234 = 0.3 \times 6$	2	Displayed
12 Effective School Board/Committee	$86/234 = 0.3 \times 6$	2	Displayed
13 School Policies and Discipline	$80/156 = 0.5 \times 4$	2	Displayed
14 Reporting	$122/195 = 0.6 \times 5$	3	Poorly displayed
Overall Rating 9 to 14		14/6 = 2	Displayed

Ratings Used for all Standards and Questions being Inspected in the School.		
Level	Label	Descriptor
1	Very Well Displayed	Evidence, from discussions with all key stakeholders, that this standard is being displayed or implemented at a level much higher than most schools.
2	Displayed	Standard is adequately displayed.
3	Poorly or Not Displayed	Standard is either being displayed at a level much lower than most schools or not at all and this does affect either; access, quality or management in the school and needs to be addressed.

Section 4: Classroom observations

Table 15 shows the overview results of teachers' performances in lesson planning, lesson presentation, classroom management and student engagement in the teaching and learning process within the 39 sectors WSI was carried out. The ratings used are the WSI nationalised standard ratings.

Investigation Area: CLASSROOM OBSERVATIONS

Table 15: Classroom Observations

Standard	Performance Description	A	C
1 Lesson Planning	Documentation evidence of planned lesson i.e. objectives, content, activities, closure, evaluations (if appropriate) (e.g. Year Plan, Scheme of Work, Day Plan, Lesson Plan, as appropriate)	9	30

	Plan based on, and linked to, progress from previous lesson evaluations		
Lesson Planning Overall for 39 sectors			
Lesson Presentation			
2 Language	Use of English; at appropriate level of student understanding and lesson context (i.e. from simple to more difficult)	17	22
3 Speech	Clear and well pronounced and easily heard by all students; varying tones and speeds	28	11
4 Clarity of Explanations	Explanations are clear and relevant and repeated/rephrased, as appropriate ; feedback sought from students, through questions etc	37	2
5 Subject Knowledge	Fully understands subject content being delivered; and reflected in lesson plan and presentation	34	5
6 Use of Resources/Teaching Aids	Appropriate and varied resources directly linked to learning outcomes, content and planned student activities. Creative and adaptive use of alternative resources.	18	21
7 Chalkboard management and use	Tidy, clean, well-organized, structured, appropriate writing style and format	29	10
8 Variety of Appropriate methods	Evidence that teacher is using a variety of methods to suit the learning outcomes, activities and resources available.	16	23
Lesson Presentation Overall for 39 sectors			
Classroom Management			
9 Interaction between teacher and learners (learner-centred)	Teacher is punctual. Student/Pupil attendance checked. Interaction is positive and enjoyable and learning linked; involves all students and is well spread. High level of student participation and activity.	20	19
10 Use of praise, encouragement and positive reinforcement	Teachers encouraging and promoting student participation with use of appropriate praise, support and guidance.	33	6
11 Dealing with distractive students	Calm, patient, fair, firm and controlling responses; minimizes distraction for classroom activities and learning.	25	14
12 Being aware of students with special needs and providing for these	Effective and caring arrangements made for students with individual special needs (e.g. sight, hearing, mobility etc.)	27	12
13 Classroom	Teachers manage classroom space in a way that students are comfortable and are encouraged to	36	3

Atmosphere/ Environment	participate. (i.e. using light, ventilation, space, temperature conditions as they are)		
14 Organization and Management of learning and teaching resources	Appropriate resources are used in such a way that maximizes all student learning; number and variety of resources used; distributed and used by all students as appropriate; resources are properly stored and managed	24	15
Classroom Management Overall for 39 sectors			
Student Engagement			
15 Student Involvement and Participation	All students involved, participating and contributing in learning activities, providing feedback	25	14
16 Evaluation of achievement of lesson outcomes	Learning outcomes; lesson objectives are evaluated through questioning, short test, summary activities etc.	19	20
Student Engagement Overall for 39 sectors			
CLASSROOM OBSERVATIONS OVERALL FOR 39 SECTORS		397	227
CLASSROOM OBSERVATIONS OVERALL RATING 1- 16		$397/624 = 0.6 \times 16 = (9.6) = 3$	

Overall Rating for Access, Quality, Management and Classroom Observations

Standard	Rating	Comment
Access	3	Poorly displayed
Quality	2	Displayed
Management	2	Displayed
Classroom Observation	3	Poorly displayed
Overall Rating for 39 sectors	$10/4 = 2.5 = 3$	Poorly displayed

Ratings Used for all Standards and Questions being Inspected in the School.		
Level	Label	Descriptor
1	Very Well Displayed	Evidence, from discussions with all key stakeholders, that this standard is being displayed or implemented at a level much higher than most schools.
2	Displayed	Standard is adequately displayed.
3	Poorly or Not Displayed	Standard is either being displayed at a level much lower than most schools or not at all and this does affect either; access, quality or management in the school and needs to be addressed.

Further Analysis

Table A1 shows lists of schools by sector for zone 1 & 2 WSI was implemented and WSI final rating.

Table A1. List of schools inspected by sector under respective zones with WSI final rating.

Zone 1			Zone 2		
No.	Schools by sector	WSI Rate	No.	Schools by sector	WSI Rate
1	Binusa Secondary	2	1	Halavo Secondary	2
2	Binusa Primary	2	2	Halavo Primary	2
3	Nagotano Primary	2	3	Geallau Secondary	2
4	Nagotano ECE	2	4	Henry Koga Primary	2
5	Soso Primary	2	5	Henry Koga ECE	2
6	Ravu Primary	3	6	Koilovala Primary	2
7	Ravu ECE	2	7	Koilovala (Vunuha) ECE	2
8	Siro Secondary	2	8	Koilovala ECE Extension	2
9	Siro Primary	2	9	Dota Secondary	2
10	Siro ECE	2	10	Dota Primary	2
11	Haroro Primary	2	11	Dota ECE	2
12	Dala Secondary	2	12	Dende Primary	2
13	Dala Primary	2	13	Vuranimala Secondary	2
14	Leitongo Primary	1	14	Vuranimala Primary	2
15	New Vunuha Primary	2	15	Vuranimala ECE	2
16	New Vunuha ECE	2	16	Longapolo ECE Extension	2
17	Marvin Primary	2	17	Vuturua Primary	2
18	Marvin ECE	2	18	Vuturua ECE	2
			19	Toa Extension	2
			20	Ghole Primary	2
			21	Salesapa Primary	2
Zone 1 Total inspected schools by sector = 18			Zone 2 Total inspected schools by sector = 21		
Total inspected schools by sector = 39					

Table A2 shows schools by sector inspected by Gordon and team.

Table A2. List of schools by sector inspected by Gordon and team

No.	Schools by sector	Zone	Comment
1	Geallau Secondary	2	Collect data, complete draft and final report – Gordon .

2	Koilovala Primary	2	Collect data, complete draft and final report – Gordon .
3	Koilova (Vunuha) ECE	2	Collect data, complete draft and final report – Gordon .
4	Koilovala ECE Extension	2	Collect data, complete draft and final report – Gordon .
5	Binusa Secondary	1	Collect data, complete draft and final report – Gordon .
6	Binusa Primary	1	Collect data, complete draft and final report – Gordon .
7	Ravu Primary	1	Collect data, complete draft and final report – Gordon .
8	Ravu ECE	1	Collect data, complete draft and final report – Gordon .
9	Vuranimala Secondary	2	Collect data, complete draft and final report – Gordon .
10	Vuranimala Primary	2	Collect data, complete draft and final report – Gordon .
11	Vuranimala ECE	2	Collect data, complete draft and final report – Gordon .
12	Longapolo ECE Extension	2	Collect data, complete draft and final report – Gordon .
13	Dende Primary	2	Collect data, complete draft and final report – Gordon .
14	Marvin Primary	1	Collect data and forward to Ezra for completion of draft and final report.
15	Marvin ECE	1	Collect data and forward to Ezra for completion of draft and final report.
16	Dala Secondary	1	Collect data and forward to Ezra for completion of draft and final report.
17	Dala Primary	1	Collect data and forward to Ezra for completion of draft and final report.
18	Salesapa Primary	2	Collect data, complete draft and final report – Gordon .

Table A3 shows schools by sector inspected by Ezra and team

Table A3. List of schools by sector inspected by Ezra and team

No.	Schools by sector	Zone	Comment
1	Henry Koga Primary	2	Collect data, complete draft and final report – Ezra .
2	Henry Koga ECE	2	Collect data, complete draft and final report – Ezra .
3	Dota Secondary	2	Collect data, complete draft and final report – Ezra .
4	Dota Primary	2	Collect data, complete draft and final report – Ezra .
5	Dota ECE	2	Collect data, complete draft and final report – Ezra .
6	Soso Primary	1	Collect data, complete draft and final report – Ezra .
7	Nagotano Primary	1	Collect data, complete draft and final report – Ezra .
8	Nagotano ECE	1	Collect data, complete draft and final report – Ezra .
9	New Vunuha Primary	1	Collect data, complete draft and final report – Ezra .
10	New Vunuha ECE	1	Collect data, complete draft and final report – Ezra .
11	Haroro Primary	1	Collect data, complete draft and final report – Ezra .
12	Leitongo Primary	1	Collect data, complete draft and final report – Ezra .
13	Ghole Primary	2	Collect data and forward to Gordon for completion of draft and final report.

Table A4 shows schools by sector inspected by both teams (Ezra's and Gordon's)

Table A4. List of schools by sector inspected by both teams.

No.	Schools by sector	Zone	Comment
1	Halavo Secondary	2	Data collected by both teams. Draft and final copy prepared by Gordon.
2	Halavo Primary	2	Data collected by both teams. Draft and final copy prepared by Gordon.
3	Siro Secondary	1	Data collected by both teams. Draft and final copy prepared by Ezra.
4	Siro Primary	1	Data collected by both teams. Draft and final copy prepared by Gordon.
5	Siro ECE	1	Data collected by both teams. Draft and final copy prepared by Ezra.
6	Vuturua Primary	2	Data collected by both teams. Draft and final copy prepared by Gordon.
7	Vuturua ECE	2	Data collected by both teams. Draft and final copy prepared by Gordon.
8	Toa Extension	2	Data collected by both teams. Draft and final copy prepared by Gordon.

Table A5 shows reports by sector prepared and submitted by Flexi Inspectors (Ezra Faka and Gordon U'upwa) to respective schools assessed, CIP EA and MEHRD.

Table A5. Number of Reports by sector prepared and submitted by Flexi Inspectors for CIP, 2016 (Ezra Faka and Gordon U'upwa) to respective schools inspected, CIP EA and MEHRD

Ezra Faka - Team Leader Zone 1					Gordon U'upwa – Team Leader Zone 2				
No.	Sector	Copies of Reports sent			No.	Sector	Copies of Reports sent		
		School Inspected	CIP EA	MEHRD			School Inspected	CIP EA	MEHRD
1	Henry Koga Primary	1	1	1	1	Halavo Secondary	1	1	1
2	Henry Koga ECE	1	1	1	2	Halavo Primary	1	1	1
3	Dota Secondary	1	1	1	3	Geallau Secondary	1	1	1
4	Dota Primary	1	1	1	4	Koilovala Primary	1	1	1
5	Dota ECE	1	1	1	5	Koilova (Vunuha) ECE	1	1	1
6	Siro Secondary	1	1	1	6	Koilovala ECE Extension	1	1	1
7	Siro ECE	1	1	1	7	Binusa Secondary	1	1	1
8	Soso Primary	1	1	1	8	Binusa Primary	1	1	1
9	Nagotano Primary	1	1	1	9	Ravu Primary	1	1	1
10	Nagotano ECE	1	1	1	10	Ravu ECE	1	1	1
11	New Vunuha Primary	1	1	1	11	Siro Primary	1	1	1
12	New Vunuha ECE	1	1	1	12	Vuranimala Secondary	1	1	1
13	Haroro Primary	1	1	1	13	Vuranimala Primary	1	1	1

14	Leitongo Primary	1	1	1	14	Vuranimala ECE	1	1	1
15	Marvin Primary	1	1	1	15	Longapolo ECE Extension	1	1	1
16	Marvin ECE	1	1	1	16	Dende Primary	1	1	1
17	Dala Secondary	1	1	1	17	Salesapa Primary	1	1	1
18	Dala Primary	1	1	1	18	Ghole Primary	1	1	1
					19	Vuturua Primary	1	1	1
					20	Vuturua ECE	1	1	1
					21	Toa Extension	1	1	1
Total Reports		18	18	18	Total Reports		21	21	21
Total whole school inspection summary reports by sector sent to inspected schools = 39									
Total whole school inspection summary reports by sector sent to CIP EA = 39									
Total whole school inspection summary reports by sector sent to MEHRD = 39									

Table A6 shows list of sectors in schools not inspected.

Table A6. List of schools by sector not inspected

Zone 1			Zone 2		
No.	Schools by sector	Reason for no inspection	No.	Schools by sector	Reason for no inspection
1	Tumuligohu Extension	Unoperational. Teachers left the school to teach at the mother school (Haroro) since the community does not want them.	1	Halavo ECE	Operational. Teachers not present at school during WSI.
2	Leitongo ECE	Unoperational. Teachers left the school for months for unknown reasons.	2	Burungia ECE Extension	Operational. Overlooked by Ezra's team.
			3	Dende ECE Extension	Unoperational. Teachers left the school for months for unknown reasons.
			4	Salesapa ECE	Unoperational. Teachers left the school for months for unknown reasons.

Data analysis from Table B1 to Table B3 is extracted from Table 1 (Standard 1) to Table 14(Standard 14) in this report.

Data analysis in Table B1highlights in quantity the number of sectors of 39 that are analysed to having the policies and type in A and those that are not in C.

Table B1. Analysis of official policy documents for inspected schools.

Policy	Access	Assessment	Safety and Health	Teacher training	Teacher appraisal	SDP	Disaster preparedness plan	Budget	School board Constitution	School rules	School Report
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39 sectors	A	C	A	C	A	C	A	C	A	C	A	C	A	C	A	C	A	C	A	C	A	C
	4	35	7	32	5	34	17	22	3	36	32	7	2	37	19	20	10	29	32	7	0	39

Data analysis in table B2 shows in quantity the number of sectors that do child centred teaching, produced Summative assessments feedback to parents and students in a report, Analyse internal assessment results, Record and analyse external examination results (27) and do Remedial and enrichment programs for assessment feedback.

Table B2. Analysis of Child centred teaching and students assessment.

Learning and Teaching/ Students Assessment	Child -centred teaching		Summative assessments feedback in a report		Analyse internal assessment results		Record and analyse external examination results (27)		Remedial and enrichment programs for assessment feedback	
39 sectors	A	C	A	C	A	C	A	C	A	C
	19	20	28	11	9	30	0	27	6	33

Data analysis in Table B3 shows in quantity the number of sectors that have access to water (including drinking) in A and those that are not in C, sectors that provide toilets for students and teachers in A and those that are not in C and those that have a school library in A and those that are not in C as well as sectors that have ICT facilities in A and those that are not in C.

Table B3. Analysis of water and sanitation, school library and ICT facilities for inspected schools.

Infrastructure type	Schools access to water		Toilets for teachers		Toilets for students		School library		ICT facilities	
39 sectors	A	C	A	C	A	C	A	C	A	C
	18	21	1	38	1	38	2	37	4	35

Analysis in Table B4 highlights the quantity out of 7secondary sectors inspected which has specialists classrooms and type in A and the quantity, out of 7, that did not have specialist classrooms and type in C.

Table B4. Analysis of specialist classrooms for 7 secondary schools inspected.

Specialist room	Science lab		Technology lab		Agriculture lab		Home economics lab	
7 Secondary Schools	A	C	A	C	A	C	A	C
	0	7	0	7	0	7	0	7

Table B5 shows ECE centre status for registered, extension and unregistered of the 12 ECE centres inspected

Table B5. Quantitative analyses of registered, extensions and unregistered ECE centres inspected.

ECE Status	Registered		Extension		Unregistered	
12 ECE Centres	A	C	A	C	A	C
	7	5	0	2	0	3

Table B6 highlights ECE extensions established

Table B6. ECE extensions centres.

No.	Centre	Comment	Recommendation
1	Koilovala ECE	Extension of Koilovala ECE at Vunuha (WSI done)	Assess for registration under Koilovala primary
2	Longapolo ECE	Extension of Vuranimala ECE at Vuranimala (WSI done)	Assess for registration to stand alone.
3	Dende ECE	Extension of Vuranimala ECE at Vuranimala (Not inspected)	Assess for registration under Dende primary school.

Table B7 highlights unregistered established ECE centres

Table B7. Unregistered established ECE centres

No.	Centre	Comment	Recommendation
1	Vuturua	Unregistered established ECE (WSI done)	Assess for registration under Vuturua primary
2	Ravu Sodukosi	Unregistered established ECE (WSI done)	Assess for registration under Ravu Sodukosi primary
3	Henry koga	Unregistered established ECE (WSI done)	Assess for registration under Henry koga primary
4	Toa	Unregistered established ECE (WSI done – 1 report produced for extension/ECE Centre)	Assess for registration under Toa extension.
5	Salesapa	Unregistered established ECE (Not inspected)	Assess for registration under Salesapa primary

Table B8 highlights areas (Schools/Villages) not having ECE centres

Table B8. Areas (Schools/Villages) not having ECE centres

No.	Area	Recommendation
1	Dala	Assess for registration under Dala primary
2	Haroro	Assess for registration under Haroro primary
3	Tubila	Assess for extension to Siro ECE
4	Siro Community High School	Assess for extension to Siro ECE
5	Boroni	Assess for extension to Siro ECE
6	New mala	Assess for extension to Ravu Sodukosi
7	Salavo	Assess for extension to Ravu Sodukosi
8	Ravu Sodulu	Assess for extension to Ravu Sodukosi

9	Soso	Assess for registration under Soso primary
10	Binusa Community High School	Assess for registration under Binusaprimary
11	Ghole	Assess for registration under Gholeprimary

Table B9 highlights areas needed to establish primary schools as stand-alone or extensions

Table B9. Areas needed to establish primary schools as stand-alone or extensions

No.	Area	Recommendation
1	Boroni	Assess for extension to Siro primary
2	Salavo	Assess for extension to RavuSodukosi or stand-alone
3	Toa	Assess for registration to stand alone
4	Longapolo	Assess for registration to stand alone

Recommendations

1. Consult with schools to emphasise the use of the literacy approach for teaching students at all levels in the primary sector to achieve student centred teaching for quality learning.
 2. Recommend to schools to analyse internal and external assessment results for improved learning to achieve high academic results.
 3. Recommend to schools to produce students' academic reference reports on termly or semester basis. Most schools produce students' academic reference reports yearly which do not help students to know how they are progressing in their learning.
 4. Liaise with MEHRD to merge WSI and LPMU as one team for effective and efficient implementation and monitoring of WSI and LPMU.
 5. Liaise with MEHRD and LPMU to establish the post for literacy co-ordinator for CIPEA.
 6. Set training programs for school leaders to do trainings on policy design.
 7. Include within school leaders assessment **Teacher appraisal implementation** as a standard requirement for confirmation and demotion. School leaders on trial promotions that do not appraise their teachers are to be further assessed for the time frame allowed in the TSHB and where time frame lapses but still do not appraise their teachers be demoted to their previous post and previous level. School leaders whom had been confirmed and do not appraise their teachers in the current school they serve be demoted to any post below the school leaders post in another school in the following year.
 8. Include within school leaders' assessment the following policies as a standard requirement for confirmation and demotion. **School budget, school board constitution and school policies for Access, Assessment, Safety and Health, SDP, Disaster Preparedness Plan, School Rules and School Report.** School leaders on trial promotions that do not design or have any of the policies highlighted are to be further assessed for the time frame allowed in the TSHB and where time frame lapses but still do not design or have any of the policies highlighted be demoted to their previous post and previous level. School leaders whom had been confirmed and do not design or have the policies highlighted for the current school they serve be demoted to any post below the school leaders post in another school in the following year.
 9. Put in place a training policy and training program for CIP teachers professional development to do further studies. Where necessary establish a post for training officer for CIPEA.
 10. Send TIT teachers whom do not have qualifications but are teaching in ECE centres, for training to equip them with the ECE skills and knowledge to achieve quality education.
 11. Design plans to acquire **mass projects** for **school libraries, water and sanitation** for schools and **specialist classrooms** for secondary sectors.
 12. Design plans to acquire **mass projects** for **health and disability facilities** for schools. The need to have these facilities in schools to allow room for disable students' enrolment in mainstreams schools is necessary. Where possible establish a post for health and special education co-ordinator for inclusive practices.
 13. Assess ECE extensions and unregistered ECE centres for registration status for **small children easy access to school** to achieve United Nations millennium goal; education for all. Where possible establish ECE centres for all schools as stand-alone registered or extensions for registered ECE centres.
 14. Assess primary school extensions recommended in respective whole school summary report forms for registration status to stand-alone.
 15. Assess primary schools recommended in respective whole school summary report forms for registration status to community high setting.
 16. Assess areas highlighted in this report for ECE registration as extensions or stand-alone.
 17. Assess areas highlighted in this report for primary school registration as extension or stand-alone.
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References

- Faka. E (2016) *Whole School Inspection Summary Report for central province 2016 Inspected Schools*. Tulagi: Inspectorate Division, Central Islands Province. Whole School Inspection Programme.
- MEHRD.(August 2012) *Inspection for Improvement. Whole School Inspection Handbook for School Inspectors in Solomon Islands*. Honiara: Ministry of Education and Human Resources Development. Whole school inspection programme.
- MEHRD.(August 2012) *Whole School Inspection Handbook Implementation Guide*. Honiara: Ministry of Education and Human Resources Development. Whole school inspection programme.
- U'upwa. G (2016) *Whole School Inspection Summary Report for central province 2016 Inspected Schools*. Tulagi: Inspectorate Division, Central Islands Province. Whole School Inspection Programme.

Appendix 1. Further References and Information

The soft copies of The Central Province 2016 Analytical Report (Volume I) including copies of the Whole School Inspection Summary Reports for respective schools assessed can be copied from The Central Province Inspectorate Division and The Central Islands Province Education Authority.

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