



PAPUA NEW GUINEA
DEPARTMENT OF EDUCATION

School Leadership and Management Training

Training to Improve School Governance, SLIP, and Financial Management in 1-6-6 Primary Schools

PARTICIPANT WORKBOOK



PNGAus Partnership



Acknowledgements

The School Leadership Management Training (SLMT) is part of the Partnerships for Improving Education (PIE) program, an investment in teaching and learning with a focus on improving the delivery of access to, and quality of education for children in the early grades of primary schools in Papua New Guinea. PIE is funded by the Australian Government and is being implemented in partnership with the National Department of Education (NDoE) and the Bougainville Department of Education (BDoE) in Papua New Guinea.

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Acronyms and abbreviations

AAP	Annual Action Plan
AROB	Autonomous Region of Bougainville
BDOE	Bougainville Department of Education
BoM	Board of Management
CCB	Combined Cash Book
CES	Church Education Secretary
DEM	District Education Manager
DEO	District Education Officer
DRM	Disaster Risk Management
GFEP	Government Free Education Policy
GFTS	Government Tuition Fee Subsidy
LLG	Local Level Government
NDoE	National Department of Education
PDOE	Provincial Division of Education
PEA	Provincial Education Adviser
PIE	Partnerships for Improving Education
SLIP	School Learning Improvement Plan
SLMT	School Leadership and Management Training
WASH	Water and Sanitation Hygiene

Introduction

The Partnerships for Improving Education program (PIE) is designed to improve access, equity and student learning outcomes in the early grades through a capacity development, system strengthening approach. The program operates at the national and sub-national level in three provinces: Sandaun, Central and the Autonomous Region of Bougainville (AROB).

Good governance and effective school leadership are preconditions to creating an inclusive school environment where students are engaged and supported to learn. Effective school leadership is essential to improving efficiency and equity. Having a functional School Board of Management (BoM) can promote parental engagement and address barriers to enrolment, inclusion, attendance, learning and retention.

The PIE program is being implemented in partnership with the Government of PNG, through the National Department of Education (NDoE) and funded by the Government of Australia, Department of Foreign Affairs and Trade.

Purpose of the SLMT Training Guide

The Partnerships for Improving Education (PIE) School Leadership and Management Training (SLMT) manual has been developed for use by Provincial Trainers, Coordinators, School Inspectors and District Education Trainers. The target audience are the Head Teachers or Teachers in Charge and Board of Management (BoM) members of schools with Prep-G2 classes.

There are four modules:

Module 1 – Leadership, Management and Governance

Module 2 – SLIP Process, Cycle, Planning and Development

Module 3 – Improving the quality and effectiveness of education through SLIPs

Module 4 – Financial management

Theory of change

If school governance and leadership clearly understand their roles and responsibilities and are empowered toward creating an inclusive, student-centred learning environment then this will encourage parents to enrol their children, and ensure they send their children to school everyday until they complete their education. When students come to school every day, they are more likely to learn, and they are more likely to successfully transition to the next grade.

Training

The School Leadership and Management Training (SLMT) will be conducted over 4 consecutive days (however, option to be completed over multiple sessions at own pace) and led by ChildFund PNG. The training will be attended by school head teachers, teachers in charge and Board of Management members.

SLM training materials

✓ SLMT Facilitator Guide	One per facilitator
✓ SLMT Participant Workbook	One per participant
✓ SLMT Training Needs Assessment	One form per participant
✓ SLMT Post Training Needs Analysis	One form per participant
✓ SLMT School Data	One form per school

Digital copies of the following will be provided on the NDoE website:

<https://www.education.gov.pg/publications/edu-plans-policies/>

✓ Governing Body Handbook 2024	✓ Gender Equity and Social Inclusion (GESI) in Schools Policy
✓ National Quality Schools Standards Framework	✓ School Learning Improvement Plan Policy Standards and Guidelines 2024
✓ Behaviour Management Policy	
✓ Behaviour Management: A guide for schools	✓ Government Tuition Fee Subsidy Policy 2019
✓ National Education Plan 2021-2029	✓ Public Finances Management Act

Workshop objectives



By the end of the workshop, participants can:

- Understand how fulfilling key roles and responsibilities as Head Teachers and school Board of Management members contributes to student wellbeing, retention, and learning.
- Confidently develop an integrated SLIP that is inclusive and gender-responsive with activities under each of the focus areas to create an enabling environment for learning.
- Demonstrate basic financial management skills in reporting on how school funds are spent and development of a single school budget.

Session	Arrival	Module 1	Module 2	Module 3	Module 4
8:30-10:30 am		Module 1: Leadership & Management Session 1.1 Key concepts: Leadership, management, accountability and transparency (120 mins)	Module 2: SLIP Session 2.1 Understanding SLIP Policy and Guidelines (120 mins)	Module 3: SLIP Part 2 Session 3.1 Identifying and addressing issues to improve school effectiveness and quality (120 mins)	Module 4: Financial Management Session 4.1 Overview of Financial Management (60 mins) Session 4.2 Key financial roles and responsibilities (90 mins)
Morning Break					
11:00-1:00 PM	Registration Welcome Registration	Session 1.2 Key concepts– Roles and Responsibilities (120 mins)	Session 2.2 SLIP cycle and development process (120 mins)	Session 3.2 Improving behaviour management (60 mins)	Session 4.3 Annual quarterly budgets (90 mins)
Lunch					
2:00-3:30 PM	Introductory Session Orientation Introductions About SLMT training Training Needs Assessment	Session 1.3 Key concepts – Governance (30 mins)	Session 2.3 Developing a SLIP: Context Statement, Vision and Mission Statements, Strengths and Challenges (120 min)	Session 3.3 Improving inclusion (90 mins)	Session 4.4 Combined Cash Book Session 4.5 (30 mins) Maintaining financial records and funds acquittal (60 mins)
Afternoon Break					
4:00-5:30 PM		Session 1.4 Key concept – Governing Body Handbook (90 mins)	Session 2.4 Developing a SLIP: Three Year Roll Out Plan, Annual Action Plan and Reviews (120 mins)	Session 3.4 Improving safety (90 mins)	Session 4.6 Next steps and action planning (50 mins) Session 4.7 Post training needs analysis & certificates (40 mins)

ORIENTATION AND REGISTRATION

Orientation and registration



120 minutes



Objectives

By the end of the session, participants can:

- Explain the purpose of the SLMT.
- Complete the Training Needs Assessment.

Notes and questions

Write your questions and notes about the SLMT here.





MODULE 1

**Leadership,
Management &
Governance**

Module 1 Leadership, Management & Governance

OVERVIEW MODULE 1

Time	Session	Timing	Title
8.30am- 9.00am	1	30 mins	Registration and pre-assessment completion
9.00am- 11.00am	1.1	120 mins	Key concepts - Leadership, management, accountability and transparency
11.00am – 11.30am	MORNING BREAK		
11:30pm – 1:00pm	1.2	60 mins	Key concepts - Roles and Responsibilities
1:00pm – 2:00pm	LUNCH		
2.00pm – 2.30pm	1.3	30 mins	Key concept - Governance
2.30pm-3.00pm	AFTERNOON BREAK		
3.00pm – 4.00pm	1.4	60 mins	Governing Body Handbook
	TOTAL	7.5h	



Module 1 Objectives

By the end of the module, participants can:

- Identify the traits, abilities and skills of effective school leadership and management
- Recognise the roles, responsibilities and approaches required by national policies and outlined in the Governing Body Handbook
- Reflect on approaches and protocols that can be taken to ensure good governance

SESSION 1.1: KEY CONCEPTS - LEADERSHIP, MANAGEMENT, ACCOUNTABILITY AND TRANSPARENCY



120 hours



Objectives

By the end of the session, participants can:

- Understand the characteristics of effective leaders and managers
- Understand the differences between leadership and management

Reflect: Why is it important as a Head teacher or BOM to be able to see things from a different point of view?



It is important in leadership to understand and accept differences in opinions, views and ideas.

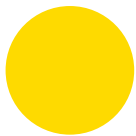
Term	Definition
 Leadership	The ability to influence other people to think or take actions which contribute to achieving a goal or goals.
 Management	The ability to work within a system to achieve a goal or goals by planning, organizing, monitoring and supporting the work of people (staff management) and the use of resources (resource management), including financial resources.

A. Head Teachers and Senior Teachers

Leadership and management capacity self-assessment checklist



Red/Low: Not confident



Yellow/Med: Some confidence



Green/High: Strong confidence

Q.	Specific ability/skill	My level		
		Low	Med	High
1	I can act as a role model for teachers and students – punctual, honest, well-dressed, and act appropriately on school grounds, etc			
2	I can build relationships with teaching staff based on trust and respect			
3	I can meet with individual staff members to discuss professional matters (e.g. problems with attendance and performance)			
4	I can organize professional development meetings at school level to respond to particular problems/issues			
5	I can maintain school discipline without shaming and blaming			
6	I can maintain friendly but respectful relationships with students			
7	I can establish and maintain good relationships with parents			
8	I can organize, lead and document a staff meeting			
9	I can organize, lead and document a public meeting			
10	I can support an active School Board of Management			
11	I can consult widely, plan and lead the development of a SLIP			
12	I can manage school finances accurately and openly			
13	I can complete and submit formal reports required by the NDOE			
14	I can write submissions for additional resources/funding etc.			
15	I can delegate responsibilities to others			
16	I can communicate clearly and effectively with school stakeholders			

Who could assist you in developing leadership and management skills?

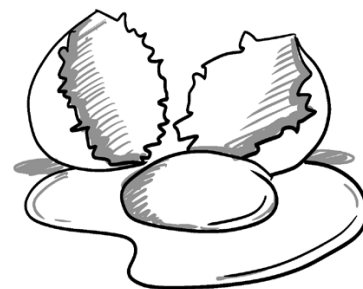
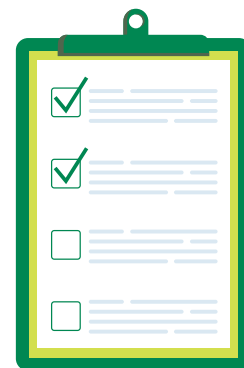
(These may be formal training programs or informal, personal relationships with respected mentors and peers)

Sources of support	Leadership	Management
Education system		
Other (local) sources		

B. BOM Chairs and/or members: Leadership and management capacity self-assessment checklist

Q.	Specific ability/skill	My level		
		Low	Med	High
1	I have a strong working relationship with the HT based on trust and respect			
2	I can consult widely in planning and leading the development of a SLIP and Annual Action Plans			
3	I can work with HT to manage school finances accurately and openly			
4	I can work with HT to make submissions for funding to LLG, District Development Fund and other funding bodies			
5	I have a good knowledge and understanding of the NDOE's Behaviour Management Policy and practice			
6	I can work with HT and teachers to make decisions about school discipline			
7	I have a friendly and respectful relationship with students			
8	I can organize, lead and document a BoM meeting			
9	I can organize, lead and document a P&C or other public meeting			
10	I am willing to talk with community members outside formal meetings about school matters			
11	I can act as a good role model for BoM members: punctual, honest, well-informed, etc.			
12	I can ensure that women are members of the BoM and that women are included in all community consultations			
13	I can work with HT and community to identify good people to join the BoM			
14	I have a strong relationship with the school's education agency			

Reflect and discuss: what does accountability mean to you in your role as HT or BOM?

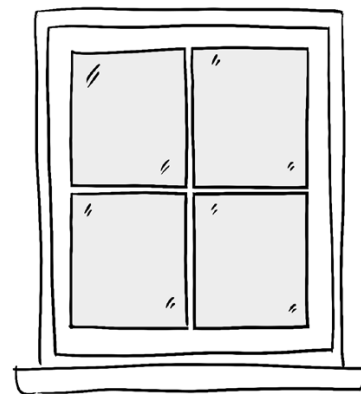


- Accountability is the concept that people who are responsible for carrying out a role need to make regular reports on their work to others. For most people talking or reporting to others about what they are doing is very helpful as it provides opportunities to discuss problems, seek assistance and further improve their practice. While most people are honest and do their best it is also important to check from time to time because, sometimes, this is not the case.
- You can think about accountability like breaking an egg. You are responsible for taking care of the egg. If something happens to the egg, it is also the responsible person's role to take ownership and be honest about the broken egg. They should not blame others or situations for breaking the egg. Rather they should be honest and identify, with others, how to clean up and replace the egg.
- Accountability takes different forms but people in a school or education system are generally accountable to someone or a body of people. Often this accountability is a legal requirement (e.g. under the Public Finances Management Act).

Reflect and discuss: How are different people within the education system accountable?

Person	Accountable	How accountability is demonstrated
HeadTeacher	<i>District Superintendent</i>	<i>Submitting narrative and financial reports and data, attending meetings</i>
Senior Teacher	<i>Head Teacher</i>	<i>Making oral and written reports to the Head Teacher</i>
Teacher	<i>Head Teacher</i>	<i>Submitting teaching plans, monthly returns, student reports</i>
BOM Chairperson	<i>Board of Management</i>	<i>Reporting to BOM at meetings</i>
BOM members	<i>BOM Chairperson</i>	<i>Attending and participating in BOM meetings</i>

Reflect and discuss: why is it important for HTs and BOM to be transparent about what they are doing or have done?



Transparency is like the word transparent... able to be seen through.

In the context of management it also carries the additional meaning of not hiding anything. Think about transparency like a window. People should be able to see through a window and see the activities going on inside. The window should not be boarded up or covered as then people will be worried about what is going on inside. This may lead to fear, anxiety and mistrust of activities. Windows should be clear to help people build trust with what is going on inside.

Transparency will build trust and good working relationships/ partnerships. Transparency is particularly important in financial management. It is easy to start rumours about improper or illegal uses of school funds which can cause big problems in school-community relationships.

SESSION 1.2: ROLES AND RESPONSIBILITIES



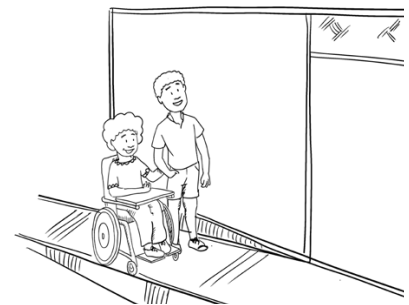
90 minutes



Objectives

By the end of the session, participants can:

- Define the terms 'roles' and 'responsibilities' in the context of local schools and education system
 - Know that there are a range of different responsibilities for people in the education system – both NDoE staff and parents and community members
 - Understand that HT's must have a good understanding of their own responsibilities and those of other school staff and community members
- Schools are part of a large, national system. To make the system run effectively and help school staff do a good job, the government and NDoE staff develop and publish policies and sets of rules and regulations. These documents are also a way in which the government and public servants demonstrate accountability to the citizens of the country.
 - During the SMLT course, there will be many references to important laws, policies and regulations and, in presentations and tasks, participants will read and talk about 'roles and responsibilities' of education officials, school staff and others (such as BOM members, parents and community members). School heads are expected to have a thorough knowledge of all of this and provide advice and support to everyone involved so that they can play their part. It is one of **their** main responsibilities.



The 'roles and responsibilities' matrix

 Roles	 Responsibilities
Head Teacher (as school manager)	• Ensure the policies are implemented (e.g. SBC) • Day-to-day school management/administration • Collect/report data as required to District/Province • Lead planning for school improvement/development • Manage school resources (including finances) • Build and maintain relationships with local govt. • Build and maintain good relationships with community • Respond to parental/community questions/requests
Head Teacher (in support of BOM)	• Organise meetings at the request of the chairperson. • Be present at all meetings. • Inform the board about new national policies, national and provincial plans, national curriculum, and other activities which will affect the school. • Report quarterly on school-related matters such as operations, student enrolment, staffing, student discipline and teaching and learning progress. • Report quarterly on the progress implementing the SLIP AAP priorities. • Provide quarterly and annual financial reports and advise on the correct expenditure of school funds. • Be a signatory on the school's bank account. • Vote in meetings. • Appoint a non-voting Secretary to keep the minutes of the board meetings. • Ensure that accurate board minutes are securely stored and available for inspection.
Senior Teacher	• All Classroom Teacher responsibilities, as below • Mentor and advise teachers, esp. new/young ones • Assist HT conduct professional development training for teachers • Carry out other tasks as delegated by HT and agreed
Classroom teacher	• Checking student's daily attendance and keeping a record • Follow public and teaching service requirements • Plan, teach and evaluate lessons following curriculum • Carry out regular assessments of student learning • Implement national policies (e.g. SBC, Inclusive Education) • Uphold school policies (e.g. behaviour management) • Report to and meet with parents about children's progress



Roles



Responsibilities

BOM members

- A BoM is immediately responsible within the limits of funds and other resources available to it -
- For the planning for, and the provision and maintenance of, school buildings, teachers' houses and ancillary facilities;
- For ensuring adequate housing availability of housing for teachers;
- For the enrolment of pupils;
- Within the general framework of policy established under this Act and the philosophy of the education agency conducting the pre-school, community school, elementary school, primary school or vocational centre.
- For determining the aims and goals of that school or centre;
- For supervising the achievements of those aims and goals;
- For the making of rules for the discipline of students, including the punishment by suspension, expulsion or the provision of work or services;
- For the suspension or expulsion of students for the breaches of rules made in accordance with Paragraph (e);
- For such other matters in relation to the National Education System as prescribed by or under this Act or any other law relating to education matters.

Parents / community members

- Provide children with basic requirements for school
- Ensure children attend school
- Pay school fees
- Encourage children to talk about school/learning
- Ask children about homework and help them
- Attend parent-teacher meetings
- Participate in P&C meetings

SESSION 1.3: GOVERNANCE



30 minutes

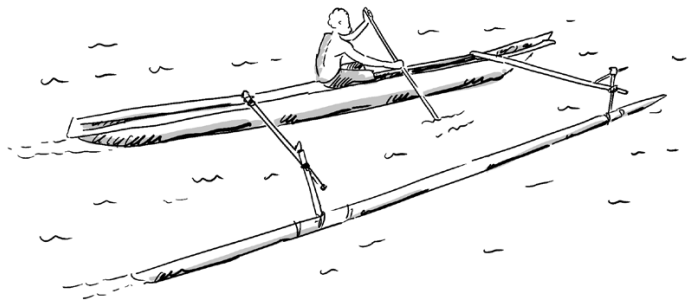


Objectives

By the end of the session, participants can/will:

- Understand the meaning of the term 'School Governance' and the role of the BOM in providing it.
- Explore different approaches (both individual and collaborate) that can be used to address difficult situations and conflicts within the school.

Reflect and discuss: What does a paddler need to do to move their canoe in the right direction?



The paddler needs to steer to get where they need to go and paddle to move forward to get there through all kinds of conditions. A school is like a canoe. It requires a paddler to help it move in the right direction, constantly assessing the conditions and making changes to reach its goals. The BoM is like a paddler. They make decisions and utilise resources to help steer the school in the right direction using the best resources possible and leading through all sorts of conditions.



- Governance usually refers to high level or broad decision-making on issues that go beyond both day-to-day school management or decisions which require a level of professional (educational) knowledge.
- Governance is in the hands of School Boards of Management (BOM). BOMs are important links between schools and the communities they serve. Active BOMs build trust between school and community which can result in improvements in the quality of education (increased enrolment, attendance, and retention and, thus, better learning outcomes) and in enhanced mobilization of community resources (labour, materials) in support of school development plans.
- BOM Chairs and members do not get involved with minor decision-making which goes on in schools. Such decisions are covered in the duty statements of school heads and teachers which set out their roles and responsibilities. There are areas of school management, however, in which the Education Act and policies **requires** the involvement of BOM members such as the development of SLIPs and financial management and reporting. BOMs can also play important roles in helping school heads understand and work through local issues which sometimes arise in the school setting.
- The Governing Body Handbook is a very useful guide which sets out in detail the expectations of the GoPNG and the NDOE of Boards of Management. Will we look at the Governing Body Handbook in the next session.



2. BOARD OF MANAGEMENT

All ECE centres, primary schools, vocational centres and IERCs have a Board of Management (BoM) as their governing body.

2.1 ESTABLISHING A BOARD OF MANAGEMENT

The BoM is established by the education agency and approved by the Provincial Education Board.

A single BoM may be used for group of schools (for example, when there is an ECE centre, primary school, and vocational centre on the same mission station). With the consent of the Education Board, an education agency can appoint itself as the board for a school instead of having a BoM.

60. Boards of Management

(1) An education agency shall establish a Board of Management for each ECE centre community school, elementary school, primary school and vocational centre conducted by it within the National Education System.

(2) This Act does not prevent one or more education agencies from establishing a single Board of Management for a group of community schools, primary schools or vocational centres.

2.1.1 BoM membership

Some provinces and autonomous regions have their own education act which may list the members of the BoM. If there is no provincial education act, the Education Act 1983 applies. In the Education Act, the members of the BoM are:

1. At least five members, broadly representative of the community served by the school.
2. A teacher on the staff of the school.
3. School head (ex officio).
4. Representative or representatives of the education agency.

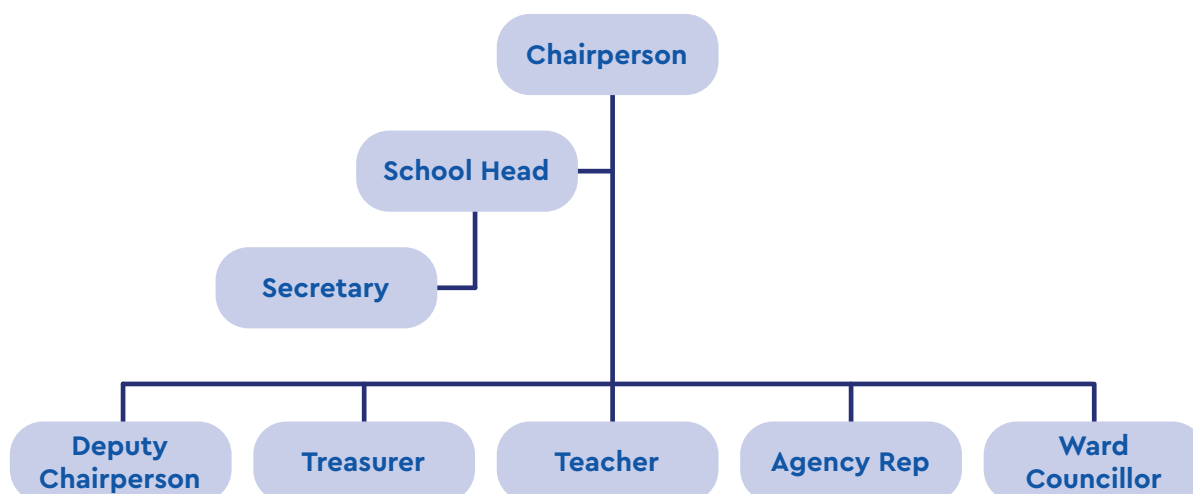


As the BoM should be “broadly representative” of the community, the education agency should ensure half of the community representatives are women.

As the LLG has an important role in the maintenance and development of schools, many schools have the Ward Councillor as an ex officio community member of the BoM.

If the school is a government agency school, the District Education Administrator (DEA) will appoint a representative (for example, a headteacher from a nearby government school). If the school is a church education agency school, the agency will appoint someone who is interested in education and lives close to the school.

Figure 1 Example of a Board of Management



Task 2a Self assessment

1. Complete a self-assessment for your BoM. How would you rate your BoM?

0 = we do not have this yet

1 = partly

2 = we have this

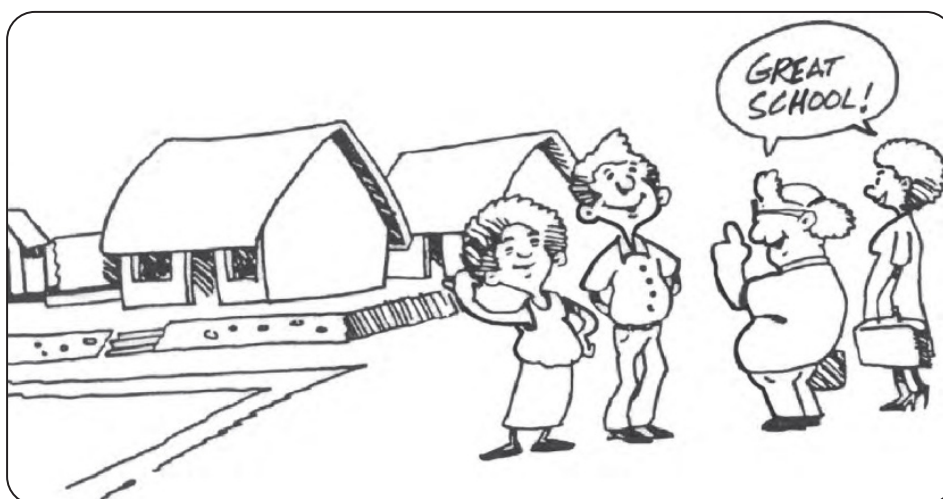
Written constitution	
At least 5 community representatives	
Teacher representative	
A representative nominated by the education agency (church or government)	
A representative nominated by the LLG	
A non-voting secretary appointed by the school head	
An elected chairperson	
An elected deputy chairperson	
An elected treasurer	
Half of the members are women	
Total (out of 20)	

2. List at least three things your school board could do to align with the Education Act.

1.1 GOOD GOVERNANCE

The governing body is accountable for all money received, raised, and spent in the school. Transparency about decision-making builds the trust and respect of the community. Good governance includes:

- supporting the school head and teachers.
- ensuring community participation in decision-making.
- approving the School Learning Improvement Plan (SLIP) and Annual Action Plan (AAP) and budget.
- ensuring the school is keeping proper written records of all income and expenditure.
- ensuring acquittals and reports are submitted on time to the appropriate authority.
- monitoring student enrolment and planning for future enrolment.
- keeping and reporting written minutes of meetings and decisions.
- establishing sub-committees as needed.



Task 1B Rank

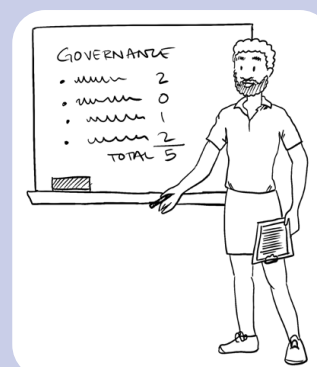
Think about your own school board. How would you rate your governance?

0 = we do not do this yet

1 = we do this sometimes

2 = we do this all the time

Supporting the school head and teachers.	2
Ensuring community participation in decision-making.	0
Etc.	



1.2 SELF RELIANCE

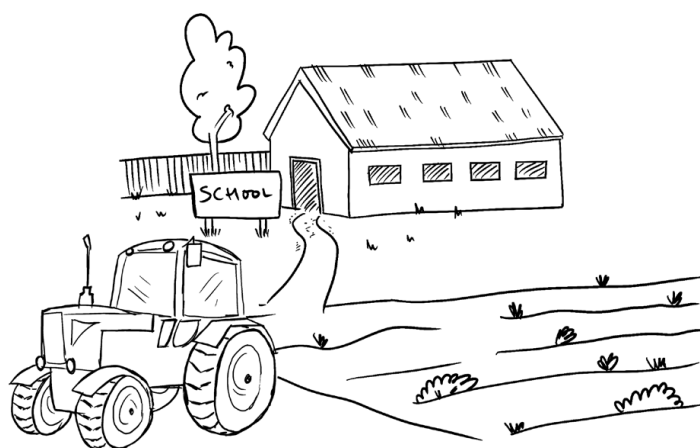
Our communities have a tradition of self-reliance. Every governing body has the responsibility to see what we can do to make our schools better rather than waiting for someone else to do it for us. Self-reliance activities include:

- approving realistic value-for-money plans, projects, and budgets.
- encouraging the Parents' and Citizens' (P&C) Association to help maintain and improve the school through fundraising or "sweat equity."
- applying for funding from the Local Level Government (LLG), District Development Authority (DDA), and other funding bodies.
- planning income generation activities such as a school farm, rentals, or school canteen.



Task 1C Case study

1. St. Mary High School wants to raise money to buy a new roof for their library. The school is in town. What would be the best way for the school to raise money for the new roof? Why?
2. Smalwara Vocational Centre needs a new tractor for its farm. What would be the best way for the school to raise money? Why?
3. Mangi Primary School is in a rural area. They want to buy new textbooks. What would be the best way to pay for the new books? Why?



SESSION 1.4: GOVERNING BODY HANDBOOK



60 minutes



Objectives

By the end of the session, participants can/will:

- Explain the key sections of the NDOE's Governing Body Handbook

- The NDOE has recently produced a Governing Body Handbook (2024). The Handbook has information about the structure and function of Boards of Management and descriptions of their roles and responsibilities. The Handbook includes some of legal content from the Education Act of 1983 but also refers to many recent NDOE policy developments such as those about Student Behaviour Management and SLIP.

1.3 SCHOOL IMPROVEMENT

The governing body is responsible for using its funds and other resources wisely to:

- determine the aims and goals of the school.
- supervise the achievement of those goals.
- enrol students.
- improve learning.
- make rules for the behaviour management of students.
- build and maintain school buildings and teachers' houses.
- provide the materials and equipment needed for learning.
- establish a committee to appoint teachers (BoG and GC only).

Working with the school head and teachers, the school board should strive to improve learning standards, student and teacher welfare, equity, and inclusion.

Task 1D Policy check

There are important national policies for school standards. How well do you know them?

National Quality School Standards Framework			
National School Minimum Standards Policy			
School Learning Improvement Plan Policy			
Inclusive Education Policy			
Gender Equity and Social Inclusion (GESI) in Schools Policy			
Behaviour Management Policy			
Government Tuition Fee Subsidy Policy			
Water, Sanitation, and Hygiene Policy			

1.4 ADVISORY ROLE

The school head is responsible for running the school and managing the teachers. The governing body is a forum for providing advice to the school head, including:

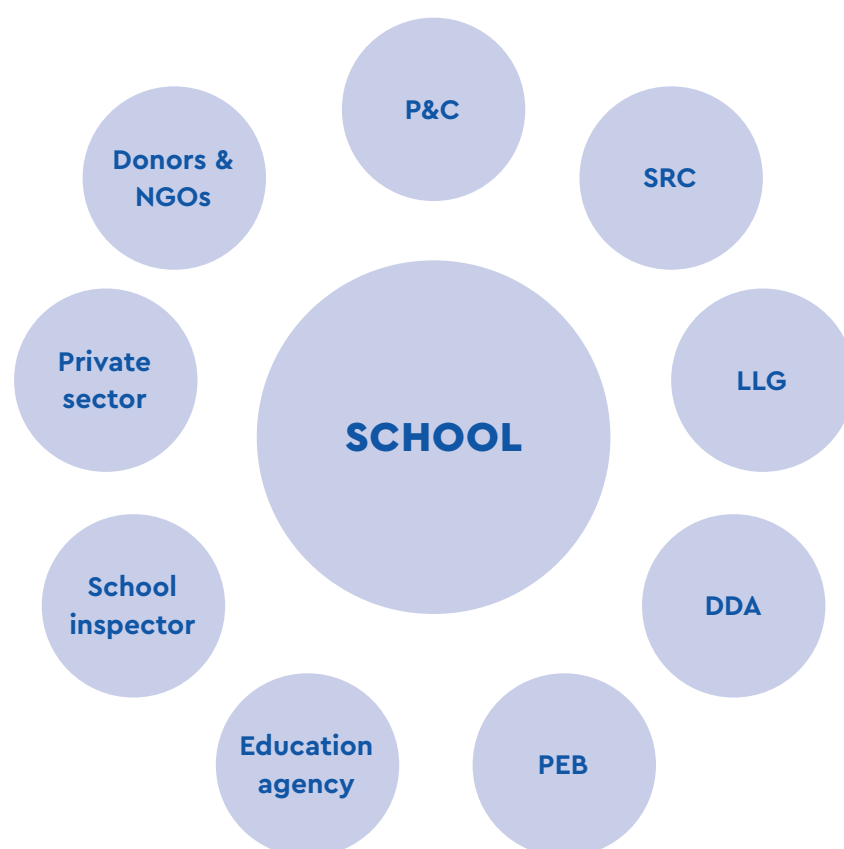
- priorities for the SLIP and AAP.
- concerns about teachers who are not committed to their duties or frequently absent.
- appointment of teachers (BoG and GC only).

A school board may also provide written advice to the school inspector, education agency or Education Board, including:

- advising on future enrolment projections.
- reporting a member of the teaching service for poor performance, inappropriate behaviour, or frequent absenteeism.

1.5 GOOD COMMUNICATION

The governing body can establish a network of people and organisations who can support school improvement and income. These can include the DDA and LLG, which can provide funds for school improvement.



1.6 ENROLMENT

Every year the governing body must plan for the enrolment of students. This depends on the population in the school's "catchment" area (for example, nearby communities or feeder schools). If there is a high birth rate or a growing number of graduates from feeder schools, the school might need more classes and teachers.

For example, every child should enrol in Prep at the age of six so a BoM will conduct an annual survey of children aged 1-6 to project the number of places the school will need.

A school enrolment survey form may include the following:

Village:					Date of survey:							
Father's Name	Mother's Name	Child's Name	Gender		Born this year	Born last year	Born 2 years ago	Born 3 years ago	Born 4 years ago	Born 5 years ago	Born 6 years ago	Age
			Male	Female								

Task 1E Discuss

1. Is your school enrolment growing, staying the same, or shrinking? Why?
2. How do you know how many student places you will need in future?
3. Are the students the correct age for their grade? How can a school board make sure students are the correct age?



1.7 WORKING WITH THE SCHOOL HEAD

The school head is the leader and manager of the school. They will manage the teachers and any ancillary staff to teach and assess the national curriculum and implement national policies. The school head is a member of the governing body and works closely with members to plan, budget, and make decisions about the school. Close cooperation and open communication between the school head and school board is essential.



Task 1F Reflection

1. Why is it important to work well with the school head?
2. What might happen if the school head and the school board had a major disagreement?
3. How can the board and school head prevent conflict?
4. Who can help if the school head and the school board have a major disagreement?



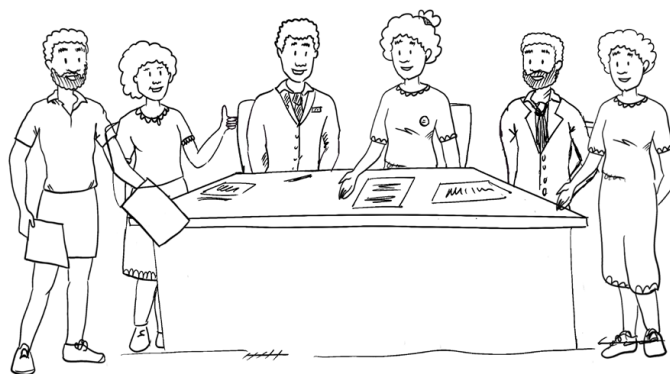
1.8 WORKING WITH THE TEACHERS

Teachers are members of the Teaching Service and are responsible for teaching and assessing the curriculum and supporting all students to achieve their potential. Teachers need to communicate clearly with parents and students, support each other to improve their teaching skills, and ensure there is a safe, well-managed classroom environment. The teachers are always represented on the governing body, but they are managed by the school head. The provision of housing for teachers is a responsibility of the governing body in the Education Act.



Task 1G Case study

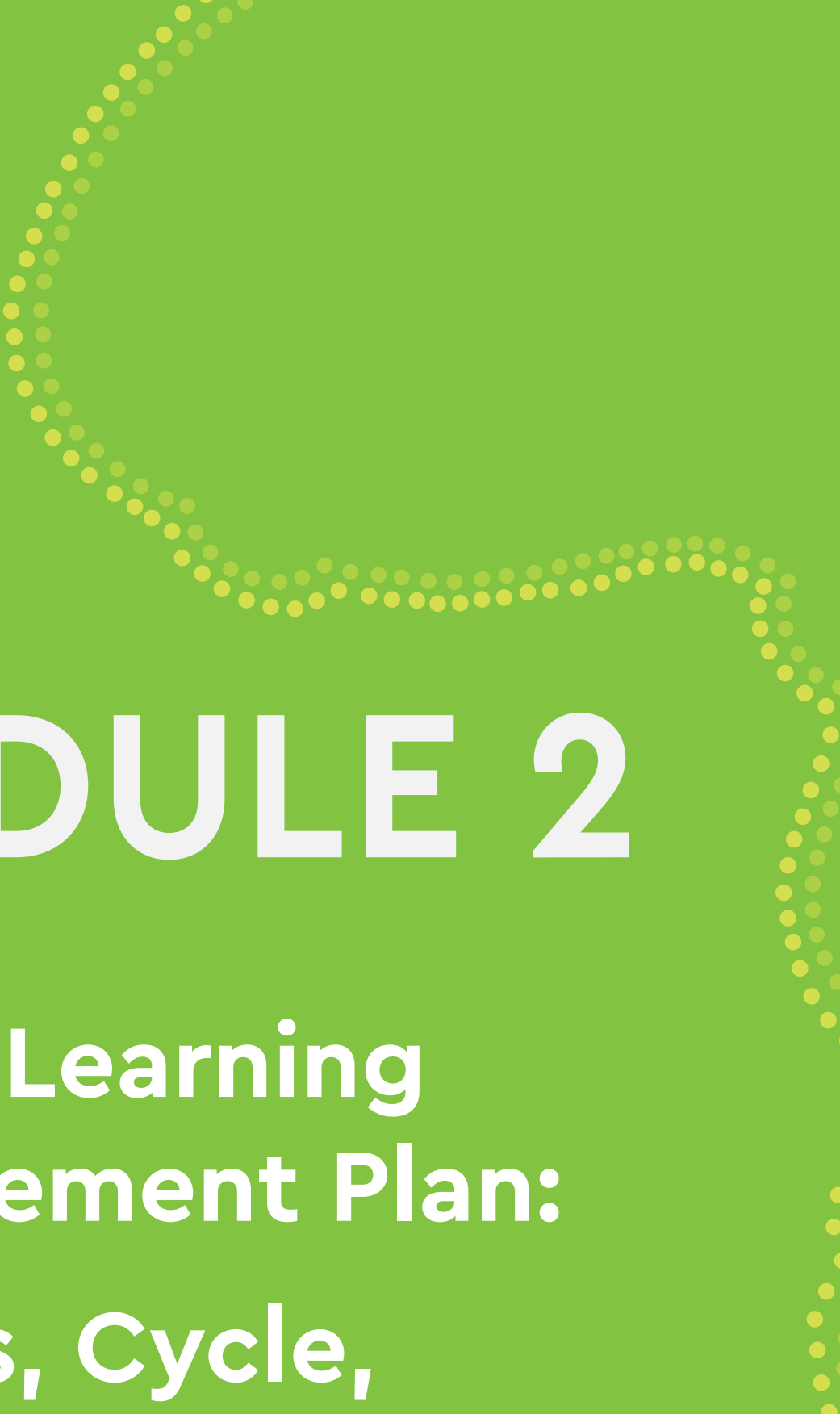
1. Board of Management members are worried about a teacher at their school who is getting drunk and beating their spouse. The community are unhappy. What should the board do?
2. A teacher complains to the Board of Governors that their teaching load is too high. What should the board do?
3. A group of parents complains that a teacher is frequently absent and is not holding parent-teacher conferences. What should the board do?



SESSION 1.4 SCHOOL GOVERNING BODY HANDBOOK – QUIZ

No.	QUESTION	Answer
1	The BoM should do a survey each year of the numbers of children aged 1-6 within its “catchment area”	TRUE or FALSE
2	How often should the BoM meet?	
3	The BoM is responsible for the management of teachers	TRUE or FALSE
4	Most BoMs serve only one school but can, sometimes, serve more than one	TRUE or FALSE
5	BoMs should include a representative of the Education Agency	TRUE or FALSE
6	Can an Education Agency develop a standard constitution for BoMs in its schools?	TRUE or FALSE
7	What is the minimum number of members for a BoM?	
8	Can an LLG Councillor be a member of a BoM ?	TRUE or FALSE
9	Can a local MP be a member of a BoM?	TRUE or FALSE
10	Can a teacher be a member of a BoM?	TRUE or FALSE
11	Can a teacher’s wife or husband be a member of the BoM?	TRUE or FALSE
12	Non-school staff members of the BoM must be elected by the community	TRUE or FALSE
13	Is there a limit of 2 years for community members to be BoM members ?	TRUE or FALSE
14	Can you give at least three examples of reasons a person has to resign from a BoM ? 1. 2. 3.	
15	Are BoM’s responsible for teacher housing ?	TRUE or FALSE
16	What percentage of the school’s GTFS does the NDOE Secretary recommend schools allocate to improving infrastructure ?	
17	BoMs can approve the use of corporal punishment by teachers as part of a school’s discipline policy?	TRUE or FALSE
18	The BoM can advise the HT on how to improve enrolment, equity, inclusion, attendance, learning and retention of students?	
19	How often does the BoM consult with the community to review progress on activities in the SLIP ?	
20	The HT is an “ex-officio” member of the BoM – what does this mean ?	



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MODULE 2

**School Learning
Improvement Plan:
Process, Cycle,
Planning and
Development**

Module 2 SLIPS

OVERVIEW MODULE 2

Time	Session	Timing	Title
8.30am- 10.30am	2.1	90 mins	Understanding the SLIP Policy and Guidelines
10.30am – 11.00am	MORNING BREAK		
11.00am-1:00pm	2.2	90 mins	SLIP Cycle and Development Process
1:00pm – 2:00pm	LUNCH		
2:00pm – 4.00pm	2.3	120 mins	Developing a SLIP: Context Statement, Vision and Mission Statement, Strengths and Challenges
4.00am – 4.30am	AFTERNOON BREAK		
4.30pm-6.30pm	2.4	120 mins	Developing a SLIP: Three Year Roll Out Plan, Annual Action Plan and Reviews
	TOTAL	10h	



Module 2 Objectives

By the end of the day, participants can:

- Understand the purpose and potential impact SLIPs can have on improving school outcomes
- Recognise the current policies, changes and expectations of the SLIP
- Consider relevant activities, including no/low cost, to include in their SLIP
- Develop a draft SLIP

SESSION 2.1: UNDERSTANDING THE SLIP POLICY AND GUIDELINES



120 minutes

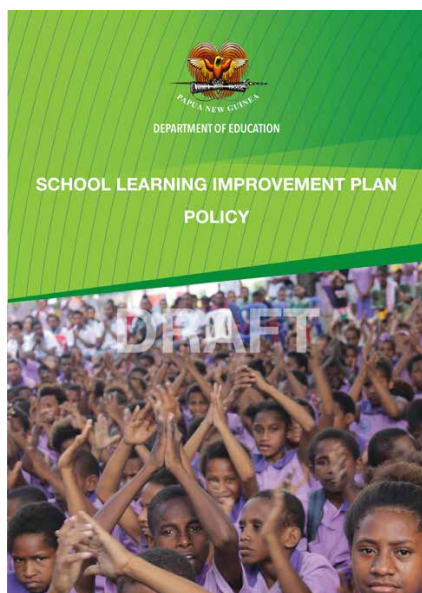


Objectives

By the end of the session, participants can/will:

- Explain the main purpose of the SLIP in school management and governance and understand how SLIPs can improve student learning and encourage teachers and students' attendance.
- Recognise the importance of community partnerships in developing and implementing SLIP

Reflect and discuss: What is the purpose and long-term benefits of SLIP?

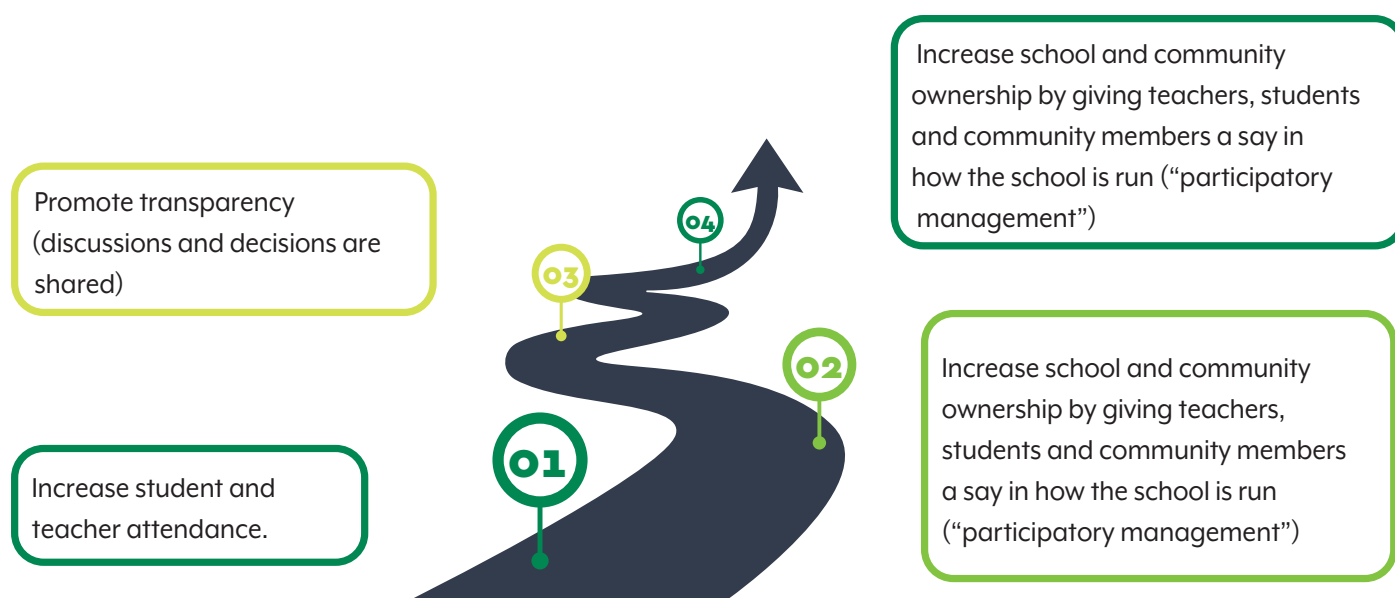


Long and short-term benefits include:

- Every school must have a SLIP. It is a three-year strategic plan to improve student learning standards.
- Every school has different priorities in its SLIP, but every SLIP contributes to the National Education Plan Vision
- Every school must have a SLIP to function effectively and work towards government policies
- The SLIP must be inclusive in its approach to create an enabling safe environment where all children enjoy learning and stay in school.
- Most PNG schools have to manage a combination of GTFS funds, locally raised school fees of different types and funds from other sources

- Find relevant policies on NDoE website <http://www.education.gov.pg>.
- An important thing to note is that ‘One school, one plan, one budget’ is expected for all schools.

SLIP is a roadmap that guides the school to fulfil its purpose, its mission and vision as part of the government’s vision 2050.



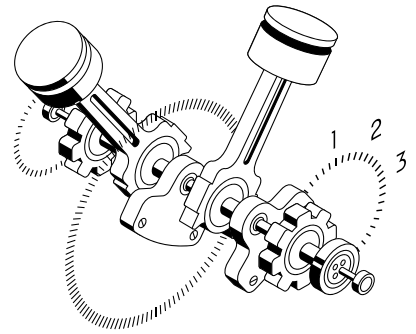
School Learning Improvement Plan key terms and meanings

TERM	MEANING/DEFINITION
SLIP	School Learning Improvement Plan
Stakeholders	People (men, woman, youth, children) and groups of people who may benefit from, or have an interest in, an institution, process or activity
Participatory management	All stakeholders, or their representatives, have a voice in discussing and making decisions about planning and management
Transparency	Being completely open so it is easy to see clearly what is happening
Accountability	The principle that people who accept responsibility must do things the way that has been agreed or be able to explain why they did things differently
GESI	Gender Equity and Social Inclusion – the principle that participation or treatment is not limited by gender or other differences such as disability/ethnicity/ sexuality/language/ religion etc.
Whole school development	The idea that improving a school involves improving all of its functions and facilities and not just concentrating on one or two aspects such as teacher training or curriculum support materials
Resources	Money, materials, labour or knowledge needed to complete a task or make a change that is included in a SLIP
BoM	Board of Management – the group responsible for making the big decisions about how the school is run (School Governance)
SLIP Committee	A sub-committee of the BoM or, in small schools it can be the same as the BoM, which works on plans for SLIP which are then shared publicly with teachers, students and community members before being approved by at District or Provincial level



What did you notice in the video on Amapokina School?
What were the results of the SLIP planning you saw and heard?

Reflect and discuss: Why is it important to work together to achieve school development?



Which established groups can be worked with to achieve SLIP? (church agencies, P&C, parents, SRC, LLG, NGO etc)

School Level Outcome	What this means	What can be done to achieve this in schools
1. Improve the quality of strategic planning based on the access, equity and learning needs of students.	School communities have a clear plan on how to get all students to come to school and have the opportunity to learn.	Annual meeting to communicate priorities and achievements
2. Increase the utilization of data on enrolment, completion, and learning for making decisions.	Schools collect information about students so they can make decisions on how to best support students.	Ensure enrolment records are collected and monitored
3. Strengthen harmonious consultation and collaboration between school stakeholders: school board, staff, teachers, students, parents, and community.	The whole school community works together to plan and make decisions about the school.	Representatives of the community contribute to design of the SLIP
4. Encourage self-reliance and mobilise more resources.	Schools can identify their own resources and organise the community to support activities to improve the school.	Monthly progressive reports are presented to all valued stakeholders
5. More effective and efficient management of activities and resources.	Schools have planned activities scheduled and allocated enough resources to work towards improving the school.	School Community are allocated tasks to contribute towards SLIP activities
6. Improve the acquittal and reporting of expenditures.	Schools understand the reporting requirements and how to manage their funds.	All reports should be transparent and use the appropriate templates
7. Improve the management of risks.	Schools identify risks that may occur from disasters/ climate change and plan how to manage those risks	Develop a disaster risk management plan

Reflect and discuss: What are the rules for SLIP?

The SLIP Policy has recently been revised. Some of the changes to the SLIP Policy include:



The governing body of the school is responsible for approving the SLIP and Annual Action Plan. This is in line with the governing body's responsibilities in the Education Act.



The Education Board (e.g. the PDoE or its delegate) reviews the SLIP and may request revisions. However, the education board no longer approves/endorse a school's SLIP. This will reduce implementation bottlenecks.



The Education Board may delegate the responsibility to review a school's SLIP to the education administration or, in the case of church schools, to the school's Education Agency. This is in line with the Education Act and the special responsibilities of agencies.



Inspectors are no longer the external reviewers. The school head and governing body will select an external reviewer. This frees up inspectors to focus on whole school inspections.

Reflect and discuss on your SLIP committee:

- How many members should a SLIP Committee have and who should they be?
- How often should the SLIP Committee meet?
- Who approves the SLIP committee?
- What members make up the committee?
- Why is it important to have a range of different stakeholders and equal number of male and female members?



The SLIP Committee is a sub-committee of the school Board of Management. It's membership and terms of reference must be endorsed by the school board.

- The SLIP Policy Standards and Guidelines include the Terms of Reference for the SLIP Committee which you can find in the appendix.
- The role of the SLIP Committee is to write or review the SLIP.
- Small schools may use their school board as the SLIP Committee as long as they include teachers, parents, and students.

Discuss and reflect: To improve learning, what are some things a school needs?



To improve learning, schools need:



Well-trained teachers who attend school everyday



Well-managed classrooms with care and support for all students



Enough teaching materials and equipment to deliver the curriculum



An inclusive, safe, and healthy learning environment with adequate facilities



Well-behaved students who attend school every day.



Supportive parents and community, and accountable governing body



Well organized and well led management and administration



Accurate data and records



Careful planning and efficient use of budget

How have the focus areas changed?

Previous Draft Policy	New Policy
1. Curriculum and students' learning	1. Curriculum and learning
2. Need based staff development and training	2. Staff development and training
3. Leadership, management, and administration	3. Leadership and management
4. Student needs and welfare	4. Students' needs and welfare
5. Infrastructure maintenance and development	5. Infrastructure, equipment, and transport
6. School governance and community relationships	6. Governance and community relations
7. School budget to support SLIP	7. Operations and administration

Revised SLIP Focus Areas

Changes to the 7 SLIP Focus Areas include:

- Focus area 7 Operations and administration includes utilities, ancillary staff, running costs, and other recurrent budget costs. This ensures schools have one budget which includes recurrent and development activities.
- Equipment and transport are included in Focus area 5. This ensures schools are budgeting for equipment (eg. Generator, solar panel, pumps etc.) and transport to operate the school.
- There is no longer a separate SLIP budget. All activities should be included in one annual plan (AAP) and budget.

Focus area	Example of activities
1. Curriculum and learning	Syllabuses, teacher guides, reading books, textbooks, assessments, equipment, materials, remedial/booster classes.
2. Staff development and training	School-based and cluster-based in-service, upgrading qualifications, and short courses. Any refresher training on new topics and ideas. Training for non-teaching staff.
3. Leadership and management	Induction, in-service, coaching for school heads and heads of department, training for the school board etc.
4. Students' needs and welfare	Inclusive education screening and adaptation for students with special needs, student health, school-based counselling, counselling training for staff, scholarships, behaviour management such as teacher training and good citizenship events, feeding, handwashing, menstrual hygiene, sports, disaster and emergency preparedness etc.
5. Infrastructure, equipment, and transport	Repairs, maintenance, new classrooms and facilities, furniture, equipment, ICT equipment, WASH including separate male and female toilets, vehicles etc.
6. Governance and community relationships	SRC, homework clubs, Scouts, school board, communication with parents, Education calendar events, community resource members etc.
7. Operations and administration	Recurrent operational budget for water, power, fuel, transport, stationery, rations, ancillary staff, reserves etc.

Discuss and reflect: Thinking about the 7 Focus Areas reflect on the activities you have already done and which activities you could include to improve learning.

Focus area	Example of activities from your school
1. Curriculum and learning	
2. Staff development and training	
3. Leadership and management	
4. Students' needs and welfare	
5. Infrastructure, equipment, and transport	
6. Governance and community relationships	
7. Operations and administration	

SESSION 2.2 SLIP CYCLE AND DEVELOPMENT PROCESS



60 minutes



Objectives

By the end of the session, participants can:

- Explain what happens at each stage of the SLIP cycle and what is required and by whom.

Reflect and discuss: What is your understanding of the different stages of the SLIP Cycle?

1. What happens at different stages of the SLIP cycle?
2. How the SLIP process takes place in their school?
3. What challenges they face at different stages of the SLIP process?



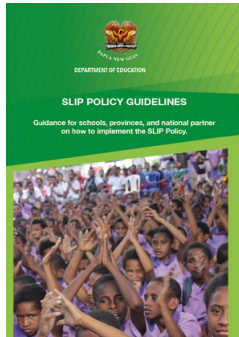
STAGE 1 AWARENESS (ONE MONTH)

The school community needs to know about the SLIP process before you start planning. The school head should:

- Read the SLIP Policy and Guidelines.
- Orientate board members on the SLIP Policy and their responsibilities.
- Conduct in-service with teachers to discuss student learning and welfare needs.
- Hold an awareness session with parents on their role in the SLIP (for example, at a P&C meeting).
- Hold a whole school assembly or SRC meeting with students on their role in the SLIP.
- Write the SLIP Committee terms of reference.
- Help the board approve the SLIP Committee terms of reference.
- Support the teachers, parents, students, and board members to nominate representatives to the SLIP Committee.
- Chair the first SLIP Committee meeting to train the SLIP Committee members on their role.
- Collate student enrolment and learning data for the SLIP Committee.

STAGE 2 PLANNING (ONE MONTH)

The SLIP Committee is chaired by the school head. It will draft the three-year SLIP and/or one-year AAP. There will be at least four planning meetings:

Planning meeting 1. Training on SLIP focus areas.	
Planning meeting 2. Discuss recent enrolment and learning data, finances, and the latest inspection report. If the school already had a SLIP, review the latest internal or external review.	
Planning meeting 3. Draft the priorities for the new SLIP or AAP focus areas.	

Consult with the teachers, board members, parents, and teachers on the draft priorities.



Planning meeting 4. Writing the new SLIP or AAP.



Review of the draft SLIP by the education board (or its delegate), if required.

Approve the SLIP, AAP and budget.

The new SLIP, AAP and budget must be approved by the school board before the start of the new academic year.

STAGE 3 IMPLEMENTATION (THREE YEARS)

The approved SLIP plan must be implemented through the AAP with the active support of the board, teachers, students, parents, and community members.

Each term, the school head will report progress to the school board through the quarterly financial report. The current quarterly financial report template can be found in the GTFS Policy and Guidance.

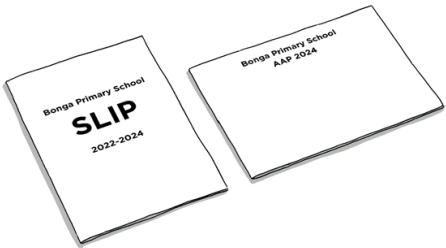
The school inspector will discuss progress on the SLIP and AAP, and check the SLIP documents, during their school inspection visit.

STAGE 4 INTERNAL REVIEW (TERM 4 IN YEAR 1 AND 2)

After one year of implementation, the SLIP Committee meets to review progress on the SLIP and AAP. There are two Internal Reviews during the life of a SLIP at the end of Year 1 and Year 2.

The Internal Review report is presented to the school board and shared with teachers, parents, and students. Based on the Internal Review, the SLIP Committee writes the next year's AAP and budget which is then approved by the school board.

The Internal Review template is in the Annex. There will be at least two review meetings:

Internal Review meeting 1. Review progress on the focus area activities in the SLIP and AAP using the template.	
Consult with the teachers, board members, parents, and teachers on achievements, challenges and priorities for next year.	
Internal Review meeting 2. Write the next year's AAP and budget.	
Approve next year's AAP and budget.	
The AAP and budget must be approved by the school board before the start of the new academic year.	

STAGE 5 EXTERNAL REVIEW (TERM 4 IN YEAR 3)

The purpose of the External Review at the end of the SLIP cycle is to help the school improve its planning when it writes the new SLIP. Before the end of the third year of the SLIP, the school head and board select an external reviewer to help assess the achievements of the SLIP.

The external reviewer will meet with each group in the school community: board, teachers, parents, and students to get their views on the achievements, and then write the External Review report.

The school head presents the External Review report to the board and school community.

The recommended terms of reference for the external reviewer and the External Review template are in the Annex.

Can be an external reviewer	Cannot be external reviewer
An independent, experienced and respected school leader, senior teacher, or education administrator who understands the needs of similar schools and the SLIP Policy.	Anyone who has a conflict of interest or a national inspection or audit role.
- Serving or retired school head or senior teacher from a nearby school or similar type of school - Church Education Secretary or agency representative. - District Education Administrator or PDoE representative.	- A person who is related to the school (e.g. spouse or ex-staff member). - School inspector - Guidance officer - GTFS coordinator - TSC representative



EXTERNAL REVIEWER EXPENSES

The External Review will take no more than two working days for the external reviewer to meet with the four groups (board, teachers, parents, and students), review documentation, and write the report.

The board may pay a daily per diem as per current public sector rules for up to two working days upon submission of the written report. No other fees are allowed.

Reflect and discuss: what are the different funding sources for SLIP? (for example, GTFS)

When we think about resources when planning and implementing a SLIP, often we think about money. However, **SLIP is about planning and implementing activities that the school is able to do to improve the students' learning by using the resources from the community.** Resources include human resources and materials from the community. When you build a good community relationship, the community will support with their resources. As mentioned earlier, partnerships with school communities built on trust and respect have a huge impact in school development and in student learning.

You can use resources around the area to generate income or you can utilize the resources to improve your school. Some of these resources will cost you less or no cost at all, Example. Community contributing a timber, roofing and ventilation pipe to build a ventilated pit latrine. This will cost less or no cost at all to build a toilet.

- Some activities in SLIP require low cost or no cost at all which you can map out the resources around your area that you can use to improve your school.
- The BoM as the governing body can look at low cost and no cost activities and have open discussion with the community through P&C meeting on what community can support and what activities require time and money (Long term and short-term activities) and tie the budget to each activity under each focus areas when it comes to planning.

Reflect and discuss: what are the resources in your community that could be used to achieve SLIP activities?

Reminder that the government expects one school, one plan, one budget. This means that each school is required to have a SLIP and only one budget to reflect the school's expenses.

Activity	How resourced	Cost
Curriculum and learning - purchasing new reading books	GTFS	500 kina

Some examples of no cost and low cost activities within SLIPS include:

Providing voluntary labour for cleaning, repairs and maintenance

- Providing voluntary labour for small construction activities
- Involvement of community volunteers as classroom assistants
- Including community volunteers as instructors in language, the arts, spiritual education etc
- Campaigns to boost enrolment at the correct age of entry
- Improving communications with parents about learning progress
- Promoting teacher-parent conferencing
- Introducing or strengthening positive discipline practices
- Changes to school policies relating to student behaviour
- Elimination of corporal punishment
- Develop school policies promoting gender equity in classroom practices
- Promoting gender equity (hygiene and sanitation)
- Changes to school policies and/or practice to improve access and effective participation in learning for children with disabilities
- Increased inclusion of with disabilities
- Promoting child participation in school decision-making

Scenario No: _____

SESSION 2.3 DEVELOPING A SLIP: CONTEXT STATEMENT, VISION, MISSION, STRENGTHS AND CHALLENGES



120 minutes



Objectives

By the end of the session, participants can:

- Complete the Context statement in SLIP.
- Write Vision and Mission Statements for their school
- Identify Strengths and Challenges in a SLIP

Reflect on your SLIP and AAP:

- What's working well?
- What are the challenges you (HT/BOM) face in developing and implementing your SLIP and AAP?
- What are some areas for improvement?
- How could your school SLIP better support student learning, completion, and inclusion?



Developing a SLIP

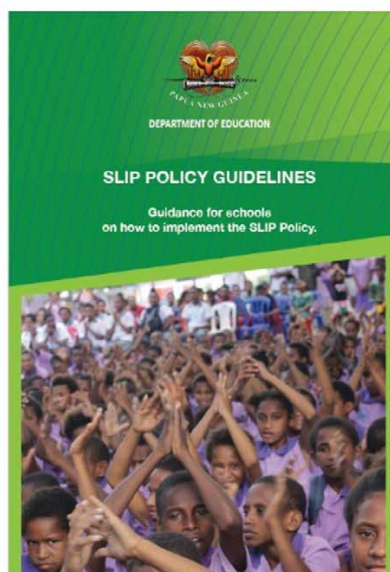
SLIP Template

Province	
District	
LLG	
School name	
Agency	
EMIS code	
SLIP years	
Last inspection	

1. CONTEXT STATEMENT (1/2 PAGE)

Describe the school's history, location, enrolment, teachers, resources, governance, facilities, and community support.

Level				
Grades				
Students	Male	Female	Total	
Teachers	Male	Female	Total	
Pupil Teacher Ratio				
% Teachers Qualified				
Gender Parity Index				
Completion Rate				
Examination Results				
Income (last year)	R			
Expenditure (last year)	R			



- The NDoE has recently released a new SLIP Policy and SLIP Policy Guidelines that include a template to support schools in developing and revising their SLIP.

These are available online and are a very good reference when developing your SLIP.

It is important that all correct information is completed in the first section of the SLIP so that the school can be properly identified.

SLIP Template

Province	
District	
LLG	
School name	
Agency	
EMIS code	
SLIP years	
Last inspection	

1. CONTEXT STATEMENT (1/2 PAGE)

Describe the school's history, location, enrolment, teachers, resources, governance, facilities, and community support.

Level						
Grades						
Students	Male		Female		Total	
Teachers	Male		Female		Total	

The context statement includes the type, size, location, infrastructure, demographics, and the unique features that make up the school. It provides the assessment of schools' current strengths and areas for improvement

Pupil Teacher Ratio is how many teachers are there for students (eg 1 teacher: 35 students). This can be found by dividing total number of students by number of teachers.

% teachers qualified is number of teachers with qualifications out of all teachers in school. This can be calculated by multiplying the number of teachers qualified, over/divided by number of total teachers and multiplying by 100) Eg. 4 qualified teachers/10 total teachers x 100 = 40%

Gender Parity Index is calculated by dividing number of female to number of males enrolled. GPI is used to assess equality in access to education at various levels, helping governments, NGOs, and educational institutions to monitor progress toward gender equality.

GPI = 1: Indicates gender parity, meaning equal access for both males and females

GPI < 1: Indicates that there are fewer females than males enrolled, showing a gender disparity favouring males.

GPI > 1: Indicates that there are more females than males enrolled, showing a gender disparity favouring females.

Completion Rate: measures the percentage of students who successfully finish a particular a grade. It is calculated by dividing number of completers by total number of enrolments and multiplying by 100

Examination results: Results for previous years' exams

Income (last year): What is the total amount of money the school received from all sourced (GTFS, fundraising etc)

Expenditure (last year): What is total amount that was spent on school last year.

Governance, Board, P&C and SRC: Describe if these are active in school, how many members, how often they meet etc.

Infrastructure: Refers to the number of facilities available and description where applicable (eg, 3 water tanks, electricity available in 5 classrooms)

Mission Statement

- The mission statement (Section 2) describes the shared beliefs about what is important for the school: why the school exists, who the school serves, what the community expects, and what services are provided. Stating the mission is a way of describing the culture of the school.
- Here is an example a mission statement:

2. St. Mary's Inclusive Education Resource Centre Mission Statement

Our mission is to provide the best learning experiences for children living with disabilities and additional needs. Our school is a place of love, care, and learning, where children are nurtured and supported to achieve their true potential. We welcome children from all communities and faiths in the spirit of our Lord Jesus Christ. Our teachers are experts in inclusive education and have a deep commitment to the rights of children living with disabilities.

Through our outreach mission we bring inclusive education services to all schools in our district, supporting teachers to adapt their teaching, classroom, and the SBC to include all children.

Vision Statement

- The vision statement (Section 3) is a realistic vision of the future of the school. If the school achieved its mission, what would learning at the school be like?
- A vision is what you want to see in the future. It is usually inspirational.

Kupina High School Vision Statement

Our school will be the strongest in the province for academic excellence in science, ICT and mathematics. Our young women and men will be active, healthy and responsible citizens who help others in need and are ready for careers and learning.

Strengths and Challenges

- Each SLIP is required to list the strengths and challenges (Section 4) that face the school under each of the different focus areas. Consider policy priorities and the national school quality standards.

4. STRENGTHS AND CHALLENGES

List the school's strengths and challenges for each focus area. Consider policy priorities and the national school quality standards.

Focus area	Our strengths	Our challenges
1. Curriculum and learning		
2. Staff development and training		
3. Leadership and management		
4. Students' needs and welfare		
5. Infrastructure, equipment, and transport		
6. Governance and community relations		
7. Operations and administration		

SESSION 2.4 DEVELOPING A SLIP: THREE YEAR SLIP, ANNUAL ACTION PLAN AND REVIEW



120 minutes



Objectives

By the end of the session, participants can:

- Complete a draft Three Year SLIP
- Review and begin to complete an Annual Action Plan
- Identify Strengths and Challenges in a SLIP
- Understand the Review processes in a SLIP (including internal and external reviews and budget review)

Three Year SLIP

- The SLIP includes a realistic three-year rolling plan organised across the seven focus areas. The activities in the plan will solve the challenges listed in the Challenges identified from Section 4. If the school achieves these objectives, it will improve learning, inclusion, equity, and students' wellbeing.
- The Three- Year Strategic Plan should be realistic, honest, achievable, high impact, inclusive and equitable and measurable. It needs to identify the priority challenges, the actions taken in each year to address the challenge and budgeted cost for each focus area.

5. THREE-YEAR SLIP

SLIP		YEAR 1		YEAR 2		YEAR 3
FOCUS AREA	PRIORITY CHALLENGES	ACTION	COST	ACTION	COST	ACTION
1. Curriculum and learning						
2. Staff development and training						
3. Leadership and management						
4. Students' needs and welfare						
5. Infrastructure, equipment, and transport						
6. Governance and community relations						
7. Operations and administration						

- The AAP (Section 7) is the annual operational plan with the activities from the SLIP you will implement this year. It is organised into the seven focus areas. The annual plan will include:
 - » What will you do.
 - » When it will be done.
 - » Who is responsible.
 - » How many will be run, built or purchased.
 - » How much it will cost.
- The school board must approve the AAP. Each term, the school head will report on the progress on the AAP to the school board. At the end of the year, the SLIP Committee will review the achievements of the AAP.
- The school must have an AAP budget based on a realistic estimate of the school's income and costs of the activities. The budget is organised into the seven focus areas and will include recurrent operational costs in focus area 7.
- The school board must approve the annual budget. Each term, the school head will provide a quarterly financial report to school board and education board.
- The AAP template includes a budget template for income and projected expenditure.
- In the AAP, the terms income, budget and funding gap are used.
- **Estimated income:** The **amount of money** that the school is estimated to receive that year.
- **Annual budget:** The plan for **how money will be spent**
- **Funding gap:** The **difference** between the income (money) and budget (plan) calculated by subtracting. If the budget is more than the income, then there will be a 'funding gap'. This means that the school will have to work out how to raise funds to meet budget. Otherwise the budget will have to be lowered to reflect the income.



- After one year of implementation, the SLIP Committee meets to review progress on the SLIP and AAP. There are two Internal Reviews during the life of a SLIP at the end of Year 1 and Year 2.
- The Internal Review report is presented to the school board and shared with teachers, parents, and students. Based on the Internal Review, the SLIP Committee writes the next year's AAP and budget which is then approved by the school board. There will be at least two review meetings.

3. INTERNAL REVIEW

Focus area	Actions from the AAP	Were the actions achieved? If not, why not?	Actions for next year's AAP
1. Curriculum and learning			
2. Staff development and training			
3. Leadership and management			
4. Students' needs and welfare			
5. Infrastructure, equipment, and transport			
6. Governance and community relations			
7. Operations and administration			

- The purpose of the External Review at the end of the SLIP cycle is to help the school improve its planning when it writes the new SLIP. Before the end of the third year of the SLIP, the school head and board select an external reviewer to help assess the achievements of the SLIP.
- The external reviewer will meet with each group in the school community: board, teachers, parents, and students to get their views on the achievements, and then write the External Review report.
- The school head presents the External Review report to the board and school community.
- Activity (same as currently at end of Day 2, pg 79 but with one addition)
- End the module with a reflection activity. One possible reflection activity is to display and read out statements for participants. Participants spend a moment reflecting and then before leaving the training venue place a mark either in the “a little bit confident”, “confident” or “very confident” column for each statement, which has been taken from the outcomes of each session.

SLIP-06-2023 SLIP External Reviewer Terms of Reference

Task	SLIP External Reviewer
School	
Agency	
Date	

NAME OF SCHOOL: is hiring an External Reviewer to assess the three-year School Learning Improvement Plan.

1. TASKS

- Meet with the school board, teachers, parents, and students to record their opinions on the SLIP priorities, achievements, and progress.
- Work with the school head, board chairperson, and SLIP Committee to complete the SLIP External Review report.
- Review the SLIP file and supporting documents.
- Write the SLIP External Review report.
- Present the SLIP External Review report to the school board.

2. SKILLS AND EXPERIENCE

- At least five years as a school head or senior teacher.
- Knows the SLIP Policy (2023) and Guidelines.
- Familiar with the National Quality School Standards Framework and other Department of Education policies.
- Able to write clearly in English.

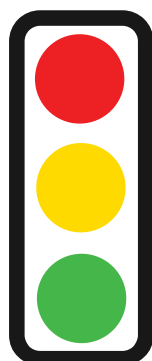
3. CONDITIONS

- Up to two days' work at K_____ per day.
- Reimbursement of travel expenses.

4. APPROVED

Signed _____	Signed _____
Name of school head _____	Name of school board chairperson _____
Date _____	Date _____

Statement	Not confident	Some Confidence	Strong Confidence
We can explain the main purpose of the SLIP in school management and governance.			
We can understand how SLIPs can improve student learning and encourage teachers and students' attendance.			
We can explain the key components of a SLIP according to NDoE's SLIP Policy Standards and Guidelines 2023 and Annual Action Plan			
We understand why involving the community is important for developing and implementing SLIP			
We can give examples of activities included under the revised 7 focus areas in SLIP which support student learning, wellbeing and teacher and student attendance			
We can explain what happens at each stage of the SLIP cycle			
We understand the concept of a balanced SLIP and "no cost and low cost" approaches.			
We understand how to complete a draft SLIP			



Red/Low: Not confident

Yellow/Med: Some confidence

Green/High: Strong confidence





MODULE 3

**Improving the quality
and effectiveness of
education through
SLIPs**

Module 3 Improving the quality and effectiveness of education through SLIPs

Overview Module 3

Time	Session	Timing	Title
8.30 – 10.30am	3.1	120 mins	Identifying and addressing issues to improve school effectiveness and quality
10.30am – 11.00am	MORNING BREAK		
11.00am – 12.00pm	3.2	60 mins	Improving behaviour management
12.00pm – 1.00pm	LUNCH		
1.00pm – 2.30pm	3.3	90 mins	Improving inclusion
2.30pm – 3.00pm	AFTERNOON TEA		
3.00pm – 4.30pm	3.4	90 mins	Improving safety
	TOTAL	7hr	



Module 3 Objectives

By the end of the module, participants can:

- Understand how SLIPS follow national policies and standards to improve the quality of education.
- Identify and prioritise school issues to address in SLIPs
- Explore practical activities that can be included in SLIPs to improve the quality, accessibility and safety school environments

SESSION 3.1 IDENTIFYING AND ADDRESSING ISSUES TO IMPROVE SCHOOL EFFECTIVENESS AND QUALITY



60 minutes



Objectives

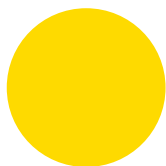
By the end of the session, participants can:

- Reflect on issues identified in PIE data
- Identify the relevant issues in their school, including addressing enrolment, attendance, retention and learning outcome issues
- Prioritise issues that can be addressed in SLIPs on Plan

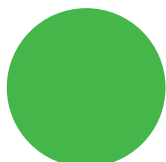
Reflect on your school. Thinking about the 7 Focus Areas, which of the areas is



Red: Area that is an issue and needs prioritising



Yellow: Area school has current activities in place to improve



Green: Area school is doing well



Reflect and discuss the data that was shared from the Partnerships for Improving Education (PIE) factsheets:

What do you find interesting or surprising?

What issues relate to your schools?

Reflect and discuss: thinking about the below issues which are high or low priorities for your school?
Rank issues with number '1' being the most significant issue your school faces.

Teacher Absenteeism	Student Absenteeism	Literacy learning outcomes
Numeracy learning outcomes	Student behaviour	Inclusion of students with disabilities
Access to toilets just for girls	Student Enrolment and Retention	Quality of teaching/training
Adequate teaching resources	Infrastructure of school building	School Safety/disaster risk management
Access to electricity	Multigrade teaching	Large class sizes
Student needs and welfare	School and community partnership	Leadership and management

- There are many important issues facing schools that need to be addressed and prioritised. For each school, these will be different and rely on a variety of solutions and strategies appropriate to the context.
- PNG has made considerable improvements in access to primary education in recent years. However the PIE baseline found that low attendance and high rates of over-age enrolment, grade repetition and retention hinder children's progress. This is especially true for girls, children living with disabilities and children from rural, remote locations.

REASONS FOR STUDENT ABSENTEEISM



Self-reported illness



Violence at home



Unsafe school environment



Poor school access routes



Financial challenges



Hunger



Teacher absenteeism



Motivation

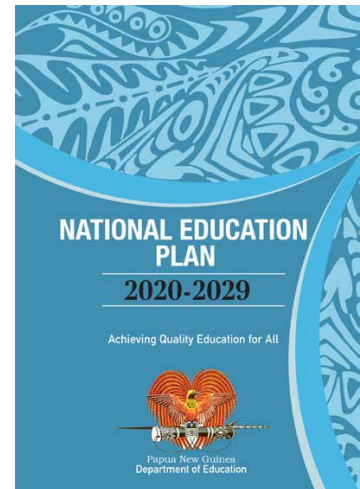
Reflect and discuss:

Does the data on student enrolment, retention, attendance and learning outcomes reflect your experience?

Teacher absenteeism is identified as a core issue for student absenteeism. Is this true at your school?

What do you think are the root causes for these issues in your school/community?

- It is clear from the data that student enrolment, retention, attendance and learning outcomes are significant issues for many schools across PNG. There are multiple policy requirements around enrolment, retention and attendance that BoM should be aware.
- The National Education Plan 2020-2029 states that;
 - all Papua New Guineans have access to 13 years of education and training in a safe and hygienic environment that is conducive to learning
 - all Papua New Guineans will have equal opportunity regardless of geographic location, economic circumstances, gender and disability.
 - Find relevant policies on the NDoE website
<http://www.education.gov.pg>



- According to the Governing Body Handbook 2023:

- “Every year the governing body must plan for the enrolment of students. This depends on the population in the school’s “catchment” area (for example, nearby communities or feeder schools). If there is a high birth rate or a growing number of graduates from feeder schools, the school might need more classes and teachers.”
- The BoM has an important role to play in ensuring all students can enroll in school and attend every day. This includes girls, boys, students with disabilities, and students from poor households. The BoM can provide advice to the school head on how to improve the enrolment, equity, inclusion, attendance, and completion of students by reducing the drop-out rate.”

Other relevant enrolment policies that should be referenced by BoM include:

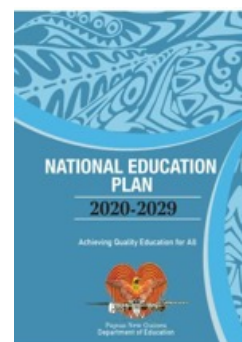
- ECE Policy
- Inclusive Education Policy
- Gender and Social Inclusion in Schools Policy
- HIV & AIDS Policy
- National Quality School Standards Framework
- Teacher absenteeism is a significant issue that arose from the data and has impacts onto many other areas in education including student absenteeism and learning outcomes. If teachers are absent, there is a high likelihood that many students will be absent.

The National Education Plan 2020-2029 states:

- Teachers are expected to comply with all regulations governing their employment
- Teachers have a responsibility to uphold the status of their profession in the schools and communities they serve.
- Teachers should promote a safe, healthy, respectful and student-centred learning environment

Relevant Policies and standards to be familiar with include;

- National Schools Minimum Standards
- School-based teacher appraisal
- Teaching Service Act
- TSC Human Resource Operations Manual
- Code of Ethics
- Duty Statements
- Members of BoM should be familiar with the Teaching Service Act and have adequate systems in place to track, mentor and support teacher absenteeism.
- The National Education Plan vision is “an education system that is affordable for parents and Government, that appreciates Christian and traditional values, and that prepares literate, skilled and healthy citizens, each educated and trained to their fullest potential, to contribute to the economic and social development of the nation”. Student learning outcomes are the core focus of the education system. Arguably, all decisions, strategies and activities should aim to improve student learning outcomes.

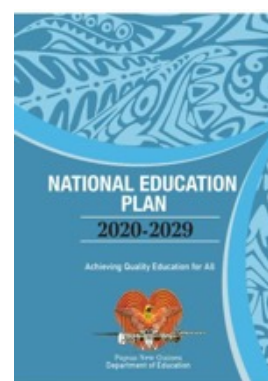


Although all focus areas ultimately contribute to improving student learning outcomes, the SLIP Policy and Guidelines 2023 includes 2 focus areas that directly relate to student learning outcomes:

- **Curriculum and Learning:** This area emphasises the need for adequate and appropriate SBC curriculum materials for quality teaching and students' learning (eg. Reading books, teacher guides, textbooks).
- **Staff Development and Training:** Teachers require needs-based professional development and training to enhance their skills and knowledge for quality teaching (eg, upgrading, school based in service, cluster-based in-service).
- Improving student learning outcomes is the key focus of all education work. It is essential that adequate resources, budgets and activities are included in the SLIP for learning to be prioritised. Access to quality and adequate learning resources and providing teachings with sufficient professional development opportunities is vital in improving student learning.

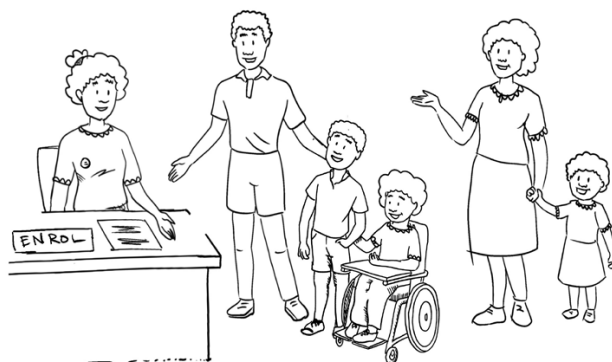
Reflect and discuss: strategies and solutions to address enrolment, retention, student attendance, teacher absenteeism

The enrolment and learning outcomes is a major focus area for BoM. The PIE baseline analysis suggests that reducing absenteeism is a multi-faceted challenge requiring concerted actions within the education and health sectors and through strategic community engagement. These issues can be improved through intentional planning of relevant activities in the SLIP by BoM. Some of the strategies suggested have been taken from mentioned policies and the National Education Plan 2020-2029.

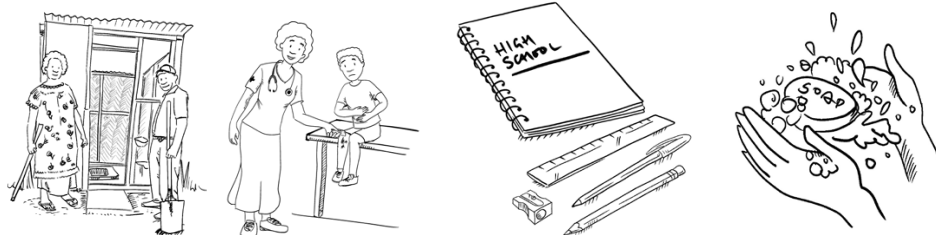


What are some strategies to address:

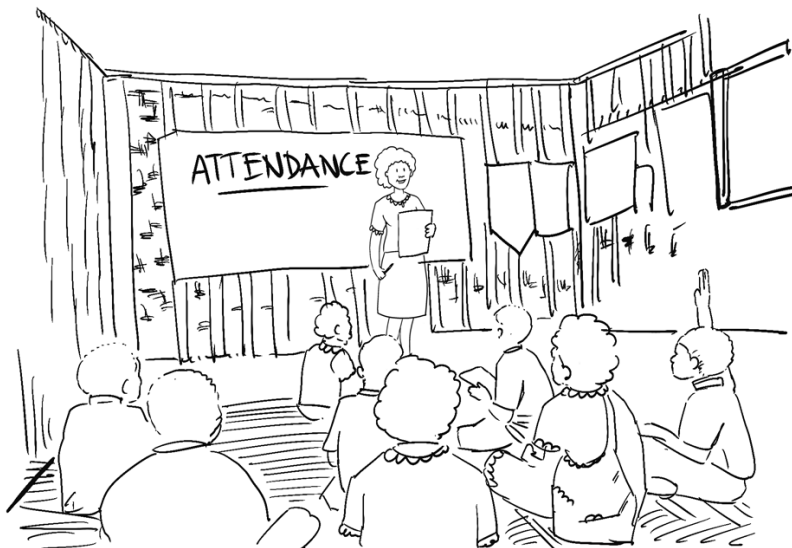
Enrolment



Retention



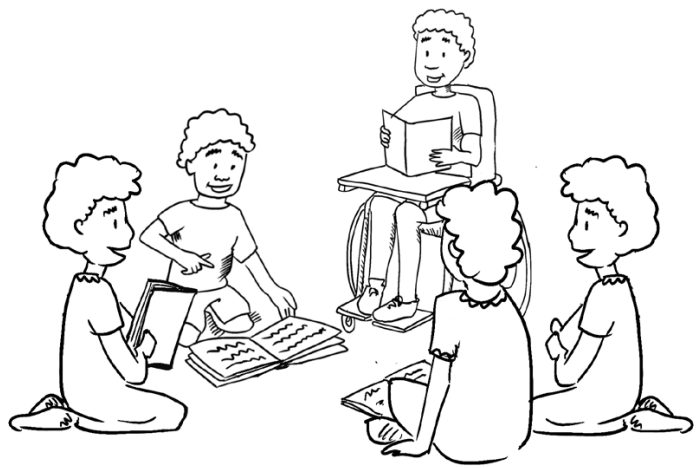
Student Attendance



Teacher Absenteeism



Learning Outcomes



Station 1: Enrolment

Possible solutions:

- Arrange house visits to homes of out of school aged children to discuss enrolment
- Organise enrolment day events prior to school year to attract enrolments
- Ensure there is contact from feeder schools for students transitioning from ECE centres and after graduation
- Ensure there are adequate facilities for children with disabilities and girls
- Make sure that arrangements are in place to make sure that no child is denied schooling due to not being able to pay school fees.

Below is a suggestion enrolment survey form from the Governing Body Handbook that could support enrolment:

A school enrolment survey form may include the following:

Village:

Date of survey:

Father's Name:	Mother's Name:	Child's Name:	Gender		Born this year	Born last year	Born two years ago	Born three years ago	Born four years ago	Born five years ago	Born six years ago	AGE
			M	F								

Station 2: Retention

Possible solutions:

- Ensure teachers are well trained so teaching quality is high
- Budget for quality learning resources to engage student learning
- Work with students, parents and teachers to understand reasons for poor retention
- Ensure there are adequate facilities that are safe and equitable
- Create a positive and nurturing school culture to motivate retention of students. This could be achieved through strong anti-bullying policies and access to support through referral pathways.

Station 3: Student Attendance

Possible solutions:

- Ensure good teacher attendance
- Link students with access to relevant health care providers
- Conduct regular health and disability screening
- Providing mosquito nets
- Access to WASH facilities, clean water and handwashing, with separate facilities for girls
- Access to quality learning materials
- Termly parent-teacher conferences
- Organise a walking 'school bus'

Station 4: Teacher Absenteeism

Possible solutions

- Parents and community members should monitor teacher absenteeism and report to relevant authorities
- Construct and maintain infrastructure, including new teacher housing, to improve retention of teachers
- Access to professional development opportunities
- Access to quality teaching materials
- Ensure pay queries are dealt with quickly
- Daily attendance tracking, mentoring and support to teachers

Station 5: Learning Outcomes

Possible solutions

- Provide teacher training and ongoing professional development opportunities
- Purchase new resources/books
- Set up teacher learning circles for peer collaboration
- Set up reading club after school
- Provide extra lessons
- Encourage teachers to use child centred and interactive learning approaches
- Monitor student learning assessments to identify needs
- Use positive reinforcement and recognition to boost confidence and motivation
- Engage parents to support home learning

SESSION 3.2 IMPROVING BEHAVIOUR MANAGEMENT



60 minutes



Objectives

By the end of the session, participants can:

- Recognise the role and requirements of BoM in policies for addressing behaviour management in schools
- Reflect on solutions that can be included in SLIPs to address behaviour management

Why does rugby league have rules?



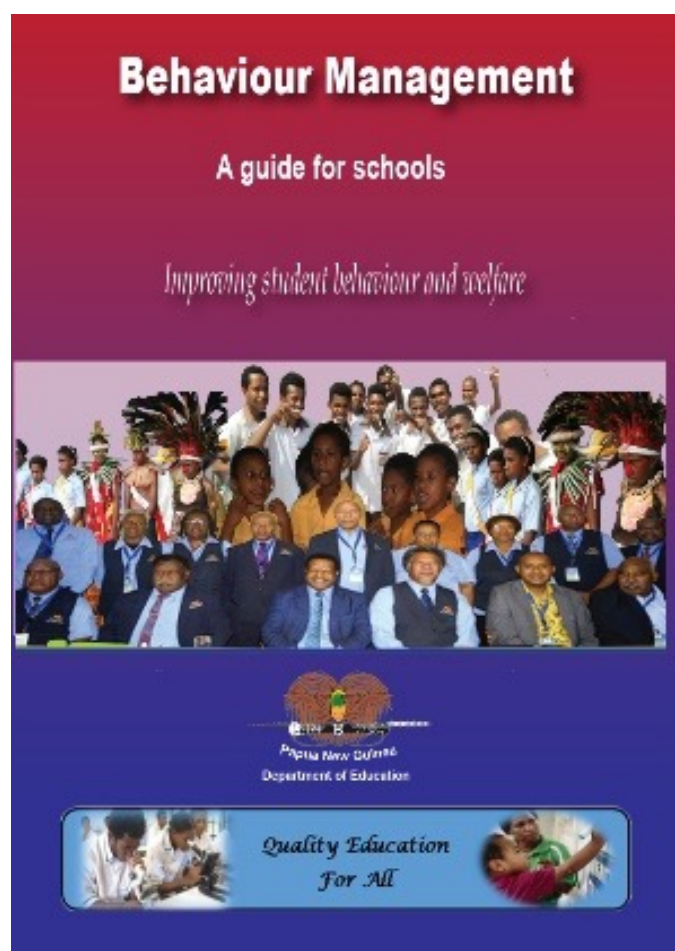
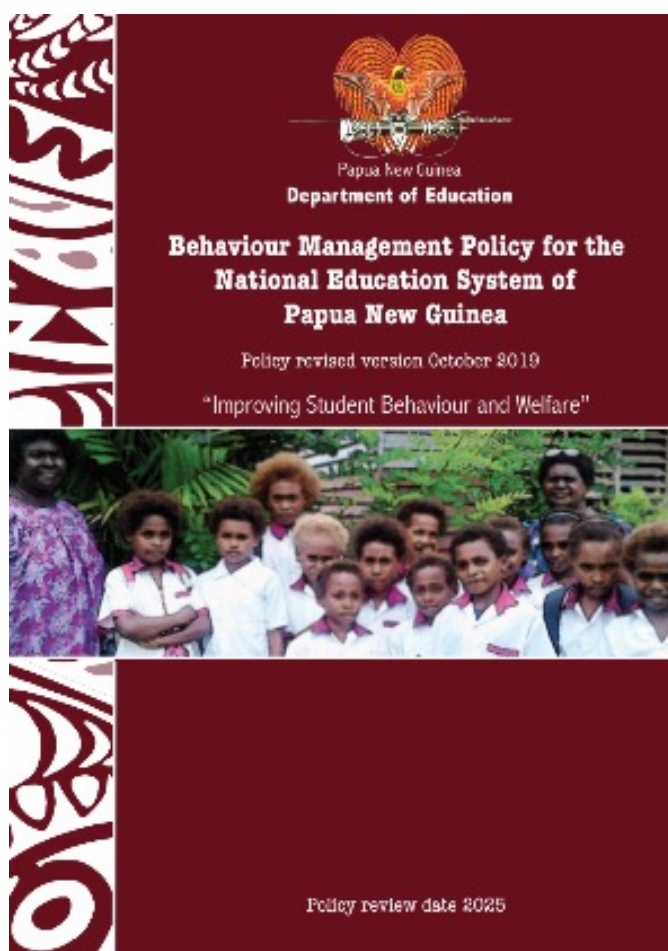
- Schools need to be safe, ordered and peaceful places in order for effective learning to take place. Just like sport, students and teachers want to be treated with respect, equality and fairness so that they can access their right to an education and a right to learn. They need clear, consistent expectations and fair consequences. Without effective behaviour management in place at schools, the rights of students and teachers are not met, and it has significant implications on learning outcomes, attendance and welfare.

Reflect and discuss: What are the three biggest behaviour issues your school is facing? Why?

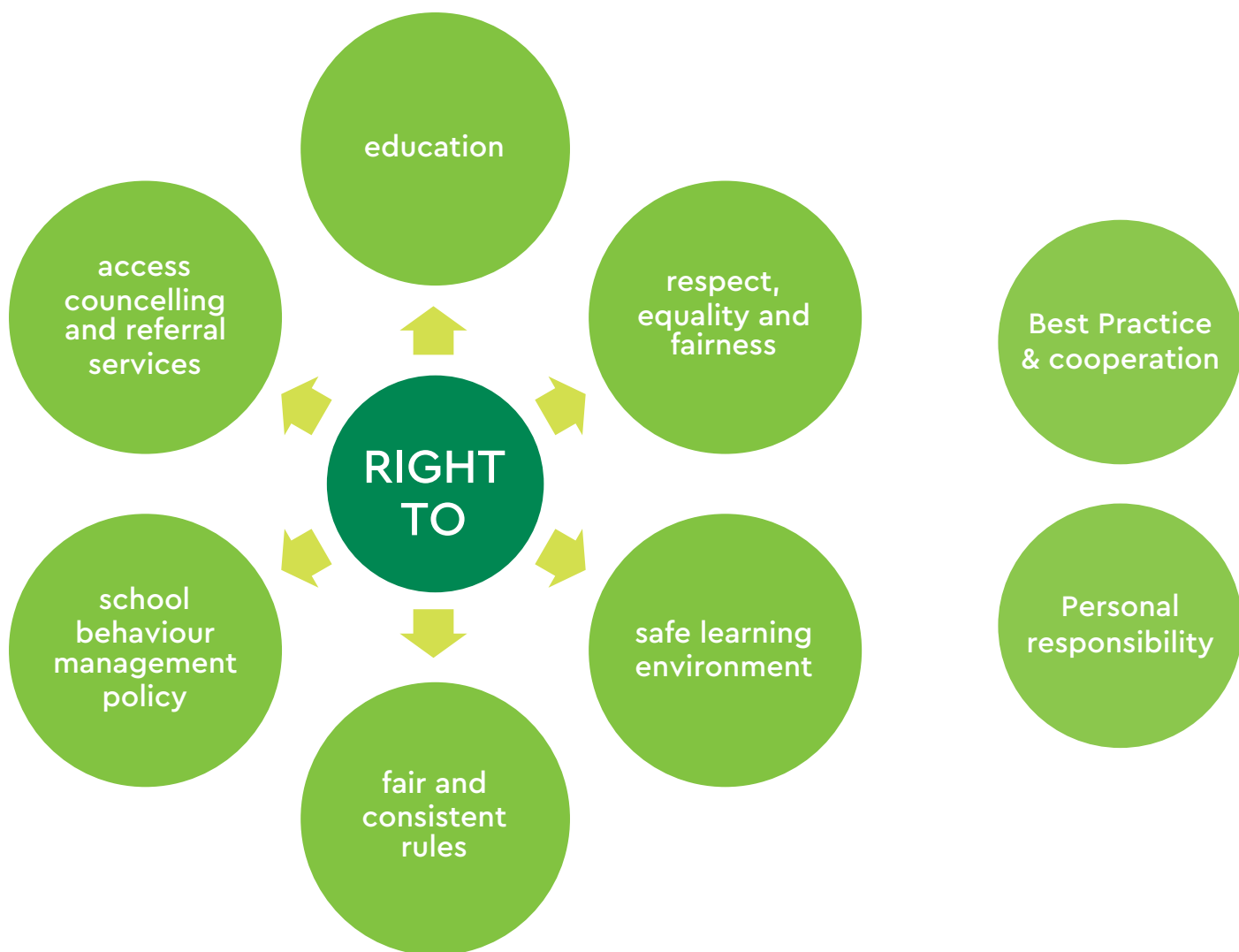
In reference to the Governing Body Handbook, the disciplinary responsibilities of the governing body are:

1. Support a safe, healthy and well-behaved school
2. Develop and supervise a school behaviour management policy
3. Decide carefully on student expulsions

To guide schools, the Department of Education has a Behaviour Management Policy and Guide which explains the national standards, rules, and responsibilities. BoMs have a legal responsibility for student discipline decision making under the Education Act. There is a Behaviour Management Policy 2019 that clearly outlines principles, roles and responsibilities that BoM should be aware of.



- Find relevant policies on NDoE website <http://www.education.gov.pg>



The Behaviour Management Policy Guide also gives guidance on how to deal with issues such as child protection, bullying, courtship, alcohol and drug use, antisocial behaviour and student pregnancy.

Other relevant policies that BoM should be aware of include:

1. Lukautim Pikinini Act 2015
2. PNGTA Code of Ethics.

It is expected that by 2029 all schools will have a Behaviour Management Policy in play. The Behaviour Management Policy Guide can support schools in developing this with practical ideas.

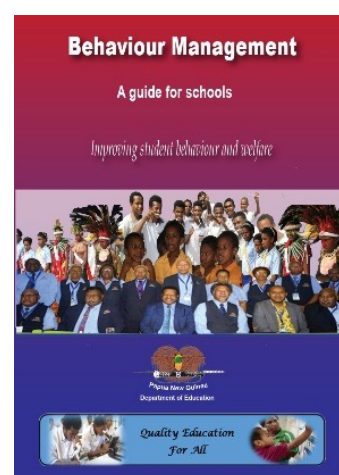
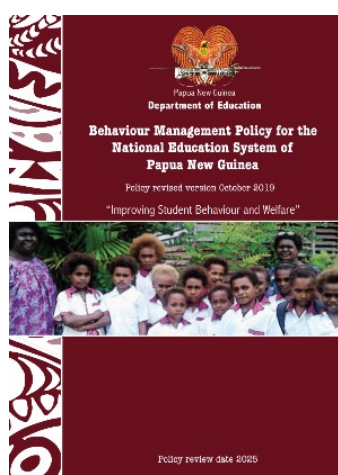
Reflecting on solutions and strategies for behaviour management

- Many schools in Papua New Guinea are faced with managing student behaviour. Though schools have developed schools' behaviour management policies for implementation, it has not worked well enough to improve student behaviour. When cases are mishandled, it often results in chaotic situations which affects student learning and the surrounding communities too. This results in disruptive learning, increase teacher and student absenteeism and low learning achievement. BoM have the responsibility to ensure there is a Behaviour Management Policy for the school in place and that this policy is appropriate in responding to behaviours.

Thinking about the sanctions below, which are appropriate and which are not appropriate?

Sanction	Appropriate	Not appropriate
Letter to parents		
Litter picking		
Humiliating the student		
Hitting the child		
Not letting student sit exam		
Removal from an enjoyable but non-essential class activity		
Developing a good behaviour bond or contract		
Denying student food		
Replacement or paying for damaged/stolen property		
Loss of privileges such as playtime		
Sending student home for not wearing correct uniform		
Paying compensation		
Writing a letter of apology		
Detention after school or during lunch when parents are informed		
Conference with parents		
Extreme physical work		
Withhold school certificate		
Student report regularly to head teacher		
After school detention without informing parent		
Suspension for being late to class		
Suspension for repeated serious bullying		
Expulsion for chewing betelnut		
Expulsion for sexual assault		

These sanctions can be found in the Behaviour Management Policy Guide. Schools have the responsibility to develop their own school behaviour management policies within the statutory responsibilities set out in the BMP. Invite participants to justify their positions.



Behaviour management is an important aspect under the SLIP Focus Area: Student Needs and Welfare. Although all School Behaviour Policies will be unique to the school, they must follow national policies and should be well understood by the whole community. In school groups, reflect on your current SLIP and answer the following:

Does your school have a current School Behaviour Management Policy that is being implemented? - Does it need to be reviewed? - Did all stakeholders contribute to its development (SBoM, teachers, parents, students)?	
Does the policy reflect the National Behaviour Management Policy and Guide? - Are sanctions appropriate, fair and clear? - Are stakeholders familiar with the policy?	
Is there adequate resources and activities in the SLIP to ensure it is effective (eg, school rule signs, socialisation meetings for teachers, parents and students, record books, councillors available?) What resources/activities could be added to SLIPs to improve behaviour management?	

SESSION 3.3 IMPROVING INCLUSION



90 minutes



Objectives

By the end of the session, participants can:

- Recognise the role and requirements of BoM in policies for improving inclusion, especially for children with disabilities and girls
- Reflect on solutions that can be included in SLIPs to address inclusion

The National Education Plan 2020 – 2029 (pg. 30 – 43) FOCUS AREA 3: EQUITY outcome states, “That all Papua New Guineans will have equal opportunity regardless of geographic location, economic situation, gender and disability.”

The Gender Equity and Social Inclusion Policy refers to inclusion as “A process that aims to ensure that all people who may be at risk of being excluded, such as girls and children living with a disability have equal opportunities to achieve their full potential. In education, inclusion means ensuring that ALL children can access, participate and learn in school.” Risks of being excluded could be because of a child’s gender, location, socio-economic status, disability, religion, language, ethnicity, etc.

All children have a right to access quality education and it is an important responsibility for BoM to ensure that this occurs.

The PIE baseline report found that while enrolment records show very few children with disabilities in elementary schools, almost half the teachers reported having children with disabilities in their classrooms. When head teachers were asked about the type of disabilities in the school, hearing loss/difficulty was the most common form of disability reported (reported by 57.3 percent of headteachers) followed by learning or cognitive disabilities (reported by 36.6 percent of headteachers). Physical disability and vision impairment were reported by 34.1 and 26.8 percent of head teachers respectively.

In all provinces, male enrollment was slightly higher than female enrollment. Some provinces recorded up to 57% schools not having access to toilet facilities just for girls.

- Is this data a reflection on the experiences in your school?
- What do you think are the root causes/barriers for poor inclusion in schools?

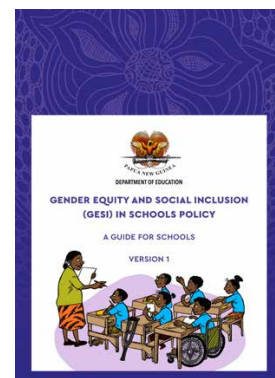
- According to the Governing Body Handbook, the BoM has an important role to play in ensuring all students can enroll in school and attend every day. This includes girls, boys, students with disabilities, and students from poor households. The BoM can provide advice to the school head on how to improve the enrolment, equity, inclusion, attendance, and completion of students by reducing the drop-out rate. The BOM has the responsibility to create a safe and secure learning environment for all students and teachers. In order to do that the BOM must be clear in how we can promote Gender, Child Protection and Disability Inclusion in schools through teaching, relationships with students, materials used in teaching and the school facilities that are available to support the students learning.
- Schools should be aiming to have a whole school inclusive approach. This means that school leadership should consider all aspects of the school and surrounding community to ensure equal access to learning for every child. This will require some focus on those children who are not in school, or who are leaving school earlier than others, or not achieving as well in school. A whole school inclusive approach ensures that every learner feels valued, respected, and empowered. This enhances student participation and improves outcomes. It also contributes to a good school environment where people cooperate and which fairly considers the specific circumstances and needs of different children (e.g. children with disabilities) to enjoy an education.

Aspects that should be considered include:

- **Classroom environment** – this includes access to, and within, the classroom; resources such as teaching aids and **inclusive learning materials** that show children of different backgrounds, genders, and abilities and avoid stereotypes (e.g. fixed ideas of what boys and girls can and cannot do); the ability of teacher to differentiate content and individualise learning.
- **School environment** -this includes adequate and safe travel options to school; access to facilities (including separate toilets for boys and girls, ramps and **safe and welcoming spaces** such as playgrounds, libraries, and classrooms that accommodate different needs).
- **School policies and procedures** – this includes having strong school policies that address instances of bullying, discrimination, or exclusion quickly and fairly; budgeting for inclusive resources; facilities and training for teachers that promote inclusive education; providing links to counselling services or peer support programs; encouraging **inclusive leadership** that prioritizes diversity, equity, and non-discrimination (eg, BOM has equal female representation).
- **School and broader community**- this includes collaborating with parents and guardians to understand students' needs better; involving the community in creating a supportive network especially for more vulnerable students; creating **awareness campaigns** on the importance of inclusive education, linking parents to IERCs and allied health services.

There are many policies to be familiar with including:

- a. National Quality Schools Standards Framework
- b. Behaviour Management Policy
- c. Education Act (student discipline),
- d. Gender and Social inclusion in Schools Policy
- a. Inclusive Education Policy
- These policies can be found on the NDoE website
<https://www.education.gov.pg/>



Inclusive Education Resource Centres (IERC) are government established learning institutions that provide specialist support services for children with a disability and may enrol students with complex needs for specialist teaching. There are 23 IERCs established across PNG. According to the Inclusive Education Policy and Minimum Standards (2023), the role of IERCs is to:

- liaise with stakeholders for assessment, enrolment and registration of students with disabilities and additional learning needs.
- ensure screening assessments and individual education plans are developed, implemented, monitored and reported in schools
- work closely with community based rehabilitation officers and community health workers
- ensure schools are connected to IERC staff for outreach support services
- raise awareness of disability issues
- ensure safeguarding practices are maintained in schools
- provide training for stakeholders

It is important that school management are aware of their nearest IERC and utilise the resources and support they provide by referring students requiring additional support. IERCs are part of the NDoE structure for inclusive education and it is expected that schools actively link to IERCs and that activities with them are included in SLIPS to address inclusion for children with disabilities and additional needs.

Solutions and strategies: improving inclusion



- Is this fair?
- Why/why not?
- Is treating all children the same effective to ensure they receive an education?

Equality means each individual or group of people is given the same (equal) resources to reach the same outcome or goal. However just because they are given the same resources, doesn't mean they can reach that goal.



- Is this fair?
- Why/why not?
- Is treating people differently, considering their different circumstances and needs, effective in ensuring they receive an education?

Equity recognizes that each person has different circumstances and allocates resources and support according to their needs to reach the same outcome or goal. By providing people with the support and resources they need, things can be fair.

BoM need to recognise that all students come to school with different needs and face different barriers, including gender, disability, socio economic status and location. This can have a huge impact on school experience and reaching their learning goals. It is important that schools address the barriers and cater to the different needs of students in order for all students' right to education to be met. BoM are responsible for adhering to the various policies that support inclusion and to incorporate activities in their SLIPs that will promote inclusion.

Barriers and solutions: Add in to the list



Disability

Disability Barriers	Disability Inclusion Solutions
• Children with Disabilities not enrolled • Teachers not confident teaching students with differing needs • Children with Disabilities not meeting learning outcomes • Children with disabilities cannot access school facilities (e.g. toilets, water stations, classrooms) • Children with Disabilities teased/bullying • Children with Disabilities not assessed or diagnosed	• Enrolment encouraged through house visits • Teachers receive professional development • Children with Disabilities supported through individual education plans • Facilities made disability friendly • Strong behaviour management policy around bullying • Link to disability services at the IERC • Teachers trained to be able to sensitively conduct annual disability screening • Link to health care services • Strong messaging from school /BoM on respect for all students, and welcoming children with different abilities into school.



Gender

Gender Barriers	Gender Inclusion Solutions
• Unsafe to walk to school • Girls encouraged to stay at home to do chores • Girls miss school when menstruating • Girls experience domestic violence • Teaching resources encourage gender stereotypes (girls at home) • Girls lack motivation for education due to stereotypes • Lower girl enrolment • Girls more absent because of health reasons • Girls excluded from school if become pregnant	• Organise a walking school bus with parent volunteers • Adequate WASH facilities for girls considering their specific needs (e.g. menstruation) • Teachers trained in recognising gender bias in resources and how they can support equal participation of girls and boys in class • BoM ensure access routes to school are safe • Encourage teaching resources and teacher examples that show girls and boys doing different roles (e.g. boys cleaning), and that message that both boys and girls should equally enjoy education and opportunities to work according to their skills and interest. • Promote girls' education and ensure girls are not overburdened with other work (eg, chores, childcare) that affects their education • Link schools to health services for girls such as menstrual hygiene services • School policies to reflect support to girls to continue education as long as possible, and to be welcomed back into school after childbirth to continue their education. • Teachers confident to teach topics including puberty, menstrual hygiene, sexual reproductive health etc.



Low socio-economic areas

Economic Barriers	Economic Inclusion Solutions
• Cannot afford school uniforms • Experience hunger • Experience more sickness • Struggle with homework • Have to work	• BoM sets up arrangement with parents for school fees (loan, no/smaller fees) • School garden to provide some food • Link to agencies or church for support with food and necessities • Link to health services • Parent- BoM meetings to emphasis importance of education for future • Encourage teachers to adopt strategies for peer-learning (e.g. pairing stronger learners with weaker learners)



Remote locations

Remote Barriers	Remote Inclusion Solutions
• Cannot get to school regularly/poor attendance • Lack of professional development opportunities for teachers • Regular school closures • Lack of inspector support for school • Poor learning outcomes	• Organise transport options • Use technology to connect with inspectors and PDoE • Use home reading library and Home Learning Packs • Accommodation available for inspectors and other education visitors – Close link with LLG and District for additional funding • Cluster-based workshops



15 minutes



Activity

Reflecting on the solutions discussed in the previous activity, identify what activities could be included in your school's SLIP to improve inclusion for those most likely to be left out of school or to not achieve the same education level as other students in the following areas:

In the classroom:	In the school environment:
In school policies and procedures:	In the community:

SESSION 3.4 IMPROVING SCHOOL SAFETY



90 minutes



Objectives

By the end of the session, participants can:

- Recognise the role and requirements of BoM in improving safety standards and ensuring Disaster Risk Management
- Reflect on solutions and activities that can be included in SLIPs to address safety and DRM

Have you ever experienced in your lifetime a:



Heavy rain



Storm



Earthquake



Violence



Viruses



Volcano eruption



Fire



Cyclone



Tsunami

- PNG has many hazards (both natural and manmade) that have the potential to lead to disasters. Hazard in disaster management terms is referred to as a danger or risk with the potential to harm people, property or the environment. According to the PNG Natural Disaster Centre, Papua New Guinea is prone to natural disasters such as volcanic eruptions, flood, cyclone, landslides, tsunamis, etc¹. PNG ranks among the top six countries for the highest percentage of population exposed to earthquakes and has the highest percentage of population exposed to severe volcanic risk. Additionally, heavy rains in the country often lead to landslides and damage to road infrastructure and livelihoods².

Reflect and discuss: What hazards/disasters has your school faced or at risk of facing?

- Schools should be safe places for all people and need to prepare for potential hazards and disasters that may occur. The most effective way that BoM can prepare for hazards, is through developing a School Disaster Risk Management Plan and including activities in SLIP that improve school safety.
- The SLIP Policy states that schools need to improve the management of risks. An effective SLIP should include activities to ensure that schools identify and reduced their risks and vulnerabilities before, during and after emergencies.

¹ Hazards in PNG Papua New Guinea Natural Disaster Centre https://pngndc.gov.pg/?page_id=55

² <https://reliefweb.int/report/papua-new-guinea/papua-new-guinea-disaster-management-reference-handbook-february-2019>

SOUND ALERT



Evacuate to a strong
shelter/ structure

Our safe shelter is:

SOUND ALERT



EVACUATE TO A SAFE
HIGH LOCATION

Our safe high location is:

SOUND ALERT



ASSESSMBLE IN AN OPEN
AREA

Outside we assemble at:

SOUND ALERT



STAY INSIDE

Discuss: what could be the impact of a common hazard on your school or community?



What is the potential impact of the hazard on your school and community?

- *Water comes in classrooms and destroys books.*

What will be done to prepare for the hazard?

- *Store books in plastic storage tubs and add protection to windows from rain.*

What will be done to respond to the hazard when it comes?

- *Cover windows and put sandbags in place to stop rain damage.*

What will be done to recover from the hazard afterwards?

- *Write a list of all the books that need to be replaced and contact suppliers.*

- Many hazards cannot be prevented. You cannot stop a storm from occurring. You can however prepare to reduce its impact on you. To be effective at disaster risk management, schools should be prepared for all phases of emergencies/hazards. These phases can be divided into preparedness, response and recovery.



Preparedness

Preparedness is the stage **BEFORE** an emergency occurs. It is the phase in which disaster risk is reduced and preparation for a disaster takes place.

This phase involves:

- Setting up a School Disaster Risk Management Committee (or using existing SBoM)
- School Profile and map
- Risk assessment
- Developing emergency procedures
- Practising drills
- Preparing emergency supplies including enough copies of the Home Learning Packs.



Response

Response is the stage **DURING** an emergency. It requires action to respond to the disaster. The response will vary depending on the type and severity of disaster.

This phase involves:

- Following emergency procedures to ensure all children are safe.
- Collecting emergency supplies
- Contacting emergency services, caregivers and community first responders.
- Distribute an Home Learning Packs to each student.



Recovery

Recovery is the stage **AFTER** an emergency occurs. It includes assessments of any damage and identifying any other needs before and after schools reopen.

This phase involves:

- Conducting assessments of any damage following an emergency
- Conducting remedial classes using the NDoE Booster Class Packs.
- Reviewing and implementing DRM plans and procedures

The Disaster Risk Management Plan

The School Disaster Risk Management Plan is set out to help make sure that all aspects of school disaster risk management are followed and necessary actions are taken towards comprehensive school safety in reducing, preparing and responding to risks.

Reflect and discuss:

Does your school have a current Disaster Risk Management or disaster risk management activities in place? If not, how will you develop them?

Complete this checklist to help with your reflection:

	Yes	No
School emergency contacts are available and on display		
Identified potential risks and vulnerable people		
Emergency Warning System (megaphone/bell) is in place		
School practices emergency drills every term		
Emergency procedure charts are on display		
Emergency provisions kit purchased (First Aid kit, whistle, megaphone, high visibility vest etc)		
Staff received first aid training		

School Learning Improvement Plans Focus Areas	Disaster Risk Management Integration Activities
Curriculum and Learning	- Emergency contacts on the school notice board - Home Learning Packs - Booster Class Packs
Student Needs and Welfare	- Budget for items in a Go bag for each class including first aid kit, high visibility vest, fire extinguisher, whistle - Practicing emergency drill once a term.
Staff Development and Training	School Based In-service for teachers on DRM plan
Infrastructure Equipment and Transport	- Cyclone straps for roofs - Building drains and gutters. - Infrastructure checks - Secure storage containers - Tarpaulins to cover windows/areas in bad weather - Buckets
Leadership and Management	- Induction for BoM, SLIP committee and DRM committee - Ensure DRM Plan is completed and reviewed
Governance and Community Relationships	- Awareness to parents and stakeholders in the P&C meeting on DRM procedures - Appropriate signage and display posters - Updated contact details of students collected
Operations and Administration	Allocation of funds for DRM plan in SLIP including recovery fund if required



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MODULE 4

Financial Management

Module 4

OVERVIEW MODULE 4

*note changes in break times due to session times

Time	Session	Timing	Title
8.30- 11.00am	4.1	60 mins	Overview of Financial Management
11.00-11.15	MORNING BREAK		
11.15-1.15pm	4.3	120 mins	Annual and Quarterly budgets
1.15pm – 2pm	LUNCH		
2.00pm – 3.30pm	4.4	30 mins	Combined Cash Book
	4.5	60 mins	Maintaining financial records and funds acquittal
3.30pm-4.00pm	AFTERNOON BREAK		
4.00pm – 5.30pm	4.6	50 mins	Next steps and action planning
	4.7	40 mins	Post training needs analysis & certificates
	TOTAL	9hr	



Module 3 Objectives

By the end of the module participants can:

- Recognise the importance of good financial management, transparency and accountability in schools
- Understand the roles, responsibilities, processes and standards of financial management under current national policies
- Identify approaches and method to achieve good financial management including the use of CCB, budget, AAP, financial records and acquittals

SESSION 4.1: OVERVIEW OF FINANCIAL MANAGEMENT



60 minutes



Objectives

By the end of the session, participants can:

- Explain what is meant by financial management and why accountability and transparency in decision-making are important for financial management.

Share and discuss: What does financial management mean to you?

Financial Management

- Financial Management is the process of planning, organizing, directing and controlling financial activities such as purchasing items for the school and using public funds to achieve financial goals effectively.
- It is about keeping records of any money coming in and going out. It is an act of balancing both cash and bank records.
- It is the “know how” to manage money, budget, spend and make acquittals accountably and transparently.
- In finance management it is important to make wise decisions about when, where and how your school should source and spend funds.
- A reminder that the NDoE expect ‘one school, one plan, one budget’. This means that all schools will have one SLIP and only one budget they are working from.
- The Governing Body Handbook is a great resource to find information on financial management (page 64-72).



Reflect and discuss on how you use and manage school funds.

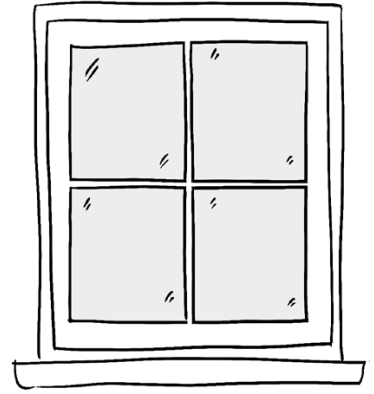
1. What systems or processes are working in your school?
2. What are some areas that need improvement?

Reflect and discuss: What does financial accountability and transparency mean to you in your schools?

Reflect and discuss: What are some good ideas for good financial management and governance in schools which support transparency and accountability?

Financial accountability and transparency

- Financial accountability occurs when accurate and proper records are maintained on how school funds are used.
- This is achieved when all decisions and supporting documents relating to the school financial transactions are kept in a well-maintained filing system.
- Transparent and open discussions will gain the trust and respect of the community.
- Financial transparency is achieved when decisions made relating to expenditure are honestly recorded and are open to public inspection.



Some ideas for good financial management and governance include:

- the school budget is linked to the SLIP and AAP
- the budget is followed and reasons for changes are provided;
- proper written records or documents are kept of all revenue (money coming in) and expenditure (money spent);
- proper and timely acquittals and reports are made and submitted on time to the community, District Education Office, Education Agency and other sources of funds.
- distribution of funds according to needs (for example putting funds into priority focus areas of SLIP)
- shared decision making and reporting procedures are carried out;
- having only one bank cheque account for small schools with three signatories (HT, BOM Chair and BOM Treasurer)
- HTs and BoM have open discussions on any money raised and spent in the school through P&C meetings.

SESSION 4.2: KEY ROLES AND RESPONSIBILITIES



90 minutes



Objectives

By the end of the session, participants can:

- Understand key roles and responsibilities of HTs and BoM in financial management.
- Explain the minimum standards for financial management developed for your school

Key financial terms and definitions

Terms	Definitions
Income	Money received by your school. This money may be school fees, project fees, fundraising, school canteen funds, donations, subsidies (e.g. GTFS), donor funds, grants, etc.
Expenditure	Money spent
Accountable	Being responsible and answerable to your community and country for money entrusted to you and spending money according to legal guidelines
Budget	A plan of how you will spend your income which matches your AAP.
Acquittal	Is reporting and providing evidence on how you spent the money, (what the funds were spent on and when it was spent.)
Financial records	Are records of school income and expenditure, and school assets.
Petty Cash	Is the ready cash on hand to meet immediate or emergency purchase of items. (K200.00 is the recommended limit)
Financial report	This is a report containing information about how you have used all school funds in any given period (monthly to the BoM, quarterly to the District).
Public Financial Management Act.	This is an Act of Parliament that sets the legal requirements for how government organizations such as schools should manage their funds.
Combined Cash Book	Is an account book containing a record of all funds received and used by the school. This record includes dates, details of transactions, cheque numbers, receipts, and a progressive balance of funds received and funds spent.
Receipt	A written record of money received by the school or evidence of where and when funds have been spent.
Quotation	A quotation is an estimate of a cost provided by a supplier. Usually, three quotations are needed for purchases.

Invoice	Is a written record that has details of goods and services purchased by the school. Invoices are needed for acquittal purposes.
Reconciliation of accounts	To reconcile means to bring together in agreement. A school reconciliation is when the school CCB balance matches the school bank statement balance. The CCB should be reconciled every month.
Statement of account	Is a record of all financial transactions that have taken place over a period of time. This could be a bank or service provider statement.
School subsidies	Are funds given by the Government to the school. Currently this is the Government Tuition Fee Subsidy (GTFS).
Quarterly Budget	Is the AAP financial plan broken up into four quarterly periods on how you are going to spend funds for your school.
Cash Advance	Is money given in advance to be used for a specific purpose. E.g. travel.
Misappropriation	To dishonestly misuse funds for an improper or illegal purpose.
Breaching Financial Management Act	Failure to obey, keep or follow the laws in the Financial Management Act. This can result in court action.

Share and discuss:

According to the Public Finances Management Act who is the school accountable financial officer?

What are some of the responsibilities the accountable financial officer has in managing the school finances?

What is the BoM accountable for?

How should the BoM and HT work together in managing the school funds?

Who is going to be investigated if school money is misused?

What are the consequences of mismanagement of funds?

Who should be the signatories on any school accounts? Why?

The Public Finances Management Act

- The Public Finances Management Act of 1995 has rules for handling money. It makes sure people follow the government's procedures when spending and collecting funds. This law also says that the head teacher at a school is the person responsible for money matters.
- The head teacher must keep good records of all money activities, manage school accounts, use funds for approved activities, report to the school's Board of Management (BoM) about money use, handle grants, and keep financial records safe.
- BoM approves the AAP and budget.
- The head teacher works closely with the BoM treasurer and chairperson to create a school budget and manage school money. They also must make financial reports every three months for BoM meetings. If school money is misused, it's the head teacher's responsibility. The head teacher, BoM treasurer, and BoM chairperson should all be able to sign on school accounts.
- As the responsible person, the head teacher has many money-related tasks:

- Comply with the GTFS policy and procedures
- Collect and record school income
- Help create a school budget for the AAP
- Keep records of all school expenses
- Make quarterly financial reports for BoM, parents and community meetings
- Make sure resources are used efficiently
- Safely store financial records
- Ensure the Public Finances Management Act is followed

- The Education Act also says that the school's Board of Management (BoM) must be accountable for the money given to the school by the state, education authority, or the public. They must follow the money rules in the Public Finances Management Act.
- This means the school must keep certain documents and records, such as:

- Records of checks, chequebooks, and bank statements
- Receipt books for all money received
- Proof that the head teacher checked requests for money and approved payments from school funds
- Expense vouchers for all money spent
- A combined cash book (CCB) to track cash
- Records for reconciling bank transactions
- Monthly and quarterly financial reports (acquittals)
- An annual budget
- Records of school assets like supplies and equipment

Reflect and discuss: what are some of the challenges you face with financial management?

(For example, these could be no acquittals, or no record of fees collected)

Minimum Standards for Financial Management

Standard	Standard is met	Standard is not met
Records are kept of chequebooks, e-transfers, and bank statements		
Receipt books for all money received		
Proof that the head teacher checked requests for money and approved payments from school funds		
Expense vouchers for all money spent		
A combined cash book (CCB) to track the budget		
Records for reconciling bank transactions		
Monthly and quarterly financial reports (acquittals)		
An annual budget for the AAP		
Records of school assets like supplies and equipment		
Bank account has three signatories.		
School only has one bank account.		
Annual budget and financial reports displayed on school noticeboard		
BoM discusses and approves monthly financial reports (acquittals).		

SESSION 4.3: ANNUAL BUDGETS



120 minutes



Objectives

By the end of the session, participants can:

- Develop an annual school budget
- Understand that there should be one budget and one bank account
- Explain what the Government Tuition Fee Subsidy Funds (GTFS) can be used for

School budget

Share and discuss: what are some things to think about when preparing a school budget?

(for example, what your SLIP and AAP activities are, what the budget was the previous year and how this might need to be adjusted)



A budget is a financial plan. All schools are required to develop one annual budget for your SLIP AAP.

- You do not need a separate operational budget as this is SLIP Focus Area 7.
- Many of you will be very familiar with developing your school budget, this session is a refresher on how to prepare annual school budgets, and an opportunity to reflect on the budget you have developed for your school.
- The school budget helps you figure out how you'll raise funds and what you'll use the funds for.
- When you make a budget, you look ahead and think about the work you need to do, how much money you expect to receive, and how you'll use that money.
- You should not spend more money than your income.
- Your budget must be flexible and should be easily adjusted (for example to allow for changes in prices of goods, damages to school equipment or facilities). The BoM must be involved in preparing and approving the school budget. Annual budgets can be broken down into quarters or terms.

Things that might be included in your school budget include:

- What your SLIP AAP activities are
- What funds are needed for new projects
- What your school priorities are
- What the school budget was last year
- What funds school already have in the bank
- What funds the school expects to receive over the year through fees, grants, and fundraising
- What money is needed to operate the school
- What funds the school should have for emergencies (contingency funds)

- What funds (reserves) the school will retain for larger projects (such a major building)?
- What are the low cost/no cost options for funding activities and resources

To consider:

- That the total expenditure (money going out) should be less than your total income (money coming in)
- That your budget has realistic expectations of the funds that the school will receive
- The new budget is prepared before the end of the year
- The budget is developed by the BoM Treasurer, HT and Chairperson, with support from other BoM members.
- That where available, financial records are used to prepare budgets

GTFS are to be aligned with the SLIP focus area funding allocation.

- All GTFS fund is portioned into 3 key categories:
 1. Teaching and Learning – 30%
Focus area 1, Focus area 2
 2. Administration – 40%
Focus area 3, Focus area 4, Focus area 6, Focus area 7
 3. Infrastructure – 30%
Focus Area 5
- The GTFS Officer in each province responsibility is to induct HTs on the proper use of the templates.

What can Government Tuition Fee Subsidy Funds (GTFS) be used for?

Can be used for...



Cannot be used for...



Reflect on your school budget and consider your income and expenditure across the year.

Once the annual budget is approved by the BoM, the budget should be presented and explained to the school community. Staff of the school should also be aware of the budget.

- Revision of the budget should be done each quarter to allow for changes during the year.
- Because the income (money coming in) and expenditure (money going out) will not be the same each quarter, it is helpful for an annual budget to be broken down into quarters or terms.
- It is important to budget for items for when they are needed during the year, as it is easier to purchase some items together at the beginning of the year.

SESSION 4.4: COMBINED CASH BOOK



120 minutes



Objectives

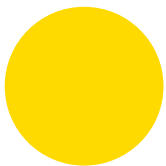
By the end of the session, participants can:

- Explain the purpose of the Combined Cash Book and how to use it

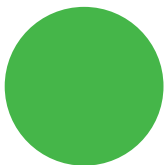
Discuss and share: what is your experience with using a Combined Cash Book (CCB) in your school?
Rate your school's use of the CCB using a traffic light scale.



Red: Not being used often / at all



Yellow: Used but not regularly. Not keeping all records of expenditure.



Green: Used frequently, income and expenditure is recorded and records of expenditure kept.

What questions do you have about the CCB?

Combined Cash Book (CCB)

All school income must be recorded in the school's Combined Cash Book (CCB), whether the school received the amount directly or it is deposited into the school account at the bank. This is the most important record of school financial records.

- The Combined Cash Book (CCB) is a ledger which records income (receipts), payments (expenditure), and balance. The CCB allows schools to monitor and control their budget. All school financial transactions must be recorded in the CCB accompanied by the original receipts, invoices, and payment vouchers.
- The ledger will include: date of transaction, details of the transaction, cheque number or deposit slip, details of receipts or payments, progressive balance.
- All payments must be entered into the CCB as soon as they occur. Remember: Little and often is the secret of good bookkeeping.
- The CCB should be kept securely and like all other school records the CCB has to be available for the inspector, DEA, BoM members and any other community member to examine at each of the BoM meetings.
- It shows the details of every financial transaction as well as what school money is spent on and where it comes from. Each month, the school checks the records in the CCB with the bank statement of account to see if they balance. It is an opportunity to correct any errors and to reconcile the school financial records.
- Remember to keep a record of all the school's financial documents, receipts and deposits slips as every transaction entered the CCB must be able to be traced back to a supporting document. These may include things like payment and petty cash vouchers.

SESSION 4.5: MAINTAINING FINANCIAL RECORDS AND FUNDS ACQUITTAL.



60 minutes



Objectives

By the end of the session, participants can:

- Explain how to report and provide evidence of how and when funds are spent.

Financial reporting and acquittals

- Under the Public Finances Management Act (1995) acquittal (reporting and providing evidence of how and when you spend the money) is a requirement for all schools receiving public money.
- Maintaining financial records and acquitting by reporting all school expenditure to parents, community, District authorities and Provincial authorities is required every quarter.
- All financial reporting should reflect the achievements and non-achievements of approved SLIP Plans.

Share and discuss:

1. How can schools acquit funds given to them and how often? (report and provide evidence of what the funds were spent on and when);

2. Why is it important that schools acquit funds given to them?

3. What documents do you need to produce as evidence of how funds have been used?

Some possible ideas for Question 1:

- Use the CCB and financial reporting template to record all transactions and provide a quarterly financial report
- Complete the standard acquittal/financial form
- Keep a record of all the school's financial documents, receipts and deposits slips as every transaction entered into the CCB must be able to be traced back to a supporting document

Some possible ideas for Question 2:

- If you acquit you will continue to receive funds
- It demonstrates that the funds have been used for the correct purpose
- It helps you to consider how you can better use funds available to help your school in the future
- It helps to be transparent and accountable to parents, communities and government
- A way of monitoring school expenditure and keeping records of school income

Some possible ideas for Question 3:

- School Learning Improvement Plan
- AAP
- Bank statement and cheque book (or passbook), deposit slip
- Receipt book for all income
- Receipts, invoices, statements of account, files for all payment transactions
- Requisition Forms (expense vouchers covering all payment transactions).
- Combined Cash Book
- Bank reconciliation statements
- Petty Cash records
- Monthly financial reports
- Quarterly financial reports
- Annual/quarterly Budget
- Stock book and asset register

Acquittal process

- The HT is responsible for preparing and signing off a monthly financial report including the reconciliation of the CCB and bank statements. The Treasurer can assist with this process. At the end of the month, the financial report must be signed by the school head and chairperson and submitted to the governing body.
- It is recommended that the monthly financial report is also displayed on the school notice board.
- At the end of each quarter the school head must submit a quarterly financial report approved by the governing body to the District Education Adviser. The financial report should include a short achievement report on the progress towards the SLIP.
- We will now spend some time discussing the acquittal standards, how acquittals should be presented and a further look into the documentation required.

Three key steps of acquittal.

Reflect on the checklist and complete the school self-assessment. Add your own acquittal standards that you may have found useful for your school.

- 1** Ensure all CCB entries are supported by relevant financial document and signed by SI (e.g. receipts, invoices, payment vouchers, TBC...)
- 2** Complete the standard acquittal form and signed.
- 3** Complete the financial reporting form (s) and forwarded to the appropriate bodies.



Red – not done at all

Amber – sometimes done

Green – always done

Reflect on standards for acquittal for your school	Red	Amber	Green
All acquittals should be arranged chronologically from the earliest to the latest.			
Documentation should show expenditure per SLIP Focus Area such as Administration, Infrastructure and Teaching and Learning			
Original receipt invoices for payment good and services are signed by recipients of money with clear indication of what was paid for.			
The acquittal document should be presented in a professional form with a cover letter.			
The acquittal reports are sighted and signed off by the head teacher and BoM Chairperson.			
Monthly financial reports are shared with the BoM			
Monthly financial reports are displayed on the school notice board			
The financial reports reflect the achievement and non-achievements of the approved SLIP AAP			
At the end of each quarter the HT submits a quarterly financial report approved by the BoM to the District Education Office, the Provincial Education Office and the Provincial TFF Coordinator.			

All schools must use the Combined Cash Book and Financial Reporting template to record all transactions and provide a quarterly school financial report. The documents expected as attachments with the acquittal report are:

- 1.** The Standard Acquittal Form
- 2.** Copy of Combined Cash Book (CCB)
- 3.** Requisition for expenditure
- 4.** Standard Budget Form

Other documents as evidence of expenditure (money going out) include:

- Cash receipts, tax invoices and delivery slips from suppliers
- Bank statements showing TFF payments currently reporting on

SESSION 4.6: NEXT STEPS AND ACTION PLANNING



50 minutes



Objectives

By the end of the session, participants can:

- Develop an action plan for priority actions for their school.

What are some priority actions your school might take to improve?

Think about actions which will:

- Improve learning
- Improve attendance
- Support implementation of national policies
- Support better governance
- More inclusive SLIP and AAP
- Better financial management and reporting



Changes to make
straightaway
(next month)



Changes to make
in short-term
(next 6 months)



Changes to make
in longer-term
(next 1-2 years)

ACTION (what the action is)	TIMEFRAME (when to start and be completed by)	PERSON/PEOPLE RESPONSIBLE (who will action)	RESOURCES REQUIRED (what resources are required)
Improved teacher attendance	Start next month. Improve by end of year	Head Teacher	Teacher Attendance records, better teaching resources



APPENDIX



APPENDICIES

- Terms of Reference – SLIP Committee
- SLIP rules from the new SLIP Policy
- Responsibilities of the Board of Management
- Meetings – Governing body Handbook
- Situation- Behavior - Impact
- Situation - Behaviour - Impact roleplay
- The Problem Tree
- SLIP Planning Template
- Three Year Rolling Plan
- Behaviour Management Roles and Responsibilities
- School Disaster Risk Management Template
- SLIP Budget - Example
- Reconciliation
- TFF Standard Acquittal Form
- Termly (Quarterly) Financial Report
- Draft Revised Monthly Financial Report
- Requisition for Expenditure
- Combined Cash Book Template
- Draft Revised Combined Cash Book Template
- Draft Revised Combined Cash Book Template – Example
- SLIP Three Year Outcomes Sample

TERMS OF REFERENCE - SLIP COMMITTEE

POLICY RULE

1. The development and review of the SLIP and AAP will be led by the school head with the help of a SLIP Committee.
2. The SLIP Committee will include representatives of the school's governing body, teaching staff, students, and parents, with a balance of male and female members.

The board, parents, students, and teachers will be represented on the SLIP Committee. The task of the committee is to write and review the SLIP and AAP.

The SLIP Committee is a sub-committee of the school board. Its membership and terms of reference must be approved by the school board. An example of a SLIP Committee terms of reference is included in the Annex.



- School head
- Board chairperson
- Teacher representative
- Male and female students (e.g. SRC)
- Male and female parents (e.g. P&C)
- Agency representative (if church school)

Best SLIP Committees

All groups represented

Include all the important stakeholders for your school:

- Board
- Teachers
- Parents
- Students⁴
- Education agency



Gender equity

There must be equal representation of male and female members, so the needs of boys and girls are considered.⁵



⁴ Kindergarten, Preparatory, Grade 1 and 2 students are too young to be members, but students must still be consulted on what improvements their school needs to help them learn better.

⁵ At single sex schools, the SRC may nominate two same sex students to the SLIP Committee.

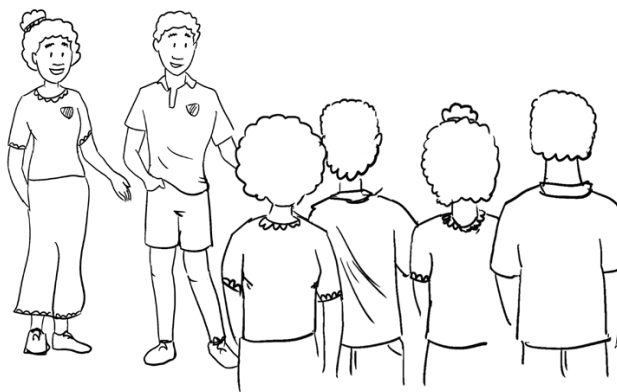
Sensible time and place

Choose a sensible time and place for the meetings when all members can attend safely.



Give everyone a chance to speak

The school head must chair the meetings and make sure all members have the chance to speak. Meetings should be held in a language that everyone understands.



Keep and share minutes

The school head must make sure written minutes are kept. These should be put on the school notice board, sent to the board, and kept in the SLIP file.



Voluntary

The SLIP Committee does not get paid for its work. Public monies must be spent on improving student learning and welfare.



SLIP RULES

The SLIP rules for facilitator reference.

According to revised SLIP Policy Standards and Guidelines, the following rules must be applied.

RULES

All schools MUST follow the policy. School heads and governing bodies who do not comply will face disciplinary actions by the relevant authorities.

1. All schools are to have a three-year SLIP which is developed in consultation with the school community.
2. The SLIP will include seven focus areas:
 1. Curriculum and learning.
 2. Staff development and training.
 3. Leadership and management.
 4. Students' needs and welfare.
 5. Infrastructure, equipment, and transport.
 6. Governance and community relations.
 7. Operations and administration.
3. All schools will have an Annual Action Plan (AAP) based on the SLIP priorities.
4. The SLIP and AAP will include a budget showing expected income and expenditure.
5. The development and review of the SLIP and AAP will be led by the school head with the help of a SLIP Committee.
6. The SLIP Committee will include representatives of the school's governing body, teaching staff, students, and parents, equal balance of male and female members.
7. The consultations with the school community and SLIP Committee must be recorded in written minutes.
8. The school's governing body will approve the SLIP and each year's AAP and record this decision in the board meeting minutes.
9. A copy of the endorsed SLIP will be submitted to the school's education board for review which may request revisions to the SLIP if necessary.
10. The education board may delegate the responsibility for reviewing submitted SLIPs to the provincial education administration or in the case of church schools, to the school's education agency.
11. At the end of each academic year, the school will review progress on its SLIP prior to writing the next year's AAP. The school head will lead the review in consultation with the SLIP Committee.
12. Every three years, the school will conduct an external review of the SLIP prior to writing the next SLIP. The school head and governing body will select an external reviewer to facilitate the external review.
13. Schools which receive the Government Tuition Fee Subsidy (or equivalent) must use this income for SLIP/ AAP activities and acquit the expenditure as per the current GTFS policy.
14. The current SLIP and AAP will be made easily accessible to the governing body, staff, students, and parents.
15. On request, a school must provide the SLIP and AAP to relevant authorities including inspectors, representatives of the education administration and the school's education agency

2.2 RESPONSIBILITIES OF THE BOARD OF MANAGEMENT

The functions of the BoM are listed in the Education Act. Schools must check to see if there are any differences in their Provincial Education Act.

A BoM is immediately responsible within the limits of funds and other resources available to it -

- a.** for the planning for, and the provision and maintenance of, school buildings, teachers' houses and ancillary facilities; and
- b.** for ensuring adequate housing availability of housing for teachers; and
- c.** for the enrolment of pupils; and
- d.** within the general framework of policy established under this Act and the philosophy of the education agency conducting the pre-school, community school, elementary school, primary school or vocational centre.
 - i.** for determining the aims and goals of that school or centre; and
 - ii.** for supervising the achievements of those aims and goals; and
- e.** for the making of rules for the discipline of students, including the punishment by suspension, expulsion or the provision of work or services; and
- f.** for the suspension or expulsion of students for the breaches of rules made in accordance with Paragraph (e); and
- g.** for such other matters in relation to the National Education System as prescribed by or under this Act or any other law relating to education matters.

- a. for the planning for, and the provision and maintenance of, school buildings, teachers' houses and ancillary facilities; and**

- b. for ensuring adequate housing availability of housing for teachers;**

The construction and maintenance of school buildings and teachers' houses will be planned in SLIP Focus Area 5. The Secretary of Education recommends that schools allocate at least 25% of their GTFS for maintenance. If they are allowed, project fees can also be allocated to construction and maintenance.

The BoM can work with the LLG and District for funding for large infrastructure projects and mobilize the parents and community to fundraise and provide "sweat equity."

Relevant policies:

- SLIP Policy
- GTFS Policy
- WaSH in Schools Policy
- National Quality School Standards Framework and National School Minimum Standards Policy
- Disaster Risk Reduction Policy



c. for the enrolment of pupils;	
The BoM should regularly review the school's catchment area and feeder schools² to predict future needs for teachers and classrooms. The BoM has an important role to play in ensuring all students can enroll in school and attend every day. This includes girls, boys, students with disabilities, and students from poor or remote households. The BoM can provide advice to the school head on how to improve the enrolment, equity, inclusion, attendance, and completion of students by reducing the drop-out rate. Relevant policies: • ECE Policy • Inclusive Education Policy • Gender Equity and Social Inclusion in Schools Policy • HIV & AIDS Policy	
i. for determining the aims and goals of that school or centre	
The BoM, in consultation with the school community, approves the vision and goals in the SLIP.	
ii. for supervising the achievements of those aims and goals	
The BoM consults with the school community on progress towards the SLIP activities through the annual internal review and an external review every three years. The school head will also report activities, achievements, and challenges at the BoM meetings. Related policies: • SLIP Policy	
e. for the making of rules for the discipline of students, including punishment by suspension, expulsion or the provision of work services; and	
f. for the suspension or expulsion of students for breaches of rules made in accordance with Paragraph (e);	
The BoM approves the school rules which must align with the national Behaviour Management Policy. BoMs should note that the BMP does not allow: • Corporal punishment. • Expelling students for pregnancy. Relevant policies: • Behaviour Management Policy	

² For example, which ECE centres feed students to the primary school and which schools do your graduates go to.

g. for such other matters in relation to the National Education System as are prescribed by or under this Act or any other law relating to education matters.	
These would include: • Standards Based Curriculum (schools) or National Certificates (VET centres). • National School Minimum Standards. • School-based teacher appraisal. Other school-based policies. These may include: • Reporting problems with teacher discipline and performance to the PEB, school inspector, or TSC. • Spending and acquitting government grants. • Submitting monthly staff returns and quarterly student returns. • Submitting the National School Census form. • Enrolling students in national examinations and taking part in national assessments. • Contributing to school inspections. • Contributing the school-based appraisal of members of the Teaching Service. Relevant policies: • Teaching Service Act • GTFS Policy • Standards Based Curriculum or National Qualifications Framework	

6. MEETINGS

Governing bodies should meet at least once in each school term and more often if convened by the chairperson by written notice to the members. Through the regular meetings, the governing body will:



Approve, monitor, and review the SLIP and AAP.



Review and approve financial reports and acquittals.



Decide on student suspensions and expulsions.



Decide on infrastructure development.



Monitor and plan for student enrolment.



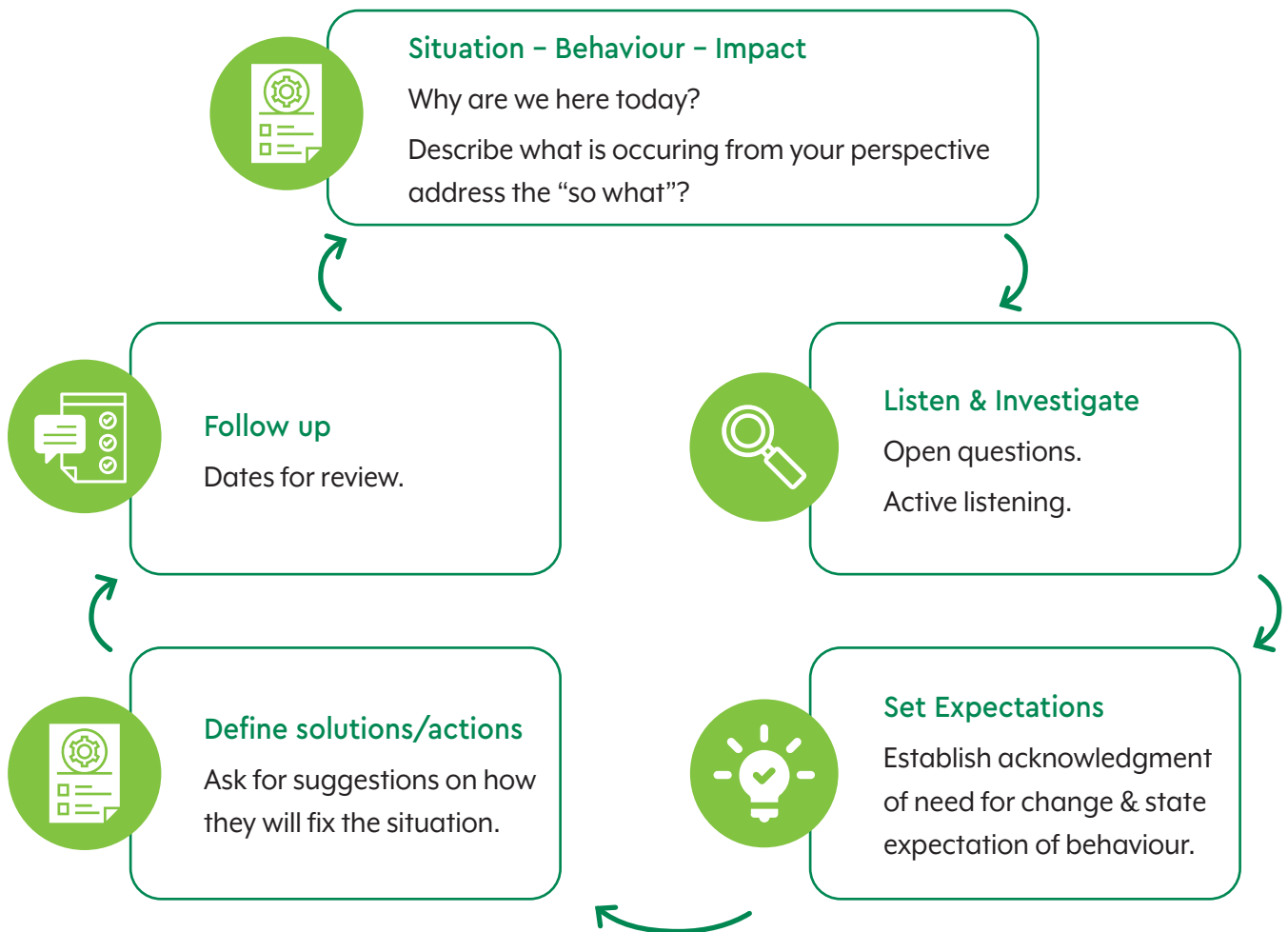
Review reports on learning and attendance.



If a BoG or GC, manage teacher recruitment.



If allowed, collect fees.





SAY

Model with a volunteer as the HT and trainer as teacher:

Describe the **SITUATION**. Be specific about when and where is occurred.

Example:

"Hi John, I have noticed on our teacher register that you have been absent a lot from school recently."



Then describe the observable **BEHAVIOUR**. Don't assume you know what the other person was thinking. Keep to the facts. Don't add opinions or judgements.

Example:

"In the past month, you have missed 11 days of teaching."



Reflect on the **IMPACT**: Describe the results of the behavior.

Example:

"It is a concern that you are absent from class so much as it is impacting student learning. The students in your class need you to be there to learn and you being absent is stopping them from".



LISTEN AND INVESTIGATE: Ask the person to express their responses. Be open in questioning and an active listener.

Example:

"Can you please tell me why you have been absent from class so much recently?"



SET EXPECTATIONS: Establish acknowledgement of need for change and state expectation of behaviour.

Example:

"I recognise that you have to build an extension on your house however you have a commitment as a teacher to attend class everyday and it is expected that you fulfil your commitment as outlined in the Teacher Service Act."



DEFINE SOLUTION/ACTION: Ask for suggestions on how they will fix the solution.

Example:

"What do you think you need to put in place at home to make sure you can attend school everyday?"



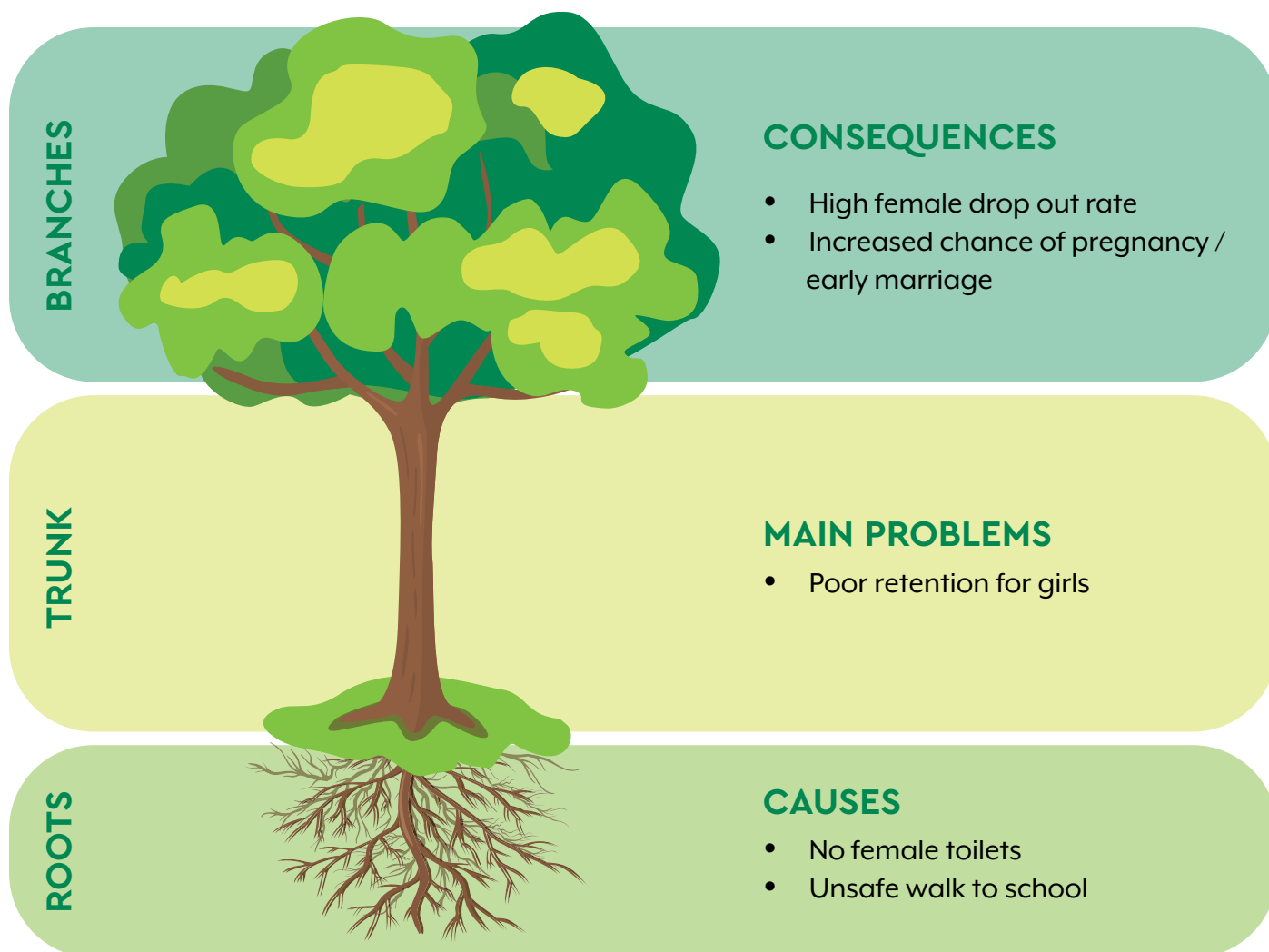
FOLLOW UP: Set dates for review to monitor the issue.

Example :

"Let's meet up again next month to see if your solution has resolved the issue. We will keep monitoring your attendance and hope to see it improve so it will not impact the students."

The Problem Tree

The Problem Tree supports thinking through the root causes and consequences of problems that may be identified in schools. This activity could be useful in the Planning stages of SLIP development to help SLIP committee members identify what changes and needs of the school are required to be made to address the problems.



SLIP-02-2023 SLIP Template

Province	
District	
LLG	
School name	
Agency	
EMIS code	
SLIP years	
Last inspection	

1. CONTEXT STATEMENT (1/2 PAGE)

Describe the school's history, location, enrolment, teachers, resources, governance, facilities, and community support.

Level						
Grades						
Students	Male		Female		Total	
Teachers	Male		Female		Total	

Pupil Teacher Ratio	
% Teachers Qualified	
Gender Parity Index	
Completion Rate	
Examination Results	
Income (last year)	K
Expenditure (last year)	K

GOVERNANCE	
Board	
P&C	
SRC	

Infrastructure	Classroom			
	Student Classroom Ratio			
	Toilets	M	F	T
	Student Toilet Ration	M	F	T
	Water			
	Electricity			
	Teachers' houses			
	Library			
	Other (laboratories, workshop, dormitories, ablution blocks, mess hall etc.)			

2. MISSION STATEMENT (1/4 PAGE)

3. VISION STATEMENT (1/4 PAGE)

4. STRENGTHS AND CHALLENGES

List the school's strengths and challenges for each focus area. Consider policy priorities and the national school quality standards.

Focus area	Our strengths	Our challenges
1. Curriculum and learning		
2. Staff development and training		
3. Leadership and management		
4. Students' needs and welfare		
5. Infrastructure, equipment, and transport		
6. Governance and community relations		
7. Operations and administration		

5. THREE-YEAR SLIP

SLIP	PRIORITY CHALLENGES	YEAR 1		YEAR 2		YEAR 3	
		ACTION	COST	ACTION	COST	ACTION	COST
1. Curriculum and learning							
2. Staff development and training							
3. Leadership and management							
4. Students' needs and welfare							
5. Infrastructure, equipment, and transport							
6. Governance and community relations							
7. Operations and administration							

6. APPROVAL

List the names of the SLIP Committee. Add more rows if needed.

School head	
School board chairperson or delegate	
Teacher representative	
Parent representative (male)	
Parent representative (female)	
Student representative (male)	
Student representative (female)	
Education agency representative (church schools)	

The three-year SLIP was approved by the school board on _____.

Signed

Name of school head

Date

Signed

Name of school board chairperson

Date

7. ANNUAL ACTION PLAN

Insert the Annual Action Plans after each is approved by the school board.

8. REVIEWS

Insert the two Internal Reviews and one External Report.

9. SUPPORTING DOCUMENTS

Insert SLIP Committee meeting minutes and a copy of the school board minutes approving the SLIP.

SLIP-03-2023 SLIP Annual Action Plan Template

Province						
District						
LLG						
School name						
Agency						
EMIS code						
Date						
SLIP year	Year 1		Year 2		Year 3	

1. ESTIMATED INCOME

List the school's estimated income for this year.

INCOME	K
1. Bank balance brought forward	
2. National subsidy (GTFS)	
3. Other subsidies or grants (province, district, LLG)	
4. School fees	
5. Project fees	
6. Agency fees (if applicable)	
7. Fundraising and donations	
8. Income generation (rentals, sales etc.)	
9. Other	
TOTAL INCOME	K

2. ANNUAL ACTION PLAN

Add additional rows as needed.

Focus area	Challenge	Action (what, who)	When	Resources (how many)	Cost
				Total	K

3. ANNUAL BUDGET

Focus area	Item	Estimated cost (K)
1	Curriculum and learning	
2	Staff development and training	
3	Leadership and management	
4	Students' needs and welfare	
5	Infrastructure, equipment, and transport	
6	Governance and community relations	
7	Operations and administration	
Total budget		

4. FUNDING GAP

Projected income	K
Estimated budget	K
Funding gap	K
If there is a funding gap, how will the school raise money?	

The AAP and budget for SLIP Year __ (20__) is aligned with the SLIP, discussed by the SLIP Committee, and was approved by the school board on _____.

Signed

Signed

Name of school head

Name of school board chairperson

Date

Date

Insert a copy of the approved AAP into the SLIP file and pin a copy to the school notice board. If requested, submit a copy of the AAP to the relevant authority.

SLIP-04-2023 SLIP Internal Review Template

Province				
District				
LLG				
School name				
Agency				
EMIS code				
Date of review				
Internal Review	Year 1		Year 2	

1. SLIP COMMITTEE

List the names of the SLIP Committee involved in the Internal Review. Add more rows if needed.

School head	
School board chairperson or delegate	
Teacher representative	
Parent representative (male)	
Parent representative (female)	
Student representative (male)	
Student representative (female)	
Education agency representative (church schools)	

2. BUDGET REVIEW

	Budget (K)	Actual (K)	Variation (K)
Income			
Expenditure			
Expenditure by focus area			
1. Curriculum and learning			
2. Staff development and training			
3. Leadership and management			
4. Students' needs and welfare			
5. Infrastructure, equipment, and transport			
6. Governance and community relations			
7. Operations and administration			

3. INTERNAL REVIEW

Focus area	Actions from the AAP	Were the actions achieved? If not, why not?	Actions for next year's AAP
1. Curriculum and learning			
2. Staff development and training			
3. Leadership and management			
4. Students' needs and welfare			
5. Infrastructure, equipment, and transport			
6. Governance and community relations			
7. Operations and administration			

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4. CHANGES IN ENROLMENT AND LEARNING

	SLIP Context Statement	End of this AAP
Male students		
Female students		
Total students		
Gender Parity Index		
Completion Rate		
Student Teacher Ratio		
Student Classroom Ratio		
Student Toilet Ratio		
% Teachers Qualified		
Learning (e.g. examination results)	Grade ____ English Mathematics Overall	Grade ____ English Mathematics Overall
Total income (K)		

5. SUBMISSION

The Internal Review for SLIP Year __ (20__) was conducted by the SLIP Committee and approved by the school board on _____.

Signed

Signed

Name of school head

Name of school board chairperson

Date

Date

Insert a copy of the Internal Review report into the SLIP file and pin a copy to the school notice board. If requested, submit a copy to the relevant authority.

SLIP-05-2023 SLIP External Review Template

Province	
District	
LLG	
School name	
Agency	
EMIS code	
School head	
Board chairperson	
Date of review	

1. EXTERNAL REVIEWER

Name	
Phone	
Email	

2. SLIP COMMITTEE

List the names of the SLIP Committee involved in the External Review. Add more rows if needed.

School head	
School board chairperson or delegate	
Teacher representative	
Parent representative (male)	
Parent representative (female)	
Student representative (male)	
Student representative (female)	
Education agency representative (church schools)	

3. SLIP REVIEW

Review the SLIP file.

0 Does not have this yet 1 Partly or incomplete 2 Meets standard

1. Context Statement which includes key data			
2. Mission Statement			
3. Vision Statement			
4. Strengths and Challenges			
5. Three-year SLIP organised by focus area			
6. Gender-balanced SLIP Committee which includes students			
7. SLIP approved by the school head and school board			
8. Year 1, 2 and 3 AAPs approved by school board			
9. Year 1 and 2 Internal Reviews approved by school board			
10. Minutes of SLIP Committee meetings			
Total	/20		

What were the strengths and weaknesses of the school's SLIP documents?

How could the school improve its SLIP documents?

4. BUDGET REVIEW

Review the school’s income and expenditure for the Year 3 AAP.

	AAP budget (K)	Actual (K)	Variation (K)
Income			
Expenditure			
Expenditure by focus area			
1. Curriculum and learning			
2. Staff development and training			
3. Leadership and management			
4. Students’ needs and welfare			
5. Infrastructure, equipment, and transport			
6. Governance and community relations			
7. Operations and administration			

What were the strengths and weaknesses of the school’s annual budget?

How could the school improve its annual budget?

5. EXTERNAL REVIEW

Focus area	Actions from the SLIP	Were the actions achieved? If not, why not?	External reviewer recommendations
1. Curriculum and learning			
2. Staff development and training			
3. Leadership and management			
4. Students' needs and welfare			
5. Infrastructure, equipment, and transport			
6. Governance and community relations			
7. Operations and administration			

6. SLIP PROCESS REVIEW

What were the strengths and weaknesses of the school's SLIP Committee?

What are the strengths and weaknesses of the school's SLIP and AAP process?

What are the strengths and weaknesses of the school's Internal Review?

How could the school improve the writing and review of its SLIP?

7. SUBMISSION

The External Review for SLIP Year 3 (20__) was conducted by the independent external reviewer.

_____	_____	_____
Signed	Signed	Signed
_____	_____	_____
Name of external reviewer	Name of school head	Name of school board chairperson
_____	_____	_____
Date	Date	Date

Insert a copy of the External Review report into the SLIP file and pin a copy to the school notice board. If requested, submit a copy to the relevant authority. Use the External Review recommendations to write the new SLIP.

SLIP-06-2023 SLIP External Reviewer Terms of Reference

Task	SLIP External Reviewer
School	
Agency	
Date	

<NAME OF SCHOOL> is hiring an External Reviewer to assess the three-year School Learning Improvement Plan.

1. TASKS

- Meet with the school board, teachers, parents, and students to record their opinions on the SLIP priorities, achievements, and process.
- Work with the school head, board chairperson, and SLIP Committee to complete the SLIP External Review report.
- Review the SLIP file and supporting documents.
- Write the SLIP External Review report.
- Present the SLIP External Review report to the school board.

2. SKILLS AND EXPERIENCE

- At least five years as a school head or senior teacher.
- Knows the SLIP Policy (2023) and Guidelines.
- Familiar with the National Quality School Standards Framework and other Department of Education policies.
- Able to write clearly in English.

3. CONDITIONS

- Up to two days' work at K_____ per day.
- Reimbursement of travel expenses.

4. APPROVED

Signed

Name of school head

Date

Signed

Name of school board chairperson

Date

SLIP-07-2023 SLIP Quality Assurance Review Template

Province	
District	
LLG	
School name	
Agency	
EMIS code	
PARI	
School head	
Board chairperson	
Date of review	

1. REVIEWER

Organisation	Province/district/education agency/other
Name	
Position	
Email	
Phone	

2. REVIEW OF SLIP DOCUMENT

Review the SLIP sent by the school.

0 Does not have this yet 1 Partly or incomplete 2 Meets standard

1. Context Statement which includes key data			
2. Mission Statement			
3. Vision Statement			
4. Strengths and Challenges			
5. Three-year SLIP organised by focus area			
6. At least 20% budget spent on maintenance (NEP target 2.6)			
7. Equal number of males and females on SLIP Committee			
8. Board, teachers, parents, and students represented on SLIP Committee			
9. SLIP approved by the school head and school board			
10. Year 1 Annual Action Plan and annual budget attached.			
Total	/20		
Comments			

3. RECOMMENDATIONS FOR IMPROVING THE SLIP

How could the school improve its three-year SLIP?

4. RECOMMENDATIONS FOR IMPROVING THE AAP AND ANNUAL BUDGET

How could the school improve its AAP and annual budget?

5. RECOMMENDATIONS FOR IMPROVING THE SLIP COMMITTEE

How could the school improve its SLIP Committee?

6. RECOMMENDATIONS FOR THE PDOE AND/OR EDUCATION AGENCY

How can we improve our support for this school?

Signed		Date	
--------	--	------	--

SLIP-08-2023 SLIP Annual Data Template

Province	
Year	
Date of submission	

To:

Name	
Position	
Division	Policy and Planning Division, National Department of Education
Email	
Phone	

From:

Name	
Position	
Division	
Email	
Phone	

Indicator 1.1.a Percentage of schools with a SLIP endorsed by PEB, by type and district

District	ECE	Primary	Secondary	VET	IERC	FODE
Total						

Indicator 1.1.b Percentage of schools with a SLIP, by PARI

PARI	Highly accessible	Accessible	Moderately accessible	Remote	Very remote	Extremely remote

Indicator 2.1

Number of school heads trained in SLIP this year, by type and sex

	ECE	Primary	Secondary	VET	IERC	FODE	Total
Male							
Female							
Total							

Indicator 2.2

Number of education officers trained in SLIP Policy implementation this year, by role and sex

	National	Provincial	District	Other
Male				
Female				
Total				

Indicator 6.1

Number of governing body members trained in SLIP, this year, by district, sex and PARI.

District					Total
Male					
Female					
Total					

BEHAVIOUR MANAGEMENT ROLES AND RESPONSIBILITIES

Responsibilities for Behaviour Management (as outlined in NDoE Behaviour Management Policy 2019)

Role	Responsibilities
Student	Behave well, respect others and follow the school rules
Parent and Guardians	- Raise children in a safe, healthy and caring home - Build the foundation for good behaviour - Support education and behaviour management in schools
Community	- Build a safe and healthy environment for children - Support education and behaviour management in schools
Schools	- Allocate adequate funds to promote good citizenship events through SLIP - Engage trained and committed staff and provide professional development for them - Provide safe and conducive learning environment to promote and enhance good student- teacher relationship to harmonise teaching and learning - Develop School Behaviour Management Plan and school code of conduct following guidelines in Behaviour management Policy - Establish a School Behaviour Management Plan active working committee with fair representation - Establish orientation and training programs for student SBMP and leadership - Collaborate with parents and relevant stakeholders in the local community through good networking links - Maintain and update student personal record cards to monitor student behaviour and academic development
Teacher	- Be a good behaviour role model - Professionally manage student behaviour - Protect children - Share best practices
School based Counsellors	- Be an ethical and effective school Based Counsellor - Share best practices and learning about counselling
Head Teachers	Manage a safe, healthy and well behaved school
School Board	- Support a safe, healthy and well behaved school - Develop and supervise a school behaviour management policy - Decide carefully on student expulsions

For more detailed information on behaviour management for the BoM, please refer to the Governing Body Handbooks (pages 74-79).

SCHOOL DISASTER RISK MANAGEMENT PLAN

SCHOOL PROFILE

Name of school:		
Elementary/Primary/Secondary:		
Location:		
District/Province:		
School population	M	F
Teacher population	M	F
NAMES AND TELEPHONE NUMBERS OF EXECUTIVE SCHOOL STAFF		
Principal/Head Teacher:		
Deputy Principal/HT:		
Teacher in Charge:		
Chair, SBoM:		
EMERGENCY CONTACTS		
Provincial Disaster Council:		
Police:		
Red Cross:		
District Education Authority:		
Local Hospital:		
PNG National Disaster Centre:		
SCHOOL DISASTER RISK MANAGEMENT COMMITTEE MEMBERS		

SCHOOL MAPPING

A large, empty rectangular box with rounded corners, intended for school mapping. The box is white and occupies most of the page below the title.

RISK ASSESSMENT

Hazard	Frequency/ Timing	Likelihood of occurring	Vulnerability of persons	Vulnerability of resources

EMERGENCY PREPAREDNESS CHECKLIST

Adapted from Risk RED (2009). School Drill Model and Templates.

Check that:

- ☐ Exit pathways are kept clear.
- ☐ Non-structural building elements are securely fastened to the building to resist wind or earthquake shaking.
- ☐ Identify a water source and plan for putting out fires in classrooms and buildings. Include having buckets or a system for quickly transporting water.
- ☐ Move materials that can catch fire or burn easily away from any open fires or flames (candles, lanterns etc.).
- ☐ Where possible, classrooms have two exits (the second exit can be a window).

If you face earthquakes and windstorms:

- ☐ Move heavy items below head level.
- ☐ Tightly secure tall and heavy furniture and appliances to walls, floors or ceilings.
- ☐ Fasten cabinet doors and drawers with latches that will hold shut during shaking.
- ☐ Fasten any fire extinguishers to the wall.
- ☐ Protect glass that may break into large pieces (e.g. rearrange furniture, use curtains etc).
- ☐ Secure any lighting fixtures to the ceiling.
- ☐ Move any hazardous materials (such as poisons, chemicals, cleaning fluids) to secure areas where they are unlikely to be disturbed or containers broken or spilled.

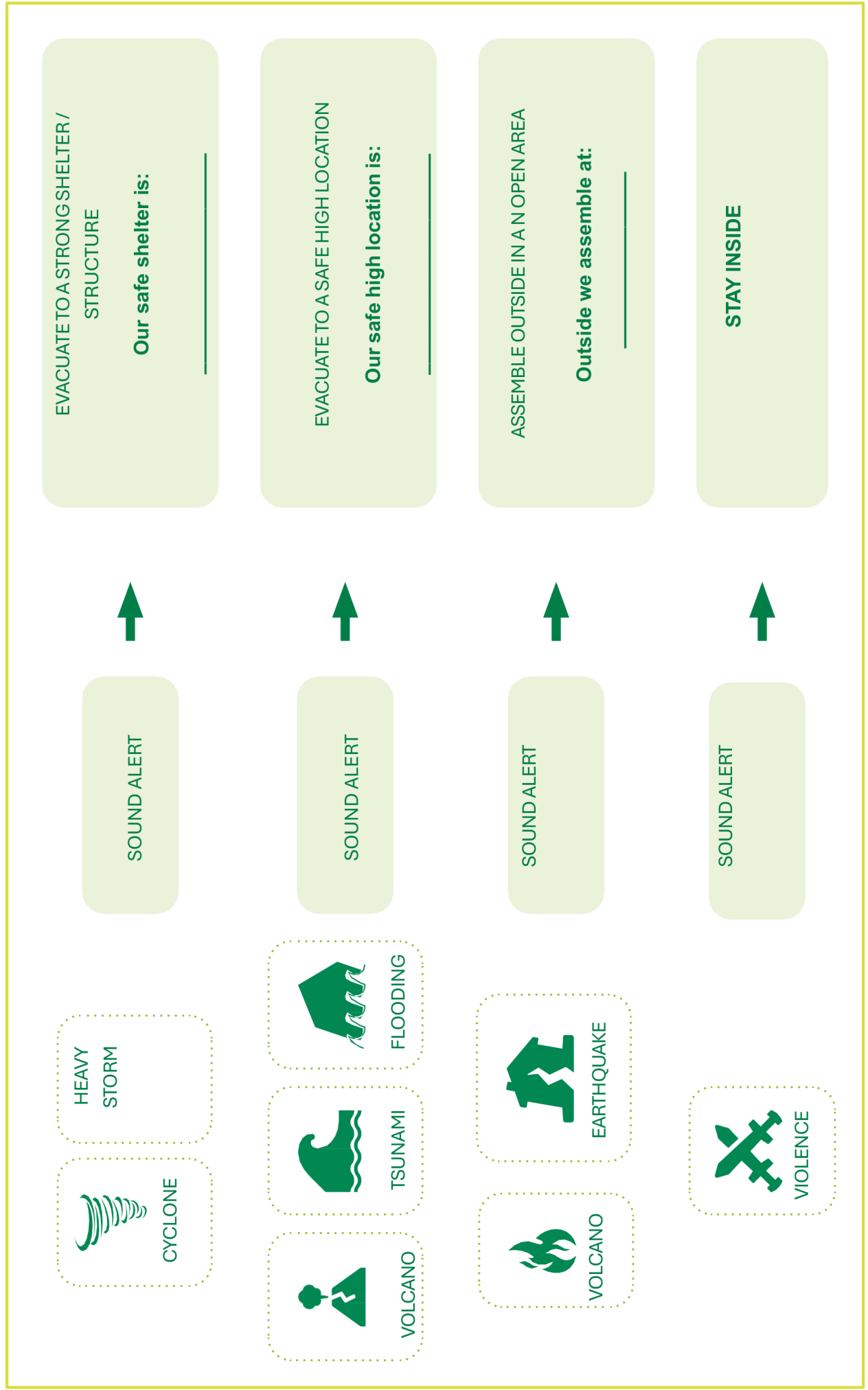
If your area is prone to flooding:

- ☐ Locate offices and classrooms above ground level.
- ☐ Create shelving high up to store supplies and equipment during rainy season.
- ☐ Use waterproof containers for storage.
- ☐ Move any dangerous materials (such as poisons, chemicals, cleaning fluids) to storage above ground level.

EMERGENCY SOUND ALERTS

Hazard	Sound Alert	Evacuation point

EMERGENCY PROCEDURE CHART



DRILL PREPAREDNESS CHECKLIST

Adapted from Risk RED (2009). School Drill Model and Templates.

Teachers: how to prepare yourselves

- ☐ School emergency evacuation map is posted in your room.
- ☐ Your school has a 'Go Bag' with essential items.
- ☐ Check you know the presence and location of buckets and water in case of fires.

Teachers: how to prepare your students

- ☐ Make sure that your students know the Emergency Procedure Chart (types of emergencies, alarms, evacuation points).
- ☐ Make modifications to be sure that every child is included, and no one is left out (such as children with disabilities).
- ☐ Review the emergency evacuation routes. Train student monitors (girls and boys) who will work as buddies and lead the way, carefully checking to make sure that route is clear.
- ☐ Inform students that only their parents, guardians or other adults listed on their emergency contact card will be allowed to pick them up from school in a real emergency.

Teacher and students: how to prepare your parents/caregivers

- ☐ Confirm with parents/caregivers that their emergency contact form is up to date.
- ☐ Reassure parents/caregivers that their children will be safe at school until they arrive.

EMERGENCY PROVISION CHECKLIST

SCHOOL GO BAG/BOX			
Item	Ready	Missing	Initials/date
Megaphone			
Daily visitor log			
Student medications			
Emergency contact numbers			
First aid kit			
Keys			
School site map			
Student class lists and attendance records			
Whistle			
High visibility vest			

SCHOOL SAFETY ASSESSMENT

Notes:

RESPONSIBILITY PLANNING

PREPAREDNESS: Activities to be undertaken BEFORE an emergency

#	Activities	By Whom	When	Where
1	Ensure DRM Committee and teachers are aware of DRM Plan.			
2	Educate students on emergency procedures			
3	Display emergency procedures and contacts			
4	Conduct regular emergency drills			
5	Staff receive first aid training			

PREPAREDNESS: Activities to be undertaken DURING an emergency

#	Activities	By Whom	When	Where
1	Sound appropriate Emergency Alert			
2	Calmly, quickly and quietly escort students to evacuation point(s)			
3	Contact emergency service			
4	Conduct regular emergency drills			
5	Take roll of all students and ensure their safety			
6	Identify and apply first aid treatment where needed			

RESPONSIBILITY PLANNING

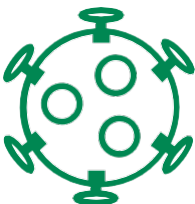
RECOVERY: Activities to be undertaken **AFTER** an emergency

#	Activities	By Whom	When	Where
1	Conduct safety evaluation of area/damage/needs assessment			
2	Give 'All Clear' instruction after disaster			
3	Contact parents/guardians of students about events and safety			
4	Ensure school resumes as quickly as possible			
5	Update DRM Plan			

DRM PLAN SCHOOL IMPLEMENTATION TIMELINE AND CHECKLIST

Timing	Activity	Status	Date
	Establish or reform a school DRM committee. The committee should include a representative from all groups such as teachers, school leadership, parents and students including women and ideally a person with a disability.		
	Conduct school DRM committee meeting as soon as it has been formed.		
	Complete the school profile and key emergency contact information.		
	Check school evacuation route maps in key areas of school.		
	Display emergency contact information around school.		
	Discuss and assess school risks with teachers, school leaders and, where possible, students and families. Complete risk assessment matrix.		
	Complete Hazard Preparedness Checklist and prioritise mitigation activities.		
	Seek approval for the DRM plan from SBOM, DEA/PEA and, where possible, relevant local DRR authority for it to be consistent with the national DRM agenda.		
	Discuss and review emergency procedures. Review decision tree and display posters around school.		
	Support school with key messaging on emergency procedures and COVID-19.		
	Communicate student-family reunification procedures to parents.		
	Prepare school and Go Bags with necessary emergency supplies.		
	Support teachers to complete Drill Preparedness Checklist and develop staff training schedule.		
	Support school to schedule emergency drill procedures.		
	Practice drills with school for different hazards.		
	Evaluate drill and revise procedures.		
	At the beginning of the new year review the DRM plan. Discuss some of the areas to review/ update/monitor.		

EMERGENCY RESPONSE INFORMATION

Hazard	Response
Earthquake 	- Grab the 'Go Bag' and attendance list - Drop to your knees on the floor - Cover your head and neck - Hold on to sturdy desk or table - Stay away from heavy furniture or equipment - After shaking has stopped, evacuate to open area away from trees and buildings that could collapse
Fire 	- Grab the 'Go Bag' and attendance list - Drop down to knees and crawl out - Hold breath as long as possible or cover mouth with cloth - Follow building evacuation procedures to open area - If on fire, stop, drop and roll.
Violence 	If you sense a threat, - Keep your distance and call the police - Use a unique alarm that is not for evacuations - Gather students in secure area away from threat - Close and lock the doors. Turn all furniture toward threat - Ask students to drop and cover behind furniture - Turn off lights, radios and silence mobile phones - Try to remain calm and quiet
Flood 	- Grab the 'Go Bag' and attendance list - Evacuate to higher ground - Do not enter floodwaters
Cyclone/Storm 	- Stay informed about tracking information, follow early warning instructions - Go indoors or evacuate to a safe, secure building - Stay away from running water - Unplug anything electrical - Listen to weather advisories on battery-powered radio
Volcanic Eruption 	- Grab the 'Go Bag' and attendance list - Evacuate immediately away from the volcano, avoid areas downstream of the eruption - Protect yourself from falling ash - Cover openings and seal doors/windows to prevent ash coming inside
Tsunami 	If near the sea and an earthquake is felt, - Grab the 'Go Bag' and attendance list - Evacuate immediately away from water to higher ground - Stay there until you are sure that all dangers had passed.
COVID-19 Outbreak 	- Encourage social distancing by separating desks - Ensure hand washing stations are available to use - If someone has a positive test, - Send students home with learning materials - Contact caregivers to ensure they are aware of situation, to keep students at home and watch for symptoms - Give school a deep clean

EMERGENCY CONTACTS

National Disaster Council:

Police:

Hospital:

Education Authority:

Village Chief:

School Principal:

Disaster Management Committee Contact:

SLIP BUDGET - EXAMPLE

EARLY CHILDHOOD EDUCATION, PRE-SCHOOL AND PRIMARY SCHOOL SAMPLE SCHOOL BASED SLIP DRIVEN BUDGET

Total cash readily available is **K46, 680.00**

NO	SLIP FOCUS AREAS	MAJOR ACTIVITIES/ EXPENDITURES	SPECIFIC AREAS OF NEED	ACTUAL COST OF ITEMS/SERVICES
1	Curriculum and learning	Purchase Text Books Syllabi	• Students	3,000.00
			• Teachers	1,000.00
		Basic Materials (Student use)	• Expendable Items	1,500.00
			• Non-Expendable	1,200.00
		Purchase new	• Lower Primary	2,000.00
		Library Books	?	
			• Upper Primary	3,000.00
		Teaching Aids and Materials	• Markers	130.00
			• Chalk/Dusters	250.00
			• Butcher Papers	180.00
		Assessments Results and Awards of Prizes	• Tests/Exams	100.00
		IT Equipment	• Records & Reports	Cost nothing
			• Prizes/Awards	3,000.00
			• Computer Lab	
			• EQTV items	500.00
		Carpentry Tools		
		Mechanical Tools		
		Home Economics		
		Agriculture		

2	Staff development and training	In-service Programs	• Senior Staff	50.00
			• School Based	500.00
			• Cluster Groups	100.00
		Meetings	• Senior Staff team	100.00
			• Staff Meetings	200.00
			• H/T Meetings	500.00
			• New Graduates	Cost nothing
			• New Supervisor	Cost nothing
			• Teachers	Cost nothing
			• Students	Cost nothing
3	Leadership, Administration and Management		• All school Furniture	Cost Nothing
			• Other Buildings	Cost Nothing
		Human Resource Management	• Teachers performance	Cost Nothing
			• P&C Work records	100.00
			• Student Enrolment	100.00
			• BOM records/file	Cost Nothing
			• Casuals/Labour	
		School Office Administration	• Office Set up	1,000.00
			• SLIP reports/Records	Cost Nothing
			• School records	Cost Nothing
			• Student Records	Cost Nothing
		Office Equipment	• Computer	1,500.00
			• Printer	500.00
			• Telephone	
			• Photo Copier	
			• Duplicating Machine	

4	Students' Need and Welfare	Personal Health & Hygiene	• Rehabilitation	Cost Nothing
			• Boys Toilets	100.00
			• HIV/AIDS Awareness	Cost Nothing
			• Scouts/Girl Guides	Cost Nothing
		Mess Rations	• Store Food	
			• Market Food	
			• Fuel	
			• Labour – Cooks, etc.	
5	Infrastructure, equipment, and transport	Maintenance of existing infrastructure	• Repair old Furniture	2,500.00
			• 3x Staff Houses	1,500.00
			• Repaint classrooms	1,500.00
		New Infrastructure Projects	• Mend broken Fence	1,000.00
			• Sports Fields/Courts	2,000.00
			• Staff Toilets	1,000.00
			• Water Tank	4,000.00
			• Girls toilet	5,000.00
			• Lunch Sales Bench	2,000.00
			• Make New Flower Beds	Cost Nothing
		School Resources	• School Lands	Cost Nothing
			• Gardens/Trees	200.00
			• All Tools/Machineries	2,000.00
		Assets Registry or Inventories	• Staff Houses	Cost Nothing
			• Classrooms	Cost Nothing

6	Governance and community relations	BOM Affairs	• BOM Meetings	800.00
			• Rules and policies	Cost Nothing
			• Gender Balance BOM	Cost Nothing
			• Discipline/Punishment	Cost Nothing
			• Self-Reliance	Cost Nothing
			• SLIP Meetings	Cost Nothing
			• Budget done on SLIP	Cost Nothing
			• SLIP Reports done	100.00
		Community Involvements	• P&C involvements	100.00
			• HIV/AIDS Awareness	200.00
			• SLIP Committee	100.00
			• Special Events Prog.	500.00
		School Partners	• Church involvement	100.00
			• Meeting agencies	Cost Nothing
			• Education Officers	Cost Nothing
			• P&C Involvements	100.00
		Celebrations	• Grade 8 Graduations	400.00
			• Prizes and Awards	200.00
			• Games and feasting	500.00
7	Operations and administration	Budget, Expense, Report, Acquittals and Reviews	• Budget meetings	100.00
			• Finance Reports	Cost Nothing
			• Acquittal Reports	20.00
			• SLIP Reviews Budget	Cost Nothing
			• Project Proposals	50.00
			• Stationery Needs	100.00

Reconciliation

RECONCILIATION

C. RECONCILIATION

The school head and treasurer should reconcile the CCB and bank account after the last day of the month. Reconciliation will ensure that the CCB and bank account balances match as some transactions might not appear in one or the other. For example,

- Cheques that have not been deposited yet.
- Electronic deposits.
- Interest.
- Bank fees.

Example monthly reconciliation

Month	January 2023	
Date of reconciliation	01/02/2023	
Balance as per bank statement		10,550.00
Balance as per CCB		9,050.00
Difference		1,500.00
Income not in CCB yet		
15/01/23	Direct deposit (fees)	135.00
16/01/23	Direct deposit (fees)	80.00
16/01/23	E transfer (fees)	60.00
18/01/23	Interest	10.00
20/01/23	E transfer (grant)	1,500.00
		+1,785.00
Expenditure not in bank statement yet		
15/01/23	Uncleared cheque #357	285.00
		-285.00
	Reconciled CCB	10,550.00
Signed (school head)		
Signed (Treasurer)		

After reconciliation, add the missing income and deposit items into the CCB.

Keep a careful record of uncleared cheques.

TFF FORM 1



DEPARTMENT OF EDUCATION
TFF AND SCHOOL GRANTS UNIT

TFF STANDARD ACQUITTAL FORM

YEAR: 20__

This form MUST be filled when submitting your school acquittals. ALL required documents specified in this form MUST also be attached. Ensure you have answered all questions and submitted all required documents for your acquittals to be registered and processed. PLEASE TAKE NOTE: Should you fail to submit required documents specified in this form, your acquittal will be considered INVALID with lack of substantial evidences to support your school expenditure report.

SECTION A: SCHOOL INFORMATION
(Write your school details here)

1. Term/s Acquitting for: 1_2_3_4

2. SCHOOL NAME: _____ 3. SCHOOL CODE: _____

4. SECTOR: a) Elementary b) Primary/Community c) Secondary/PHS/NHS d) Vocational: _____

5. PROVINCE: _____ 6. DISTRICT: _____

7. ACCOUNT NAME _____ 8. ACCOUNT NO# _____ 9. BANK _____

10. BRANCH _____

SECTION B: SCHOOL FINANCE INFORMATION
(Write your school income and expenditure information here)

i) SCHOOL INCOME

11. The Total TFF funds your school received: K _____
(Attach your bank statement for the periods you're acquitting for as ATTACHMENT_1)

12. Additional funds your school received from outside source? (eg, Member of Parliament, Business group, parents, etc)

- a. School Project K _____
- b. Province K _____
- c. Business groups K _____
- d. Donor K _____
- e. Parents K _____
- f. Member/Governor K _____

ii) SCHOOL EXPENDITURE

13. The total funds you are now acquitting: K _____

14. Please fill in the **TFF Form 2: Standard Budget Form**.
(Attach form 2: the Standard Budget Form as ATTACHMENT_2)

15. Please fill in the **TFF Form 4: Monthly Financial Report**

1

(Attach form 7: the Monthly Financial Report as ATTACHMENT_3)

16. a) Please fill in the **TFF Form 3: Combined Cash Book**. (Attach form 3: Combine Cash Book as ATTACHMENT_4)

b) After filling in your expenditure details in the CCB, attach all your **RECEIPTS** and **Requisition for Expenditure Form (TFF Form 5)** according to the expenditures you have listed in the CCB (All receipts for Combine Cash Book should come in chronological order as ATTACHMENT_5)

17. Fill in the total TFF funds spent on the **TFF Administration Component K** _____
(Attach receipts at the back for TFF Administration Component as ATTACHMENT_7 [NB: Boarding schools boarding and lodging fees come as part of the administration component])

18. Fill in the total TFF funds spent on the **TFF Infrastructure Component K** _____
(Attach receipts at the back for TFF Infrastructure Component as ATTACHMENT_8)

19. Fill in the total TFF funds spent on the **Teaching and Learning Component K** _____
(Attach receipts at the back for TFF Teaching and Learning Component as ATTACHMENT_9)

20. Have TFF funds been diverted to be used for other purposes other than specified in the TFF Implementation Guide: **Yes/No**

If Yes, Please state your reasons,

21. In less than two pages, your **School Financial Performance Report** is required. Highlight your achievements and challenges you have encountered with evidences of SLIP Plan implementation and pictures regarding your school. (Attach the School Financial Performance Report as ATTACHMENT_10)

Section C: CERTIFICATION

MUST be filled and SIGNED by the SCHOOL HEAD ONLY

Under the **Public Finance Management Act (1995)** on the requirement and usage of public funds,

I, _____ TIC/Head Teacher/Manager/ Principal hereby, solely declare that
acquittals provided herewith are true reports with original copies of receipts of the TFF fund expenditure and
endorse: _____ (signature) Date: _____

CERTIFIED BY:

School Inspector

Name: _____

Signature: _____

Date: _____

WITNESSED BY:

BOM/BOG/GC Chairperson

Name: _____

Signature: _____

Date: _____



DEPARTMENT OF EDUCATION
TFF AND SCHOOL GRANTS UNIT

TERMLY (QUARTERLY) FINANCIAL REPORT

TERM: _____ MONTHS: _____ YEAR: _____

SECTION 1 : SCHOOL DETAILS			
Province		Date prepared	
School Name		Date checked by School Inspector	
School Code		Date submitted to Prov. Educ. Advisor	
Sector		Date received by PEA	
SECTION 2 : SUMMARY OF INCOME			
Type of Income	Amount in Kina		
A Bank Balance			
B Tuition Fee Free (TFF)			
C Donations (MP, Parents, NGOs etc)			
D Grants (DSIP, PSIP)			
E Rent			
F Other Income			
Total Income	K		
SECTION 3 : SUMMARY OF EXPENSES			
1 Bank fees			
2 Administration			
A			
B			
C			
D			
Sub Total			
Percentage spent this term			
3 Teaching and Learning			
A			

B		
C		
D		
	<i>Sub Total</i>	
	<i>Percentage spent this term</i>	
4	Infrastructure	
A		
B		
C		
D		
	<i>Sub Total</i>	
	<i>Percentage spent this term</i>	
5	Other Expenses	
	Total Expenses	K
SECTION 4 : SUMMARY OF CASH		
	CCB – Cash at Bank Beginning Balance	
	Add: CCB – Cash at School Beginning Balance	
	Add: Total Income (refer to section 2)	
	Less: Total Expenses (refer to section 3)	
	Total Combined Cash at the End of the Period	K
SECTION 5 : SUMMARY OF PROJECT FEES (Only if a province impose this fee)		
	Total Number of Students as per School Census Form	
	Project Fee Rate	
	Total Project Fee	K
SECTION 6 : SIGNATORIES		
<i>Authorized</i>	<i>Name</i>	<i>Signature</i>
Head Teacher/Principal		
School Board Treasurer		
School Board Chair		
		<i>School Stamp</i>

D. MONTHLY FINANCIAL REPORT

After monthly reconciliation, the school head and treasurer must prepare a monthly financial statement for the school board. Please refer to the GTFS Policy for the latest templates.

Example monthly financial report

School Monthly Financial Report	
School	
EMIS code	
Year for report	
Month for report	
Date prepared	
A. Income for this month	1. Grants 2. Fees 3. Fundraising 4. Other Total
B. Expenditure for this month	Focus Area 1 Focus Area 2 Focus Area 3 Focus Area 4 Focus Area 5 Focus Area 6 Focus Area 7 Reserves/savings Total
C. Budget	Annual budget Income for year to date Expenditure for year to date
D. Balance	Reconciled CCB balance Reserves/savings Petty cash on hand
E. Comments	
Signed	School head
Signed	Treasurer
Signed	Chairperson
Copies to all school board members, District Education Administrator, Education Agency, and school notice board.	

F. Income					
Item number	Item	Annual budget	Income this month	Progressive income	Budget progress (%)
1	National subsidy				
2	Provincial subsidy				
3	School fees				
4	Project fees				
5	Agency fees				
6	Fundraising				
7	Income generation				
8	Other				
	Total				

G. Expenditure					
Focus Area	Item	Annual budget	Expenditure this month	Progressive expenditure	Budget progress (%)
1	Curriculum & learning				
2	Staff development & training				
3	Leadership & management				
4	Students' needs & welfare				
5	Infrastructure, equipment & transport				
6	Governance & community relations				
7	Operations & administration				
	Reserves/savings				
	Total				

H. Difference					
	Item	Annual budget	This month	Progressive	Budget progress (%)
	Income				
	Expenditure				
	Difference				

E. QUARTERLY FINANCIAL REPORT

At the end of the quarter, the school head and treasurer must prepare a quarterly financial report (acquittal) for the Education Board and Department of Education.

Example quarterly financial report

School Quarterly Financial Report	
School	
EMIS code	
Year for report	
Quarter for report	
Date prepared	
A. Income for the quarter	1. Grants 2. Fees 3. Fundraising 4. Other Total
B. Expenditure for the quarter	Focus Area 1 Focus Area 2 Focus Area 3 Focus Area 4 Focus Area 5 Focus Area 6 Focus Area 7 Reserves/savings Total
C. Budget	Annual budget Income for year to date Expenditure for year to date
D. Balance	Reconciled CCB balance Reserves/savings Petty cash on hand
E. Comments	
Signed	School head
Signed	Treasurer
Signed	Chairperson
Copies to all school board members, District Education Administrator and education agency.	
Copy on school notice board.	

TFF FORM 5



DEPARTMENT OF EDUCATION
TFF & SCHOOL GRANTS UNIT

REQUISITION FOR EXPENDITURE

1. CLEARANCE TO SEEK APPROVAL

	OFFICER	SIGNATURE	DESIGNATION
1	Quotations obtained by		BOM/BOG Secretary
2	Confirms that money is available		BOM/BOG Treasurer
3	Endorses to seek approval		Head Teacher/ Principal
4	Independently verify spending		Women Leader/ Priest/ Pastor

2. PURPOSE FOR EXPENDITURE

3. THREE QUOTATIONS OBTAINED

	SUPPLIERS	PARTICULARS OF ITEMS	TOTAL AMOUNT
1			
2			
3			

4. PREFERRED SUPPLIER

5. APPROVAL (Ensure all quotations and SLIPs are attached to seek approval)

Sector	Limit	Authority	Signature	Date
Elementary	K501 or more	District Education Administrator		
Primary	K1,001 or more	District Education Administrator		
Sec/HS/NHS	K5,001 or more	Provincial Education Advisor		

FOR AUTHORITY USE ONLY (Circle checklist to verify approval)

Expenditure is per SLIP Budget	Yes	No	Comments
Three Quotations are provided	Yes	No	
Approval granted	Yes	No	

COMBINED CASH BOOK

Please refer to the GTFS Policy for the latest financial management templates. A CCB has two sections:

1. Cash book showing the date, transactions, cheque or electronic transfer number, deposit slip number, receipt and expenditure amounts, SLIP Focus Area for expenditure, and the progressive balance.
2. Item analysis showing income and expenditure for each SLIP Focus Area budget line. No new expenditure should appear that is not part of the budget approved by the school board.

Example cash book

Date	Particulars	Reference number	SLIP Area	Income +	Expense -	Running balance
January						
01/01/23	Balance brought forward		-			3,150.00
12/01/23	GTFS payment	Deposit 127	-	3,500.00		6,650.00
15/01/23	Teacher guides - Theodist	Cheque 765	1		525.00	6,125.00
15/01/23	Textbooks – CBM	Cheque 766	1		1,250.00	4,875.00
20/01/23	Community lunch – P&C	Deposit 128	-	185.00		5,060.00
24/01/23	School fees	Deposit 129	-	350.00		5,410.00
25/01/23	Project fees	Deposit 130	-	180.00		5,590.00
25/01/23	Toilet rolls & soap – Brian Bell	Cheque 767	4		450.00	5,140.00
26/01/23	Agency fees	Deposit 131	6	320.00		5,460.00
26/01/23	Paint & rollers – Hardware Haus	Cheque 768	5		640.00	4,820.00
26/01/23	Office stationery & registers - Tsang	Cheque 769	7		800.00	4,020.00
28/01/23	Bank fee	-	7		20.00	4,000.00
Total				4,535.00	3,665.00	4,000.00

Example item analysis

Income

Year 2023	Budget	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Total	%
GTFS	10,000	3,500													35%
School fees	2,000	350													18%
Project fees	2,000	180													9%
Agency fees	500	320													64%
DSIP grant	3,000														0%
Fundraising	2,000	185													9%
Total	19,500	4,535													23%

Expenditure

Year 2023	Budget	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Total	%
Focus Area 1	4,000	1,250													31%
Focus Area 2	1,000	525													53%
Focus Area 3	500	0													0%
Focus Area 4	3,000	450													15%
Focus Area 5	4,000	640													16%
Focus Area 6	250	0													0%
Focus Area 7	5,250	820													16%
Reserves	1,500	0													0%
Total	19,500	3,685													19%

ANNUAL ACTION PLAN

Province		School Name	
District		Agency	
LLG		EMIS Code	
		DATE	
SLIP YEAR	YEAR 1	YEAR 2	YEAR 3

Major Activities	Action (What)	Action (How)	Who	When	Resources (How many?)	Indicator	Cost
FOCUS AREA 1	CURRICULUM AND LEARNING 45						
Teachers Resources & Students Textbooks	Purchase Biliun Books for all grade level	HT purchase the BBk 2 for all grade level	C/trs submit list to HT	Term 1 Week 2	30 books for each grade		
Students Basic Materials	Students' stationeries / Basic Items	CT make list and submit to HT for purchasing	CT /HT	Term 1 Week 2	Purchase adequate materials		
Support Teaching Resources	Purchase for whole school	CT make list and submit to HT for purchasing	HT	Term 1 Week 2	Sufficient		
Assessment and Awards	Photocopy students report cards Prize and Awards are purchased	CT make list and submit to HT for photocopying Teachers prepare the assessment reports	CT	Week 8 of each term	Per class enrolment		
FOCUS AREA 2	STAFF DEVELOPMENT AND TRAINING						
Induction on Policies	Draw up plan for School Base in-service for the year and conduct induction workshop SLIP and BMP	Organise and conduct in-service on SLIP and BMP policies	Head Teacher / Inservice Coordinator	Term 1 Week 3 and 6 Term 2 Week 3 and 6	Copies of the Policies		
School and Cluster Workshops	HT / Staff attend the workshops and Meeting	HT and Teachers attend any organised and approved workshops and meetings	Head Teacher / teachers	Per the schedule dates	Selected staff		
In- House Refresher Trainings & Mentorship Programs	Organised In-house Training on any identified needs of the teachers Provide guidance on Supervisory roles	School In – Service Coordinator plan and conduct any refresher on any identified needs for the teachers for professional development	In – Service Coordinator	Twice a Term – Week 3 and 6	All staff		

FOCUS AREA 3						
Induction on Policies / Procedures	Induct the BOM on the Procedures and Processes Induct the BOM on new Policies	Head Teacher organise a meeting for induction to BOM Members on Procedures and on any new policies	Head Teacher	Termly	All BOM members	
Cluster Meetings / Workshops	HT / BOM reps attend organised cluster meetings and workshops	Head Teacher or any appointed BOM rep attend organised and approved meetings and workshops in the cluster	Selected BOM reps and HT	Approved schedule dates	Selected people	
Asset Registry & Records	Register and update the asset registry and monitor the records	Assigned teacher / BOM rep to check all the assets and update the registry	HT	Termly	All school records	
FOCUS AREA 4						
STUDENTS' NEEDS AND WELFARE						
Students Personal Health	Screening and health checks	Invite IERC rep to do screening for students	C/T	Termly Week 1	All School	
Hygiene – WaSH	WaSH facilities are monitored and maintained	Assigned BOM rep to check the WaSH facilities regularly for maintenance	HT / BOM rep	Termly	Any WaSH facilities in the school	
Medical Kits	Medical Kit is purchased for the school	Purchase the Medical Kit for the school	HT	Term 1 Week 4	Whole School	
FOCUS AREA 5						
INFRASTRUCTURE, EQUIPMENT AND TRANSPORT						
Existing Infrastructure Improvement	Existing school infrastructure (c/rooms toilets trs houses etc) are maintained regularly	BOM rep to check on any school infrastructure regularly and provide report for maintenance	HT/ BOM Rep	Termly	All school facilities	
New Infrastructure Development	Furniture for teachers both classrooms and houses are purchased	Teachers make list of need furniture for the classroom and submit to HT for Purchase BOM Rep to inspect teachers housers and list needed future	HT/ BOM Rep	Term 2 Week 4	Grade 1- 3	
Equipment	Purchase a photocopier and printer for the school	Purchase a photocopier and printer for the school	HT	Term 3 Week 3	School use	

GOVERNANCE AND COMMUNITY RELATIONS							
FOCUS AREA 6	BOM meeting	BOM meetings are convened	HT	Termly	All BOM members		
P&C Meeting / Work parade and Awareness Programs	P&C Meeting	P&C Meetings are held	BOM – P&C REP	Twice a Term	All parents		
	P&C work parades	P&C support to school activities	BOM – P&C REP	Twice a Term	All parents		
	Awareness / School campaign programs	Awareness is conducted	BOM Rep	Term 1 and Term 4	All parents		
School and Community Events	School and Communities participate in any organised and approved school events and celebration	Parents, Teachers and students participate in any organised and approved school events and celebrate	BOM rep	Calendar events	Teachers, students and parents		
OPERATIONS AND ADMINISTRATION							
FOCUS AREA 7							
Budget	Review the budget and payments done (Budget Reconciliation)	Obtained bank statement and fill in the CCB regularly	HT	Monthly	Actual amount		
Operational Travel Cost	HT / BOM Rep travel for school Business (Bank statement / Quotations and Invoices / Collect School materials	Cash is provided for any approved trip by the BOM, and receipts are kept safely for acquittals. CCB is updated	HT	Termly	Requested and approved items only		
Admin Basic Materials	Purchase of Office Basic Items and Materials for School Operational activities	Office Items and materials are purchase for the school	HT	Term 1	Approved items only		
Emergency / Unexpected Visits	Approved petty cash of K1000.00 for each term withdrawn from the bank and be kept in a safe place for use for any emergency	Approved petty cash is kept safe in school	HT	Termly	Approved amount only		

Approval

Head Teacher: Name _____ Signature _____ Date _____

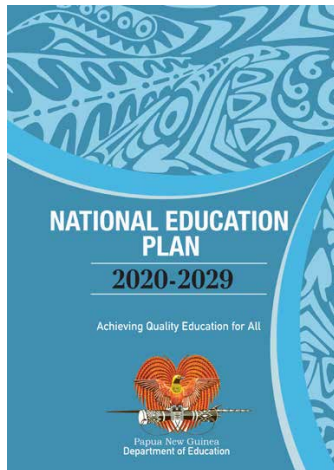
BOM Chairperson: Name _____ Signature _____ Date _____

SLIP THREE YEAR OUTCOMES

FOCUS AREA	MAJOR ACTIVITY	OUTCOME 2024	OUTCOME 2025	OUTCOME 2026
Curriculum & Learning	1 Teachers Guides, Syllabuses & Textbooks	Teachers using Bilum Book, Teachers Guides E2. Students using Books 1&2 for E2.	Teachers using Bilum Books Teachers Guides E1& prep. Students using Books 1&2 for E1 , Prep.	Worn out Teachers Guides and students' books are replaced.
	2 Student Basic Materials	Sufficient supply of students Basic Materials.	Sufficient supply of students Basic Materials.	Sufficient supply of students Basic Materials.
	3 Teachers Teaching Aids and Materials	Sufficient supply of teaching aids and materials.	Sufficient supply of teaching aids and materials.	Sufficient supply of teaching aids and materials.
	4 Assessment Results, Awards & Prizes	Students Quarterly Assessment compiled on time. Students Awards prepared on time.	Students Quarterly Assessment compiled on time. Students Awards prepared on time.	Students Quarterly Assessment compiled on time. Students Awards prepared on time.
Staff Development & Training		Prizes for students are purchased and wrapped.	Prizes for students are purchased and wrapped.	Prizes for students are purchased and wrapped.
	1 School Based In-service Programs	Two school-based in-services conducted each term.	Two school-based in-services conducted each term.	Two school-based in-services conducted each term.
	2 Cluster In- service Programs	All teachers attend cluster staff development programs. School funds the cluster staff development programs.	All teachers attend cluster staff development programs. School funds the cluster staff development programs.	All teachers attend cluster staff development programs. School funds the cluster staff development.
Leadership & Management	3 Teacher Mentorship Programs	Teachers' mentorship guidelines established.	Teachers are mentored following the guidelines and issues faced	Teachers are mentored following the guidelines and issues faced.
	1 Staff Meetings	Three staff meeting per term	Three staff meeting per term	Three staff meeting per term.
	2 Cluster Meetings / Workshops	HT attends all cluster meetings and workshops.	HT attends all cluster meetings and workshops.	HT attends all cluster meetings and workshops.
	3 Orientations on school policies / procedures	school culture is established through setting up committees.	Orientation for BOM and teachers on all department policies.	Monitoring tools are in place.
	4 Assets registry / Inventory	All school assets are kept and checked each term.	All school assets are kept and checked each term .	All school assets are kept and checked each term.
	All Records & Documents	Admin, Teachers & Students records are updated and kept in a safe place.	Admin, Teachers & Students records are updated and kept in a safe place.	Admin, Teachers & Students records are updated and kept in a safe place.
	5 Hand over / Take over reporting	All reports are compiled and kept on file.	All reports are compiled and kept on file.	All reports are compiled and kept on file.

Students needs & Welfare	1	Students' Personal health	Students' health needs are attended to when required.	Students' health needs are attended to when required	Students' health needs are attended to when required
	2	Hygiene - WaSH	WaSH facilities are monitored and maintained	WaSH facilities are monitored and maintained	WaSH facilities are monitored and maintained
	3	Student Screening & Checkups	Students Screening and checkup is conducted annually (term 1)	Students' Screening and checkups conducted annually (term 1)	Students Screening and checkups conducted annually (term 1)
Infrastructure, Equipment and Transport	3	Medical Kits	Necessary Medical kits are purchased and kept in school	Necessary Medical kits are purchased and kept in school	Necessary Medical kits are purchased and kept in school
	1	Existing Infrastructure	School toilets are maintained and used by students and teachers. Classrooms are maintained regularly.	School toilets are maintained and used by students and teachers. Classrooms are maintained regularly.	School toilets are maintained and used by students and teachers. Classrooms are maintained regularly.
	2	New Infrastructure Development	Furniture for teachers is bought and used by teachers	Head teachers / Admin Office is constructed	Staff room is constructed and used by teachers
	3	Equipment	Photo copier and Printer is purchased and used by teachers	Office equipment is maintained regularly	Office equipment is maintained regularly
	1	BoM Meetings	Established different Committees. BoM meetings are held twice a term	BoM meetings are held twice a term	BoM meetings are held twice a term
	2	P& C Meeting / Work parade	P& C meetings & Work parade is held twice a term	P& C meetings & Work parade is held twice a term	P& C meetings & Work parade is held twice a term
Governance and Community Relationship	3	School/ Community Events	School and community participate in school events and celebrate achievements	School and community participate in school events and celebrate achievements	School and community participate in school events and celebrate achievements
	1	Budget	Recurrent operational budget for maintenance, stationery, transport ancillary staff, reserves etc ,	Recurrent operational budget for maintenance, stationery, transport ancillary staff, reserves etc ,	Recurrent operational budget for maintenance, stationery, transport ancillary staff, reserves etc ,
	2	Resources	Resources are kept in a safe place	Resources are kept in a safe place	Resources are kept in a safe place
Operations and Administration	3	Emergency / Unexpected Visits	Approved petty cash of K1000,00 is kept in a safe place for use for any emergency.	Approved petty cash of K1000,00 is kept in a safe place for use for any emergency.	Approved petty cash of K1000,00 is kept in a safe place for use for any emergency.

LINKING FOCUS AREA ACTIVITIES TO NEP 2021-2029



The National Education Plan 2020-2029 has strong links to the new SLIP policy. The below references show the alignment between the two documents.

Focus Area 2: Access

Minor Outcome 2.5: That by 2029 the retention rate between each grade will have improved

2.5.2 To include retention improvement strategies in SLIPs (37)

Focus Area 3: Equity: that all Papua New Guineans will have equal opportunity regardless of geographic location, economic circumstances, gender and disability

- Minor Outcome 3.2 That by 2029 the percentage of remote schools with SLIPs will have improved as in urban and accessible areas (p.40)

Focus Area 7: Local Management and Partnership: that strong local education leadership at district, community and school level has ensured well managed schools, monitored on a regular basis, that are supported by and are fully accountable to the communities that they serve.

- Minor outcome 7.1: that opportunities have been provided for school leaders and governing body officials to receive leadership and management training (64)
- Minor outcome 7.3: that there is effective support in the development of SLIPs

Minor outcome 9.3: That schools initiate systems that promote good governance, leadership, and understanding of local culture and foster non-academic interests and skills (86)

THE GOVERNMENT FREE EDUCATION POLICY 2025

- Under GFEP, the government will fully cover the functional, operational and project cost of all ECE Centres, Primary, Secondary and Vocational Schools along with FODE and IERCs that are registered with NDoE.
- A standard subsidy of K100/per student will be provided to all permitted schools, that are registered with NDoE.
- The GFEP has two major grant components:

a. School Operation and Functional Grants (80 percent).

This grant is paid directly to school accounts by NDoE¹ or to schools via provincial trust accounts. The latter is the process for provinces with decentralised GTFS functions. This grant is to be expended in accordance with the SLIP Policy, on

- a.** School operation and management.
- b.** Teaching and learning programmes.
- c.** Infrastructure development for schools (School Infrastructure Grants).
- d.** Church agency fees and
- e.** Boarding costs.

b. Commodity Component (20 percent). In 2025, Vocational Centres and ECE centres will receive grants to procure tools and equipment.

The commodity grant for other sectors will be managed by NDoE and materials are procured centrally for distribution. This component is to be expended on:

- Basic Teaching and Learning Materials (15%);
- English, Maths and Science support (4%) English is a new inclusion
- Quality Assurance and Interventions in ICT initiatives (1%) – also a new inclusion
- The total GFEP payment to a school will be determined by its enrolment, the PARI location² and corresponding 2025 National Education Board (NEB) approved school fee rates. It will also be determined by the total budget appropriation.
- a. Enrolment.** Enrolment data is collected through the annual school census process.
- b. PARI Location.** The 2025 maximum fee limits approved by NEB were guided by the Unit Cost Study³ carried out by NDoE 2024. Schools' fees per student vary based on a schools' accessibility i.e. proximity to the nearest urban centre, road access and other infrastructure and utilities. A school classed as Extremely Remote (ER) will receive a higher per student allocation compared to those designated as either; Very Remote (VR), Remote(R), Moderately Accessible (MA), Accessible (A) and Highly Accessible (HA).
- c. Total budget appropriation.** According to the 2025 PNG National Budget the total budget envelope for GFEP is approximately K885 million.
- Starting in 2025, elementary schools nationwide will no longer receive GFEP funding. Instead, the funds will be reallocated to primary schools that either integrate former elementary schools or are part of a linked cluster.
- Schools are expected to raise 10% of their own revenue in line with NDoE's self-reliance policy.
- According to the policy, schools who do not acquit their funds will not receive further GFEP grants. In 2025, there will be a zero tolerance for non-submission of GFEP acquittals. Schools must submit acquittals on a quarterly basis to PDoE and NDoE.
- NDoE plans to roll out the PNG School Financial Management and Accounting System (PNF-SFMAS) for schools to report quarterly to NDoE and their community. This system aims to improve accountability and management of GFEP funds in schools.

¹ Funds are initially appropriated to NDoE in the PNG Government National Budget.

² Go Long Ples: Reducing inequality in education funding (2014). A study by the National Economic & Fiscal Commission in partnership with the National Department of Education

³ Source not available.

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School Leadership and Management Training (SLMT)

Participant Registration and Pre-Needs Assessment

Registration Date: _____ Training Venue: _____

School Details		
Province / Region		
District		
LLG		
School Name		
School Code		
Agency		

Personal Details		
Name		
Gender (please tick)	☐ Male	☐ Female
Contact Number		
Position (please tick)	☐ Head Teacher ☐ Teacher in Charge ☐ Senior Teacher	☐ BoM Chairperson ☐ BoM Treasurer ☐ Other (state please) _____

Bank Account Details (Nominated Account – ☐ Yes ☐ No)	
Account Name	
Bank Name	
Bank Branch	
Account Number	
Declaration of Account	

How to you travel to the training venue from the school?			
☐ Walking	☐ PMV / Truck	☐ Boat	☐ Boat and PMV / Truck

SLMT Training Needs Assessment

BEFORE THE WORKSHOP Please rate your skills and knowledge:

0	1	2	3	4
No response / No skill or knowledge yet	Basic skill/ knowledge (I need a lot of support with this)	Some skill/ knowledge (I need some support with this)	Strong skill/ knowledge (I can do this)	Very strong skill/ knowledge (I can support others with this)

1	I know the characteristics, abilities and skills of effective school leadership and management	0	1	2	3	4
2	I know the roles, responsibilities and approaches of Head Teachers and school Boards of Management	0	1	2	3	4
3	I can explain what accountability, transparency and participation mean in schools	0	1	2	3	4
4	I understand the meaning of school governance and the role of the BoM in providing it	0	1	2	3	4
5	I am familiar with the content of the Governing Body Handbook	0	1	2	3	4
6	I understand the purpose and impact SLIPS can have on improving learning outcomes	0	1	2	3	4
7	I know the 7 focus areas in School Learning Improvement Plans (SLIP) and activities under these focus areas	0	1	2	3	4
8	I know practical ways to involve the community to support school development	0	1	2	3	4
9	I know SLIP activities which can improve the quality, accessibility, and safety of school environments	0	1	2	3	4
10	I know how to integrate activities into SLIP which support gender and disability inclusion	0	1	2	3	4
11	I know SLIP activities which can improve literacy and numeracy	0	1	2	3	4
12	I know how to promote positive behaviour management to create a safe school environment	0	1	2	3	4
13	I know strategies for improving teacher attendance	0	1	2	3	4
14	I know strategies for improving student attendance	0	1	2	3	4
15	I know how to prepare my school for an emergency	0	1	2	3	4
16	I understand the importance of good financial management, transparency, and accountability in schools	0	1	2	3	4
17	I know how to develop one school budget	0	1	2	3	4
18	I know how to keep accurate financial records	0	1	2	3	4
19	I know how to use the Combined Cash Book	0	1	2	3	4
20	I know how to report and provide evidence of how and when school funds are spent	0	1	2	3	4

SLMT POST TRAINING NEEDS ANALYSIS

Province			
School Name			
Name			
Sex	Male		Female
Position title	Head Teacher/Teacher-in-Charge		
	Senior Teacher		
	Board of Management Chairperson		
	Board of Management Treasurer		
	Other (please state)		

AFTER THE WORKSHOP Please rate your skills and knowledge:

1	I know the characteristics, abilities and skills of effective school leadership and management	0	1	2	3	4
2	I know the roles, responsibilities and approaches of Head Teachers and school Boards of Management	0	1	2	3	4
3	I can explain what accountability, transparency and participation mean in schools	0	1	2	3	4
4	I understand the meaning of school governance and the role of the BoM in providing it	0	1	2	3	4
5	I am familiar with the content of the Governing Body Handbook	0	1	2	3	4
6	I understand the purpose and impact SLIPS can have on improving learning outcomes	0	1	2	3	4
7	I know the 7 focus areas in School Learning Improvement Plans (SLIP) and activities under these focus areas	0	1	2	3	4
8	I know practical ways to involve the community to support school development	0	1	2	3	4
9	I know SLIP activities which can improve the quality, accessibility, and safety of school environments	0	1	2	3	4
10	I know how to integrate activities into SLIP which support gender and disability inclusion	0	1	2	3	4
11	I know SLIP activities which can improve literacy and numeracy	0	1	2	3	4
12	I know how to promote positive behaviour management to create a safe school environment	0	1	2	3	4
13	I know strategies for improving teacher attendance	0	1	2	3	4
14	I know strategies for improving student attendance	0	1	2	3	4
15	I know how to prepare my school for an emergency	0	1	2	3	4
16	I understand the importance of good financial management, transparency, and accountability in schools	0	1	2	3	4
17	I know how to develop one school budget	0	1	2	3	4
18	I know how to keep accurate financial records	0	1	2	3	4
19	I know how to use the Combined Cash Book	0	1	2	3	4
20	I know how to report and provide evidence of how and when school funds are spent	0	1	2	3	4

WORKSHOP EVALUATION

EVALUATE THE WORKSHOP

The training objectives were clear	Strongly disagree	Disagree	Agree	Strongly agree
The training content was relevant	Strongly disagree	Disagree	Agree	Strongly agree
The training was delivered appropriately	Strongly disagree	Disagree	Agree	Strongly agree
The content was well organized and easy to follow	Strongly disagree	Disagree	Agree	Strongly agree
The training answered my questions and concerns	Strongly disagree	Disagree	Agree	Strongly agree
The trainer provided relevant examples during the training	Strongly disagree	Disagree	Agree	Strongly agree

Which area do you feel you might need more support in? (select one or more than one area) School leadership and management

- a.** SLIPs
- b.** Policies such as attendance and behaviour management
- c.** Financial Management

How could the training be improved?

What did you like most about the training?

Anything else you would like to say?

