











Qualitative Standards

Standard	Standard Descriptor
 Curriculum	The school has access and implements all relevant curriculum requirements. Materials are accessible to all students, and adapted regularly to meet individual student needs.
 Leadership: Effectiveness and Accountability	There are mechanisms and processes in place to ensure accountability of Principal, SMT and Teachers for school's results and operations.
 Leadership: Vision and Mission	The school has a clearly defined vision and mission, known to all staff and evident through the school culture, ethos, and daily operations.
 Leadership: School Culture	The culture within the school is friendly, welcoming, and collaborative. Teacher turnover is low, and teachers are motivated to do their work.
 M&E: School Self-Evaluation	The School undertakes annual self-evaluation exercise that is aligned to school standards, makes use of data, and produces judgements that are close to those of inspectors.
 M&E: School Improvement Planning	The school has a School Strategic Plan in place, implements large majority of its activities effectively, whilst drawing on the resources and support of parents, local communities, and internally.
 Outreach: Parental Involvement	There are regular and open channels of communication between the school and parents, and parents take an active and frequent role in helping improve children's learning outcomes, as well as school improvement planning and decision-making.
 Outreach: Community Involvement	There are regular and open channels of communication between the school and the wider community, and community members participate actively and frequently in school activities, school improvement planning and decision-making.

Compliance Standards

Standard		
 Human Resource Manager (HRM): Staff Qualifications and Professional Development	 Human Resource Manager (HRM): Performance Management	
 Personal Social Health Education (PSHE): WASH	 Personal Social Health Education (PSHE): Health, Safety, and Security	 Personal Social Health Education (PSHE): Safeguarding, Pastoral Care and Guidance
 Operations: Financial Management and Resourcing	 Operations: Operations and Administrative Management	 Operations: Facilities and Maintenance
 Compliance: Policies Definition and Implementation	 Compliance: Disaster Readiness and Resilience	
























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**VANUATU
HARMONIZED
SCHOOL STANDARDS**



Standard	Standard Descriptor
 Enrolment	All children in the catchment area are enrolled in a school.
 Attendance	All children enrolled attend school regularly.
 Completion and Repetition	All children complete the relevant stage of education at appropriate age.
 Inclusion	All SEND children are identified and their needs met in the classroom.
 Gender Equity	Boys and girls are equally enrolled, achieve same learning outcomes, and participate equally in school activities.

Standard	Standard Descriptor
 Attainment: International/ National Attainment	Majority of pupils' learning outcomes are above international benchmarks
 Attainment: Attainment against curriculum	Pupils achieve the learning outcomes set by the curriculum / profile.
 Progress: Progress over time	Pupils show progress on learning outcomes over time (e.g. term or academic year); the school has value-added.
 Progress: Progress in lessons	Pupils show progress in lessons by acquiring and applying new knowledge and skills.
 Progress: Progress of different groups	All relevant groups of pupils (e.g. boys vs. girls, SEN vs non-SEN, etc.) progress at the same pace.
 Teaching: Differentiation	Teacher differentiates his/her approach to meet all different pupils' needs and levels.
 Teaching: Lesson planning and objectives	Teachers make effective and appropriate lesson plans, using C-SMART objectives, variety of resources, and differentiation. They time lessons well.
 Teaching: Resourcing	Teachers make use of a variety of resources (esp. in specialist subjects), including ICT, and make sure all pupils can use them.
 Teaching: Subject Knowledge	Teachers are knowledgeable about their subject and are able to effectively impart new information onto students in lessons.
 Teaching: Pedagogy and teaching methodologies	Teachers know how pupils learn and are able to use a variety of teaching methodologies (incl. metacognitive ones) to achieve learning outcomes.
 Teaching: Learning Environment	The learning environment is adequate, clean, safe, pleasant, and conducive to learning.
 Teaching: Pupil Rapport	Pupils respect the teacher and want to work for him/her. The teacher treats the pupils well and engages them in learning.
 Learning: Engagement and Ownership	Pupils are engaged. They want to work for the teacher. They take ownership of their own learning and drive it forward independently.
 Learning: Higher Order Thinking Skills and Real Life Applications	Pupils demonstrate application of higher order thinking skills in their learning. They can relate and apply their learning to real life situations and examples.
 Learning: Attitude and Behaviour	Pupils have positive and responsible attitudes. They are well behaved and respectful. They have self-discipline.
 Assessment: Formative Assessment	Teacher uses a variety of formative assessment techniques to review progress against learning outcome.

Teacher actively adapts his/her approach during the lesson and during planning in response to formative assessment. Teacher reflects on lessons after they end.

Teachers use appropriate, reliable and valid summative assessment tools. They record, analyse, and action assessment data.

Pupils are able to effectively communicate with one another and their teachers. They can collaborate to achieve common goals and engage in meaningful interactions that lead to learning.

Pupils demonstrate a variety of life and transferrable skills in their interactions in the classroom and outside of it

Pupils understand and follow healthy routines, esp. in eating, hygiene, exercise, and sexual health (as appropriate), and with regards to the environment.