



DEPARTMENT OF EDUCATION

SLIP POLICY GUIDELINES

Guidance for schools
on how to implement the SLIP Policy.





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Acronyms and abbreviations

AAP	Annual Action Plan
BoG	Board of Governors
BoM	Board of Management
DEA	District Education Administrator
GTFS	Government Tuition Fee Subsidy
NDoE	National Department of Education
NEB	National Education Board
P&C	Parents' and Citizens' association
PEB	Provincial Education Board
PPD	Policy and Planning Division
SLIP	School Learning Improvement Plan
SRC	Student Representative Council
TPD	Teacher professional development
WaSH	Water, sanitation, and hygiene

Common terms

Different terms are used by different schools and subnational governments. To keep the guidance simple, the following terms are used:

District Education Administrator	Adviser, manager.
Province	Province, autonomous region, or National Capital District.
School	ECE, pre-school, elementary, primary, high school, secondary, vocational, Inclusive Education Resource Centre, FODE centre.
School board	Board of Management, Board of Governors, or Governing Council.
School head	Teacher-in-charge, headteacher, principal, director, or manager.

BACKGROUND

To unify the school improvement planning process, the School Learning Improvement Plan (SLIP) was successfully piloted in 2007 and rolled out nationwide. The SLIP approach is now mature and well understood and used in schools across Papua New Guinea.

The responsibility for national policy implementation passed from the School Inspection Division to the Policy and Planning Division in 2023. To reflect the growing education system and recent reforms, the SLIP Policy and Guidelines have been reviewed, updated, and approved for implementation in all National Education System schools.

The national outcomes of the revised policy are:

1. Ensure every school develops, implements, and reviews a school improvement plan to enhance development, accountability, and service delivery.
2. Implement a consistent model for school improvement planning.
3. Provide a pathway to implement national policies, standards, and priorities at the school level.
4. Decentralise decision-making about school improvement to a school level.
5. Strengthen accountability and transparency about the use of resources such as the Government Tuition Free Subsidy.
6. Ensure that stakeholders are conscious of their responsibilities in school planning.

Every school strives to improve whole school standards, leadership, student welfare, resource management, infrastructure, and teacher professional development. The new SLIP Policy is aligned with these National Education Plan priorities and the national quality standards to improve access, equity, and learning for all students.

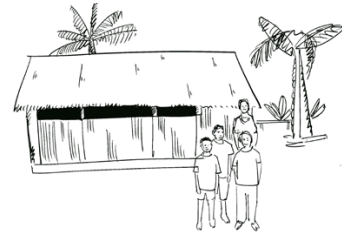
INTRODUCTION

The SLIP Guidelines explain how to implement the SLIP Policy at each level.

1

SCHOOL GUIDELINES

For school heads and governing bodies of schools.



2

PROVINCIAL GUIDELINES

For education boards (such as Provincial Education Boards) and provincial education administrators.



3

NATIONAL GUIDELINES

For the National Department of Education.



ANNEX

TEMPLATES



WHAT IS A SLIP?

“One school, one plan, one budget”

A SLIP is a three-year strategic plan to improve student learning standards. The SLIP is written and reviewed in consultation with the school community: teachers, board members, students, and parents. The process is led by the school head. Every school in the National Education System must have a SLIP.

The SLIP guides whole school improvement. The plan includes the things the school wants to change, how these things are to be achieved, and what the impact will be on students’ learning, inclusion, and welfare.

Every school has different priorities in its SLIP, but every SLIP contributes to the National Education Plan Vision “...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 full potential, to contribute to the economic and social development of the nation”.

FREQUENTLY ASKED QUESTIONS

<p>WHICH SCHOOLS NEED TO HAVE A SLIP?</p>	<p>Every school in the National Education System as per the Education Act. This includes pre-schools, elementary, primary, high, secondary schools, schools of excellence, vocational centres, FODE centres, and Inclusive Education Resource Centres.</p>
<p>HOW HAS THE SLIP POLICY CHANGED?</p>	<ul style="list-style-type: none"> • Aligned with the NEP, SBC, and new policies. • Updated national and school outcomes. • Updated Rules and Responsibilities. • Policy and Planning Division own the policy.
<p>HOW HAVE THE RULES CHANGED?</p>	<ul style="list-style-type: none"> • School board approves the SLIP and AAP. • Education board can review the SLIP but does not need to approve or endorse it. • Education can delegate the review responsibilities to the PEA, DEA, or education agency. • Inspectors are no longer the external reviewers. The school head and board will select the external reviewer.
<p>WHY HAVE THE RULES BEEN CHANGED?</p>	<p>The Rules have been changed to better align with the Education Act (1983), reduce bottlenecks, and give more responsibility to the school board. The school inspectors will be freed up to focus on whole school inspections.</p>

HOW HAVE THE SEVEN SLIP FOCUSES AREAS CHANGED?

Old 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

<p>WHAT IS INCLUDED IN FOCUS AREA 7?</p>	<p>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.</p>
<p>WHAT WILL SCHOOL INSPECTORS DO NOW?</p>	<p>The inspector will inspect the school's documents including the latest SLIP, AAP, internal review, external review, budget, acquittals, and other financial information. They will check that the SLIP Committee was inclusive, met regularly, and meetings were minuted. They will look at the governing body minutes to check that the governing body formally approved the SLIP and AAP. The inspector will expect the SLIP and AAP to be displayed on the notice board.</p>
<p>DO SCHOOLS NEED TO UPDATE THEIR SLIP IMMEDIATELY?</p>	<p>No. The school can change to the new focus areas after the next internal or external review.</p>

1. SCHOOL GUIDANCE

The school community are the best people to make decisions about improving the school. The SLIP School Guidance is written for the school head and school board members to help you implement the new SLIP Policy.

1. Improve the quality of strategic planning based on the access, equity and learning for making decisions.
2. Increase the utilisation of data on enrolment, completion, and learning for making decisions.
3. Strengthen harmonious consultation and collaboration between school stakeholders: school board, staff, teachers, students, parents, and community.
4. Encourage self-resilience and mobilise more resources.
5. More effective and efficient management of activities and resources.
6. Improve the acquittal and reporting of expenditures.
7. Improve the management of risks.

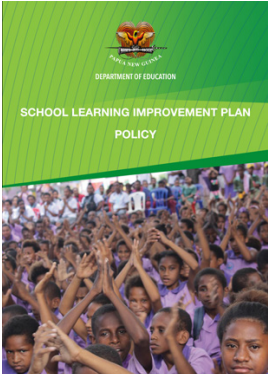
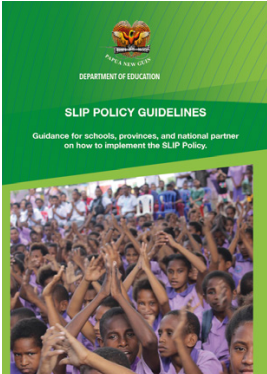
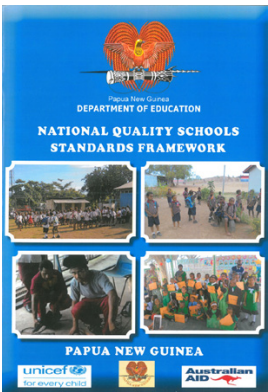


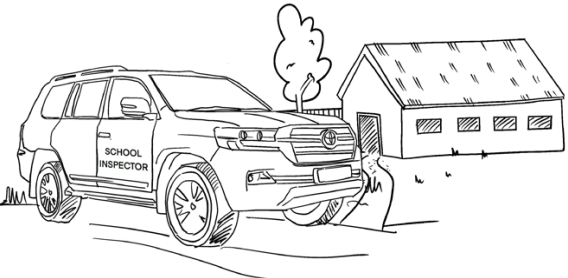
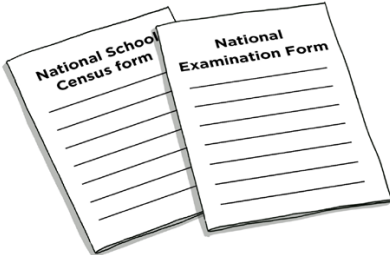
1.1 What is new?

It is the responsibility of the school head to brief school board members, teachers, and parents on the new SLIP Policy.

- Every school needs a three-year SLIP and Annual Action Plans (AAP).
- The SLIP and AAP is developed by a SLIP Committee.
- The SLIP and AAP is approved by the school board.
- The plan is reviewed every year.
- Every three years, an external review is completed.
- The education board (e.g. PEB) can review the SLIP but no longer approves or endorses it.
- Schools only need one annual budget.
- Schools can spend the GTFS and other income on the AAP activities.

1.2 Essential documents

To prepare for writing a new SLIP or AAP, you will need:

<p>SLIP Policy (2023)</p> 	<p>SLIP Policy Guidelines (2023)</p> 
<p>National Quality School Standards Framework</p> 	<p>Other national school policies, including:</p> <ul style="list-style-type: none"> • National School Minimum Standards Policy • Water, sanitation, and hygiene (WaSH) Policy • Behaviour Management Policy • Teacher Professional Development Policy • Gender Equity & Social Inclusion (GESI) in Schools Policy • Inclusive Education Policy • Governing Body Handbook • www.education.gov.pg
<p>School's previous SLIP and AAP</p> 	<p>School's previous Internal or External Review</p> 
<p>Last school inspection report</p> 	<p>Latest enrolment and learning assessment data</p> 

1.3 SLIP training module






The Department of Education has a national SLIP in-service module which can be downloaded from www.education.gov.pg.

The short module can be delivered by the school head during school-based in-service.



1.4 Roles and responsibilities

Everyone in the school community has a role to play in writing, implementing, and reviewing the SLIP.

	<p>6.4 SCHOOL HEAD</p> <ul style="list-style-type: none"> • Lead the policy implementation at the school level. • Development and implementation of the SLIP and AAP. • Facilitating communication and consultation on the SLIP and AAP with the school community, including establishing a representative SLIP Committee. • Chairing the SLIP Committee. • Submitting the SLIP to the Education Board. • Ensuring the SLIP and AAP are available to staff, students, parents, and the authorities. • Conducting the internal and external reviews. • Collating evidence to measure progress on access, equity and learning. • Acquitting expenditure from subsidies, grants, fees, and keeping accurate financial records. • Reporting on SLIP and AAP progress to the governing body and school community.
	<p>6.5 GOVERNING BODY</p> <ul style="list-style-type: none"> • Contributing the SLIP and AAP planning and review through consultation and nominating a representative to the SLIP Committee. • Mobilising resources for the SLIP and AAP. • Ensuring self-resilience and efficient use of resources. • Approving the SLIP and AAP.
	<p>6.3 PARENTS AND COMMUNITY MEMBERS</p> <ul style="list-style-type: none"> • Contribute the SLIP and AAP planning through consultations. • Nominate parents to the SLIP Committee through the Parents' and Citizens' Association (if the school has one). • Support the school to implement AAP activities through "sweat equity" and fundraising. • Provide project fees (if allowed by the Education Board).
	<p>6.2 TEACHERS AND NON-TEACHING STAFF</p> <ul style="list-style-type: none"> • Contribute to the development and review of SLIP and AAP activities and budget through consultations and their representative/s on the SLIP Committee. • Collect and analyse disaggregated data on enrolment, attendance, completion, student welfare, and learning outcomes to inform planning decisions. • Implement AAP activities.
	<p>6.1 STUDENTS</p> <ul style="list-style-type: none"> • Contribute to choosing the priorities for the SLIP and AAP through consultations, membership in the SLIP Committee and, if the school has one, the Student Representative Committee.

1.5 SLIP cycle



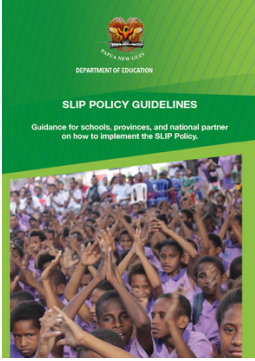

STAGE 1 AWARENESS (ONE MONTH)

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:

<p>Planning meeting 1. Training on SLIP focus areas.</p>	
<p>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.</p>	
<p>Planning meeting 3. Draft the priorities for the new SLIP or AAP focus areas.</p>	

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.


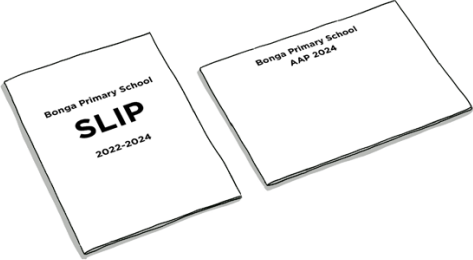
The school inspector will discuss progress on the SLIP and AAP, and check the SLIP documents, during their school inspection visit.

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:

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

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.
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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


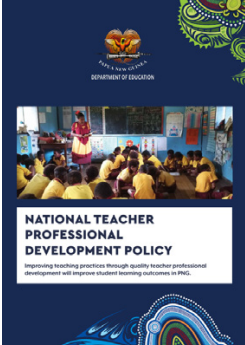


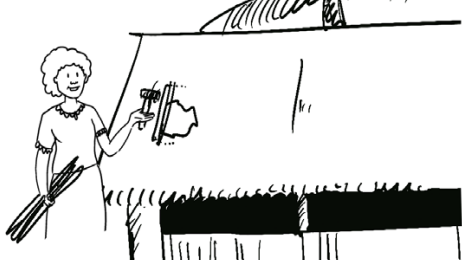
The External Review will take no more than two working days for the external reviewer to meet with the four groups (board, teachers, parents, and students), review documentation, and write the report.

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.

1.6 SLIP focus areas

Every SLIP has seven focus areas for improving learning. The school will organize its priority activities and budget across the focus areas based on its needs. You do not need to allocate the budget equally across all seven areas.

Any additional plans your school develops, such as a Gender Equity and Social Inclusion (GESI) action plan, Disaster Risk Management (DRM) plan, or Behaviour Management Plan (BMP) need to be included in your SLIP. See the table below for some examples of where these can be embedded under each of the SLIP Focus areas.

<p>1. Curriculum and learning¹</p> <p>SBC syllabuses, teacher guides, reading books, textbooks, assessments, classroom equipment, teaching and learning materials, stationery, booster classes.</p>	
<p>2. Staff development and training²</p> <p>Induction, teacher professional development, school-based in-service, coaching, cluster-based in-service, upgrading, training for non-teaching staff, NIST week.</p>	
<p>3. Leadership and management</p> <p>School leadership and management in-service, coaching for school heads and heads of department, school head qualification upgrading, training for the school board etc.</p>	
<p>4. Students' needs and welfare³</p> <p>Inclusive education screening and adaptation, student health and nutrition, school-based counselling, scholarships, behaviour management, handwashing, menstrual hygiene, sports, disaster and emergency preparedness etc.</p>	
<p>5. Infrastructure, equipment, and transport</p> <p>Repairs, maintenance, new classrooms and facilities, furniture, equipment, ICT equipment, WaSH, vehicles etc</p>	

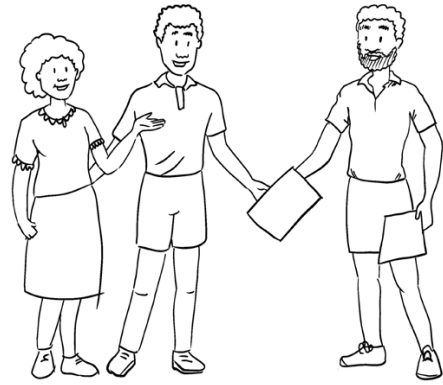
1 SBC and National Assessment and Reporting Policy.

2 Teacher Professional Development Policy.

3 GESI Policy, Inclusive Education Policy, WaSH Policy, and Behaviour Management Policy.

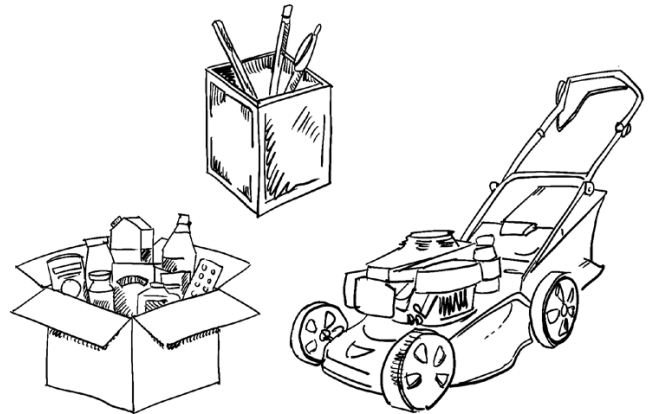
6. Governance and community relations

SLIP Committee, SRC, homework clubs, Scouts, school board, communication with parents, National Book Week, Education Calendar events, community resource members etc.



7. Operations and administration

Recurrent operational budget for water, power, fuel, transport, rations, ancillary staff, reserves etc.



1.7 Parts of the SLIP

The SLIP priorities are unique to your school because they are based on the needs of the students. The plan will have the same sections as other schools.

The SLIP template is in the Annex.

1. CONTEXT STATEMENT (1/2 PAGE)

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.

Here is an example from a primary school:

BONGA PRIMARY SCHOOL

East Sepik Province, Angoram District, Karawari Rural LLG

PO Box 15, Angoram. BongaPS_ESP@gmail.com

School Learning Improvement Plan 2022-2024

Agency	Government	Level	3
EMIS code	61D99	Registered	1988
Registered	1988	PARI	Very remote
Grades	3-8	Curriculum	SBC Primary
Classrooms	6	Library	Yes
Water	Rainwater tank	Electricity	No
Teachers' houses	3	Electricity	K16,500
Students	M: 71 F: 65 T: 136	Teachers	M: 3 F: 3 T: 6
Gender Parity Index	0.92	Pupil Teacher Ratio	22
Completion Rate	75%	G8 exam (2021)	English: 24.8 Maths: 19.8 Combined: 22.9
Feeder Schools	<ul style="list-style-type: none"> • Bonga Elementary School • Smelwara Preschool • Hope ECE Centre 		
Graduates	<ul style="list-style-type: none"> • Angoram High School • St. Matthew's Vocational Education & Training Centre 		
Last inspection	July 2021 Rated C		
Strengths	<ul style="list-style-type: none"> • Student behaviour • Strong P&C • Good English results • Most children go on to high school • All teachers have a diploma 		
Challenges	<ul style="list-style-type: none"> • Some girls in the community are not coming to school. • 2 semi-permanent classrooms need repair. • Not enough toilets or water tanks. • Maths scores are too low. • Add Grade 1 and 2 under 1-6-6 reform. 		

2. MISSION STATEMENT (1/4 PAGE)

The mission statement 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 from an IERC:

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.

3. VISION STATEMENT (1/4 PAGE)

The vision statement is a realistic vision of the future of the school. If the school achieved its mission, what would learning at the school be like?

Here is an example from a high school:

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.

4. THREE-YEAR STRATEGIC PLAN

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 Context Statement. If the school achieves these objectives, it will improve learning, inclusion, equity, and students' wellbeing.

Some things to consider in the SLIP:

Realistic activities	Honest budget
<p>What has the school achieved in the last three years? What are realistic targets to aim for?</p> <p>Realistic "Build a new roof on the toilet block" "Buy class sets of secondary textbooks" "Run 50 hours of in-service on reading"</p> <p>Unrealistic "Build 10 teachers' houses" "Double the number of students enrolling" "Replace all workshop equipment"</p>	<p>What was the school's income and expenditure for the last three years? What is a realistic income for the next three years?</p> <p>Low cost – no cost - affordable "Teach extra 30 minutes of maths each day" "Establish remedial classes for Grade 7-8" "Build new ventilated pit latrine"</p> <p>High cost – impossible to fund "Build three double classrooms" "Give every student a laptop"</p>
Achievable timeline	High impact
<p>How long did it take the school to achieve previous activities? What is a realistic timeline?</p> <p>Achievable "Procure 6 sets of reading books by 2025" "Repair one classroom a year" "Upgrade qualifications of two teachers" "Build ECE bush material classroom by 2024"</p>	<p>Will the activity improve student learning, inclusion, or wellbeing?</p> <p>High impact "Set up daily reading buddies" "Buy lesson plan teacher guides" "Repair the girls' dormitory and ablution block" "Train school-based counsellors"</p>
Inclusive and equitable	Measurable
<p>Do the activities help the most vulnerable students? Are girls and children with disabilities being considered?</p> <p>Inclusive and equitable "Build a shower block for G11-12 girls" "Buy tablet for audio books for Blind students" "Provide hardship scholarships for 10 students"</p>	<p>Can you measure when you have achieved the activity?</p> <p>Measurable "Enrol 100 FODE students a year by 2025" "Install 3 rainwater tanks by 2024" "Hold 8 SRC meetings a year"</p>

5. APPROVAL

The SLIP must be signed by the school head and approved by the school board.

6. ANNUAL ACTION PLAN AND BUDGET

The AAP 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.

There is a template for the AAP in the Annex.



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.



7. REVIEWS

The SLIP file must contain the two Internal Reviews and one External Review reports once they are complete.

The templates for the Internal and External Reviews are in the Annex.

8. SUPPORTING DOCUMENTS

It is recommended that the SLIP file includes:

- SLIP Committee minutes.
- School board minutes approving the SLIP and AAP.

1.8 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.

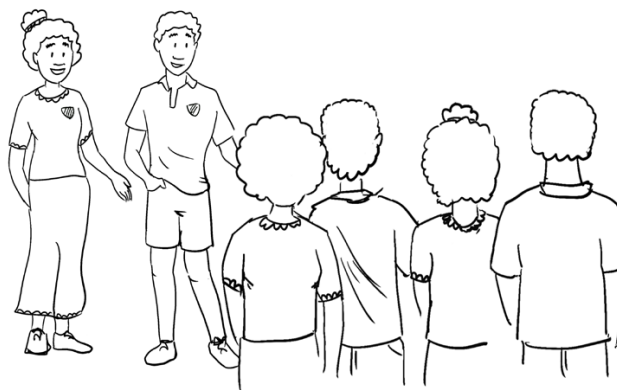
Sensible time and place

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.



1.9 Funding your SLIP

It is important the school is realistic about its future income and prioritise low cost or no cost activities. Your school has many sources of income:

SELF-RELIANCE

Schools are encouraged to be self-reliant and generate at least 10% of its budget itself. Income generation activities allowed under the Self Reliance Policy include:

- School shop
- School farm
- School workshop
- Rentals of accommodation, buildings, or equipment

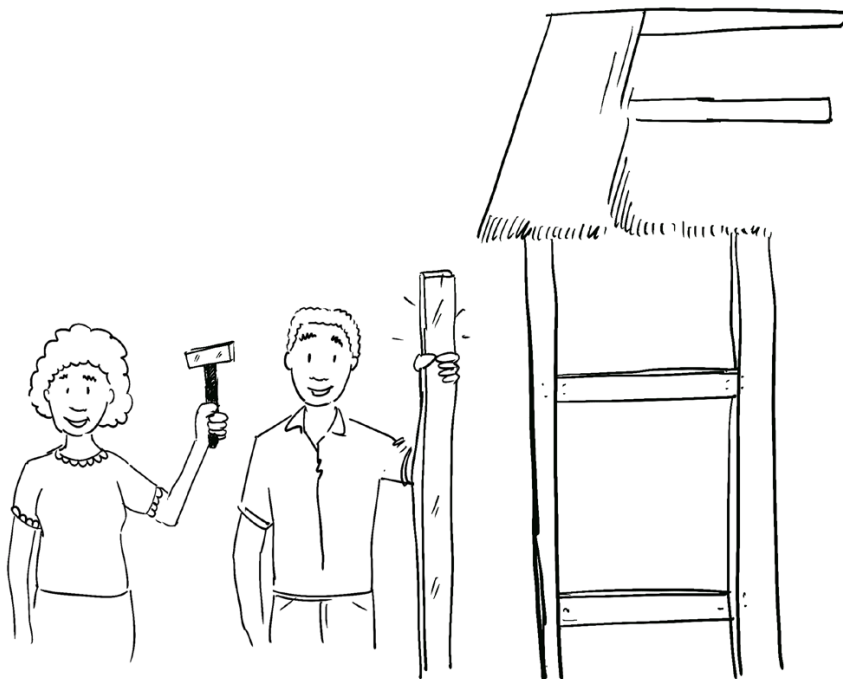
These activities are a learning opportunity for students to practice practical and entrepreneurship skills.

However, self-reliance activities must not interfere with students' learning or welfare (for example, students cannot miss lessons to work on the farm). Rentals must not cause excessive wear-and-tear on facilities, vehicles, or equipment.

SWEAT EQUITY

The parents and community have a powerful role in supporting the SLIP by providing their time, skills, and local resources to projects. These include:

- Helping with construction and repairs,
- Providing timber and materials.
- Volunteering in the classroom (for example, being a reading assistant).
- Sharing their skills (for example, in accounting or farming)
- Demonstrating traditional skills, songs, stories, bilas, and dances.



FUNDRAISING AND DONATIONS

With the agreement of the school board, the P&C can organise fundraising activities for the school such as fairs, shows, walkathons, and other events. The school may also ask for donations from business houses and the public.

Grants and materials may also be available through churches, non-government organizations, and donors.

GOVERNMENT GRANTS AND SUBSIDIES

The GTFS is an annual grant from the national government to support school operations. The GTFS must be expended as per the AAP and acquitted on a quarterly basis.

Please refer to the current GTFS Policy and guidelines.

PROJECT FEES

If allowed by the NEB and PEB, project fees may be collected from parents to fund priorities in the SLIP. Your province will have rules for projects, so you must consult your education administration before collecting project fees. If a student cannot afford project fees, they can still enrol and attend school.

SCHOOL FEES

If allowed by the NEB, the school can collect school fees to cover operational costs in focus area 7. The school should consult the current Ministerial Circular to check if fees can be collected for their type of school.

LOCAL LEVEL GOVERNMENT

All schools can apply for grants from their LLG to fund SLIP activities. At least 20% of the LLG Service Improvement Program grant must be allocated to the education sector. Consult with your LLG representative about the process for applying for funding. You will be required to acquit any funding.

DISTRICT GOVERNMENT

Schools can apply to their District Development Authority for funding for SLIP activities. At least 20% of the District Service Improvement Program grant must be allocated to the education sector. Consult your DEA or district administration about the process for applying for funding. You will be required to acquit the grant.



PROVINCIAL GOVERNMENT

Schools can apply to their provincial administration for funding for large projects. At least 20% of the Provincial Service Improvement Program grant must be allocated to the education sector and provinces may also have access to other funding sources for major infrastructure projects. Consult with your provincial administration about the process for applying for these large grants.

1.10 Financial management

The school head is the accountable officer for the school's financial management. The school's income and expenditure on the approved AAP must be reported to the school board and the education administration each term. The school head must also acquit any grants from the government or donors, such as the GTFS.

The financial reporting must be organised into the seven SLIP focus areas.

Please use the latest Combined Cash Book and Quarterly Financial Report templates in the GTFS Policy guidelines.

1.11 Reporting and record keeping

The school head must keep a file for each three-year SLIP which includes:

- SLIP
- Year 1, 2 and 3 AAP
- Year 1, 2 and 3 Budget
- Year 1 Internal Review
- Year 2 Internal Review
- Year 3 External Review
- Minutes of SLIP Committee meetings
- Terms of reference for the SLIP Committee
- Copies of the minutes of school board meetings where the SLIP and AAPs were approved

The school board members, school inspector, education agency, and education administration may inspect the file at any time. As the SLIP is a national quality standard, the file will be inspected during the school inspection.

If the school has a website, the SLIP and AAP should be uploaded to the website.

The AAP and budget must be displayed on the school noticeboard for parents and students. All teachers should receive a copy of the SLIP and AAP for their professional file.

1.12 Self-assessment

How well does your school implement the new SLIP Policy?

		0	1	2
		We don't do this yet	We do this.	We can train other schools to do this.
Self-assessment		0	1	2
1	We have briefed the school board on the new policy.			
2	We have trained the teachers on the new policy.			
3	We have informed the parents about the new policy.			
4	We have informed the students about the new policy.			
5	We have a three-year SLIP which is approved by the school board.			
6	We have a one-year AAP which is approved by the school board.			
7	We have an annual budget which is approved by the school board.			
8	Our SLIP has a context statement, mission, and vision.			
9	Our SLIP is based on the students' learning and welfare needs.			
10	The SLIP has activities for all seven focus areas.			
11	The AAP has activities and a budget for all seven focus areas.			
12	The school board has approved the SLIP Committee terms of reference.			
13	The board, teachers, parents, and students are represented on the SLIP Committee.			
14	The school head chairs the SLIP Committee.			
15	The SLIP Committee has equal representation of males and females.			
16	Our annual budget includes GTFS income.			
17	Last year, we conducted an Internal or External Review.			
18	Last term, the school head reported progress on the AAP to the school board.			
19	Last term, the school head presented the quarterly financial report to the school board.			
20	We sent our SLIP to the provincial education administration.			
21	We have a SLIP file for each three-year SLIP.			
22	Each SLIP file contains the SLIP, AAPs, budgets, minutes and reviews.			
23	We have downloaded the SLIP training module.			
24	Each teacher has a copy of the SLIP and AAP.			
25	The SLIP and AAP is on the school noticeboard/website.			
Total		/50		

2. PROVINCIAL GUIDANCE

The SLIP is the strategic plan for the school which captures the National Education Plan (NEP) priorities and other national sector policies at the school level. If the SLIP is effectively planned, implemented, and reviewed by all schools, we will be able to achieve many of the outcomes, targets, and activities in the NEP.

2.1 What is new?

Most of the policy is unchanged, but there are new directives based on learning from the previous policy.

Change	Reason
Every school should have a SLIP.	The new policy makes it clear that every type of school should have a SLIP, including VET, IERCs and FODE.
The SLIP is approved by the school board, not by the Provincial Education Board (PEB).	Under the Education Act, the school's governing body is responsible for planning improvements, so the new policy is better aligned with this legal responsibility. Education Act 1983 Sections 62 (BoM), 68 (BoG), and 74 (GC). Under the old policy the requirement for all SLIPs to be approved by the PEB was causing implementation bottlenecks at the school level.
The PEB (or its delegate) can review and provide feedback on a school's SLIP.	The provincial education administration has an important quality assurance role and can provide constructive feedback to a school. However, this should not delay implementation.
The PEB may delegate this role to others such as the school's education agency.	Under the Education Act, the school's education agency has an important role in establishing the 'aims and goals' of the school. In the spirit of partnership, the role of education agencies in the SLIP has been made more explicit in the new policy.
The External Review cannot be conducted by a school inspector.	Under the old policy, many schools were waiting for an External Review. To reduce this bottleneck, the new policy allows schools to select an appropriate experienced external reviewer and removes the need for this to be an inspector. This change frees up inspectors to focus on whole school inspection, their main role.
Focus area 7 has been renamed as 'Operations and Administration' to ensure schools have one plan and one budget.	Some schools had a separate 'SLIP budget' under the old guidance. The new policy makes it clearer that there should be one plan and one annual budget which includes recurrent operational activities. This will make financial reporting simpler for schools.

2.2 Roles

The new policy updates the roles of the subnational education stakeholders.

2.2.1 PROVINCIAL EDUCATION BOARD

- Collecting and reviewing SLIPs submitted by schools.
- Enforcing every school to develop a SLIP.
- If required, delegating the responsibility for collecting and reviewing SLIPs to an appropriate administration level or, in the case of agency schools, to the school's Education Agency.
- Setting project fee contribution limits (if allowed by the National Education Board).

The PEB has a clearer role in the new SLIP Policy and does not need to endorse a SLIP. To implement the new policy, the PEB must decide on any delegation of their review function. Secondly, the education board should establish a system for collecting, collating, and reviewing SLIPs, and reporting the data annually to NDoE. Finally, the PEB needs to set and enforce project fees on an annual basis as allowed by the NEB.

The Secretary for Education recommends that the PEB delegate their review responsibility to the DEA and (for church schools) the education agency.

PEB SELF-ASSESSMENT

How well does your board implement the new SLIP Policy?

0	We don't do this yet	1	We do this.	2	We can train other schools to do this.
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Self-assessment		0	1	2
1	The PEB has been briefed on the new SLIP Policy.			
2	PEB members have received a copy of the SLIP Policy and Guidelines.			
3	The PEB has decided whether they will delegate the SLIP review process to the provincial and/or district education administration.			
4	The PEB has decided whether they will delegate the SLIP review process to the education agencies.			
5	The PEB approves a sufficient annual budget for school improvement.			
6	The PEB has written procedures for collecting and collating SLIPs.			
7	The PEB has established a data collection system, so it knows which schools have a SLIP in place.			
8	The PEB includes data on SLIP status in the Annual Report to the NEB.			
9	The PEB has a written process for establishing project fees.			
10	The PEB has a written process for approving or endorsing schools' applications for provincial-level grants.			
Total		/20		

2.2.2 SUBNATIONAL EDUCATION ADMINISTRATION

- Manage the policy implementation at the subnational level.
- Provide training for the heads of governing boards of their schools on SLIP.
- Record data on SLIPs and reporting this annually to the National Department of Education.
- Include SLIP implementation activities in the subnational education implementation plan.
- Plan sufficient budget for SLIP implementation activities.

The provincial and district education administrations are responsible for the operation of the policy at the subnational level. This includes developing a plan and budget for school improvement, providing in-service training on SLIP for officers and school heads, reviewing SLIPs, and collecting and reporting data.

COLLECTING AND COLLATING SLIPS

You will need to establish a system for collecting and collating a copy of the SLIP from every type of school, including schools in remote areas. The school inspectors will not do this task.

Decide:

- Which officer/s will be responsible for this task?
- How will the school send a copy of their SLIP?
- When does the school need to send a copy?
- Where will the SLIP copies be stored?
- How long will you store a copy of the SLIP?
- Do you want the school to send a copy of the approved AAP?
- Do you want the school to send a copy of the External Review?
- What happens if a school does not submit a SLIP every three years?

THE SECRETARY FOR EDUCATION RECOMMENDS THAT:

Figure 1 Government agency schools

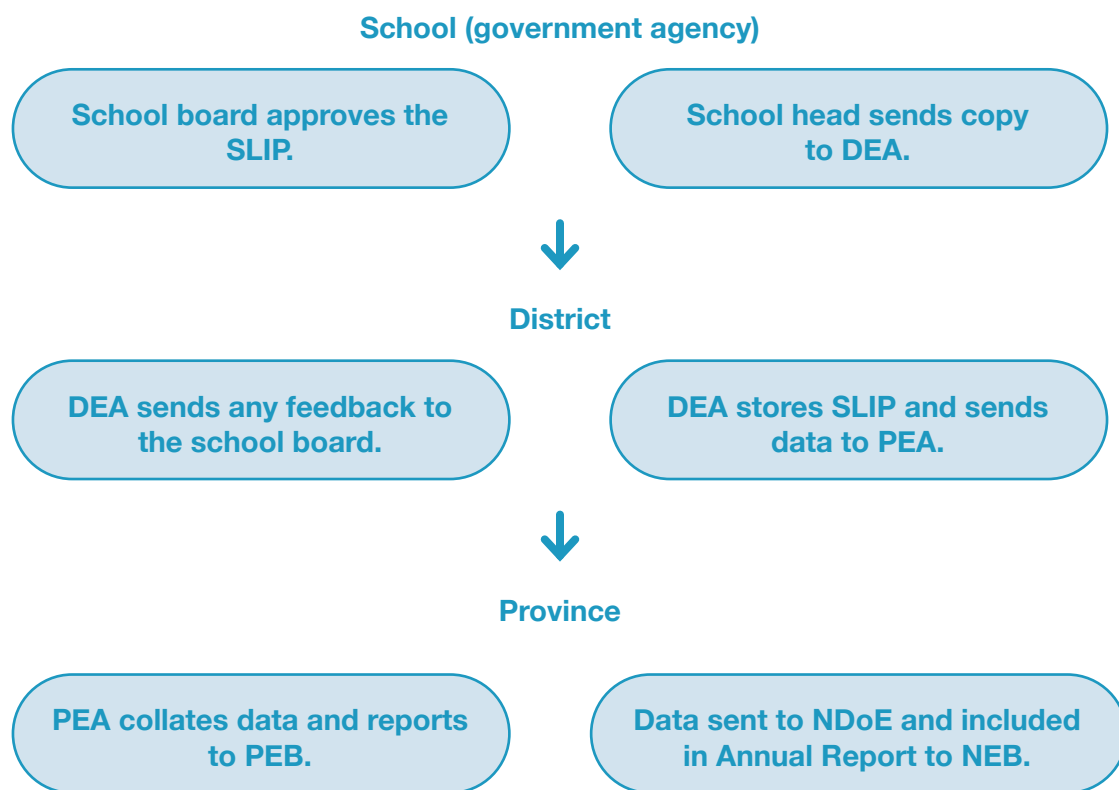
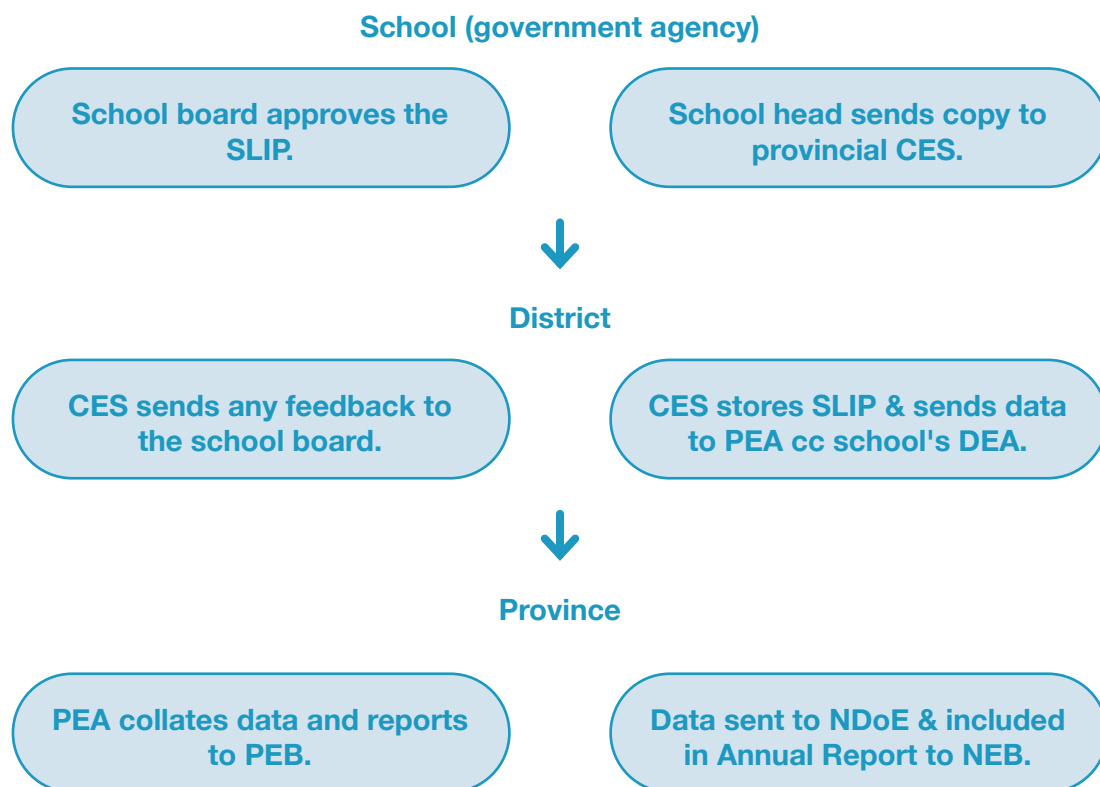


Figure 2 Church agency schools



REVIEWING THE SLIP

The school board is responsible for approving the SLIP as per the Education Act. The province or education agency can help schools improve their planning by reviewing and providing feedback on the SLIP. It can also use the review to inform the PEIP and PIST. The review is not mandatory.

The review process must not interfere with SLIP implementation. The purpose of the review can include:

- Helping the Provincial In-service Coordinator improve in-service training.
- Identify schools and school heads who are good at planning.
- List common challenges and solutions for subsectors or districts.
- Provide constructive advice to the school board on planning the AAP.

For example,

- *Province A has been reviewing SLIPs from its high schools and noticed that most schools were procuring textbooks. The PEB brought the schools together to plan the procurement to save costs by buying in bulk.*
- *Province B has VET as a priority in the PEIP. It reviews all the SLIPs from VET centres so it can identify where to spend its PSIP.*
- *Province C is improving its TPD Policy implementation. It reviews the SLIPs from all the primary schools to discover the most common kinds of in-service planned by the schools to help design a better PIST.*
- *Province D is concerned about the skills of its headteachers. It reviews all SLIPs from high schools to find which principals write the strongest plans and uses those as coaches and external reviewers for other schools.*
- *Province E wants to improve school hygiene. It reviews all the SLIPs from one district and provides feedback and advice to the school boards on how they can strengthen their AAPs for student welfare.*
- *Province F is concerned that high schools are not spending enough on TPD. It reviews the collected SLIPs and analyses the budgets for use in the report to the PEB.*
- *Church Education Agency A is expanding access to ECE. It wants data on how primary schools are investing in kindergarten, so reviews SLIPs to check on the budgets and activities.*
- *Church Education Agency B has recently trained headteachers in more inclusive school planning. The agency reviews the quality of SLIPs from those schools to assess which headteachers need more training.*
- *Church Education Agency C has been training retired headteachers as external reviewers. It reviews recent SLIPs to assess the quality of the external review reports.*

An example SLIP Quality Assurance template is in the Annex.

PEA/DEA SELF-ASSESSMENT

How well does your province or district implement the new SLIP Policy?

		0	1	2
		We don't do this yet	We do this.	We can train other schools to do this.
Self-assessment		0	1	2
1	The provincial and district education officers have been trained on the new SLIP Policy.			
2	Officers have received a copy of the SLIP Policy and Guidelines.			
3	We have instructed schools when and who to send approved SLIPs.			
4	We have trained all school heads in the new SLIP Policy and Guidelines.			
5	We have distributed a copy of the SLIP Policy and Guidelines to all schools.			
6	We have a secure file for all SLIPs.			
7	We track which schools have sent an approved SLIP, so we know if any schools are not up to date.			
8	We have up-to-date data on which schools have a SLIP which is disaggregated by district, type of school, and PARI category.			
9	We report the data annually to the Policy and Planning Division.			
10	We have written rules for which (if any) PDoE staff can be SLIP external reviewers.			
Total		/20		

2.2.3 CHURCH EDUCATION AGENCIES

The education agencies have important roles to play. In church agency schools, they are allowed to have a representative on the school’s SLIP Committee. As per the Education Act, they can also provide in-service to their school heads on writing an effective SLIP. Under the new SLIP Policy, with the agreement of the PEB, the agency can be delegated to collect (and possibly review) SLIPs from their schools.

If the PEB delegates this responsibility to the agency, you will need to decide:

- Which officer/s will be responsible for this task?
- How will the school send a copy of their SLIP?
- When does the school need to send a copy?
- Where will the SLIP copies be stored?
- How long will you store a copy of the SLIP?
- Do you want the school to send a copy of the approved AAP?
- Do you want the school to send a copy of the External Review?
- Who will review the SLIP, if required?
- Who will send the collated data to the PEA and DEA?
- When will you send the data (if the PEB does not set a deadline)?
- Education agencies may also establish a pool of trained external reviewers for their schools.
- Education agency self-assessment
- How well does your agency implement the new SLIP Policy?

Self-assessment		0	1	2
1	The agency staff have been trained in the new policy and have a copy of the policy and guidelines.			
2	We have instructed schools when and who to send approved SLIPs.			
3	We have given schools a list of qualified SLIP external reviewers.			
4	We submit data on our schools’ SLIPs annually to the PDoE.			
5	Our schools have an agency representative on their SLIP Committee.			
Total		/10		

2.2.4 INSPECTORS AND OTHER KEY OFFICERS

Under the new policy, certain national and provincial officers have specific roles. Due to potential conflicts of interest, these officers may not be external reviewers for SLIPs.

Officer	Role in SLIP
School inspector	<p>Assesses the school's SLIP process and documents during the whole school inspection as per the national quality school standards.</p> <p>Can provide advice to the school head on effective school planning and budgeting.</p> <ul style="list-style-type: none">• Cannot be a SLIP external reviewer.• Cannot collect or review SLIPs.• Is not responsible for the PDoE's SLIP data collection, analysis, or reporting.• Cannot run SLIP in-service unless instructed by the Secretary for Education.
Guidance officer	<p>May provide advice to the school head on student welfare.</p> <ul style="list-style-type: none">• Cannot be a SLIP external reviewer.
TSC representative	<p>May provide advice to the school head on terms and conditions and professional development for members of the teaching service.</p> <ul style="list-style-type: none">• Cannot be a SLIP external reviewer.
GTFS coordinator	<p>May provide advice to the school head on the current GTFS Policy.</p> <ul style="list-style-type: none">• Cannot be a SLIP external reviewer.

2.2.5 GETTING SUPPORT FROM PPD

The Policy and Planning Division can provide advice and training for provincial officers on the new SLIP Policy. Please contact the division for support.

2.3 Training and supporting school heads

The professional development of school heads is one of the responsibilities of the PDoE. Provinces should include training and coaching for school heads in their PEIP and recurrent budget.

The key skills of an effective school head will include the national standards for school leadership:

Table 1. SLIP NQSSF standards

Strategic Leadership	<p>1.3.1 The school leadership has an understanding of and can facilitate school improvement and change.</p> <p>1.3.2 The school leadership has processes to build a collective vision and set of values and beliefs for the school and methods that collect, review and analyse data and information to inform strategic thinking and school planning.</p> <p>1.3.3 The school leadership has a process that enables the development and implementation of strategic school planning and budgeting.</p> <p>1.3.4 The school leadership has a process that enables effective monitoring, review, and evaluation of strategic planning.</p>
Democratic Decision-making	<p>1.4.1 The school has established multiple forums and opportunities for students, staff, parents and the community members to have input into decision-making on all facets of the school.</p> <p>1.4.2 The decision-making process in the school is open, transparent, democratic and inclusive.</p> <p>1.4.3 The process of decision-making utilises a mix of data, knowledge, facts, information and personal perception inform the final decision.</p> <p>1.4.4 The decision-making process informs the overall strategic direction of the school.</p>

An in-service module on SLIP is available from www.education.gov.pg. You can contact the Teacher Registration and Professional Development Division for more support.

The Provincial In-service Coordinator, supported by the PEB, must:

- Allocate resources for SLIP in-service for school heads and board members.
- Plan, deliver, and evaluate SLIP in-service.
- Report annually on the number of school heads, board members, and officers trained.
- Disseminate the new policy and guidelines.
- Inform school heads and school boards of the PEIP priorities before the SLIP process.

2.4 Data collection and reporting

The provincial education administration must establish a database to track the proportion of schools with SLIPs. The data will be reported annually to the Policy and Planning Division and included in the Annual Report to the NEB.

The core indicators are:

Indicator	Disaggregation
Percentage of schools with a SLIP.	School type, district, PARI
Number of school heads trained in SLIP.	School type, sex
Number of governing body members trained in SLIP.	School type, sex
Number of education officers trained in SLIP.	Sex

A SLIP Annual Data reporting template is included in the Annex. If you have any questions about SLIP data collection, please contact PPD.

RECORD KEEPING

One third of schools will approve a new SLIP every year. The province needs a system to retain a copy of every school's SLIP. The copy could be held at the district education office, headquarters, or with the church education agency. The Secretary for Education recommends that all large schools submit an electronic version of their SLIP to reduce costs.

2.5 External reviewers

In the new policy, school boards are responsible for finding an external reviewer to conduct the External Review at the end of the three-year implementation period. An external reviewer should be an independent, experienced and respected school leader, senior teacher, or education administrator who understands the needs of similar schools and the SLIP Policy.

The school inspectors, guidance officers, GTFS coordinator, and TSC representative are not allowed to be an external reviewer.

The PDoE (and education agencies) may establish a pool of experienced SLIP external reviewers for each school type.

The province and district will also need to tell schools if any of the education administration staff can be used as external reviewers for the school's SLIP.

For example:

Province A allows the Secondary Coordinator to be the SLIP external reviewer for its high schools.

The DEAs in Province B are allowed to be the SLIP external reviewer for primary schools.

Province C does not allow any provincial or district staff to be SLIP external reviewers.

Province D provides K300 to each school every three years to hire an external reviewer.

Province E has a list of trained SLIP external reviewers for each district on its website which it updates annually.

The Secretary of Education recommends that provinces carefully consider the workload for officers who may be external reviewers.

Decide:

- Which (if any) officers are allowed to be external reviewers?
- If yes, which types or sizes of schools can use them as external reviewers?
- Is the use of a PDoE external reviewer compulsory or voluntary?
- How will you train and support the selected officers?
- How will you ensure the officer has enough time for this role?
- How will you inform schools of the pool of PDoE external reviewers?
- If required, how will schools reimburse the PDoE for the officer's time (no more than two working days)?
- How will you manage any conflicts of interest?
- How many schools can one officer be the external reviewer for in a year?
- Do you need to update the officer's job description?
- External review reports need to be completed with 10 days. How will you manage the officer to deliver on time?

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

2.6 FUNDING SLIP ACTIVITIES

The SLIP guidance for schools has a strong focus on self-reliance and low-cost/no-cost school improving, but schools may occasionally require external funding for large and expensive projects.

The province must monitor schools' income and expenditure and conduct regular audits of public monies.

2.6.1 PROJECT FEES

If allowed by the NEB, the PEB can establish project fees as per the Education Act Section 36. The PEB may establish a written process for schools to apply project fees.

For example:

- *Province A sets project fees for each type of school to the NEB limit and informs schools and parents through the media in February each year. The fees are payable to the school account.*
- *Province B only allows project fees for high schools and VET centres.*
- *Province C only allows project fees for schools which have applied for permission to levy them by submitting a written application with the details and budget of the project to the DEA.*
- *Payment of project fees is not a condition of enrolment. Provinces should always allow 'in kind' payments as an alternative way of paying project fees.*

2.6.2 GRANTS

Schools may spend their national GTFS grant on their SLIP.

The provincial government may also provide grants to schools from their consolidated revenue, function grant, or PSIP. The district administration may provide grants to schools from the DSIP. An LLG may provide a grant from their development budget.

Please consider:

- 20% of PSIP, DSIP, and LLGSIP must be allocated to education.
- The application process must be clearly documented and equitable.
- The selection process must be transparently conducted and based on the school's needs.
- All decisions should be public.
- Schools must submit a copy of their SLIP in their application.
- Schools must acquit all grants and report on progress in the project.

2.6.3 OTHER FUNDING SOURCES

Schools may apply for other funding from business houses, large industries, donors, and church partners.

3. NATIONAL GUIDANCE

The SLIP Policy is a national policy and applies to all schools in the National Education System. It contributes to the following NEP outcomes:

Minor Outcome 3.2

That by 2029 the percentage of remote schools with SLIPs will have improved as in urban and accessible areas.

Minor Outcome 7.4

That there is effective support in the development of SLIPs.

The outcomes of the policy are:

1. Ensure every school develops, implements, and reviews a school improvement plan to enhance development, accountability, and service delivery.
2. Implement a consistent model for school improvement planning.
3. Provide a pathway to implement national policies, standards, and priorities at the school level.
4. Decentralise decision-making about school improvement to the school level.
5. Strengthen accountability and transparency about the use of resources such as the Government Tuition Fee Subsidy.
6. Ensure that stakeholders are conscious of their responsibilities in school planning.

3.1 What is new at the national level?

The new policy changes several responsibilities at the national level:

Change	Reason
Every school should have a SLIP.	The new policy makes it clear that every type of school should have a SLIP, including VET, IERCs and FODE.
The Policy and Planning Division (PPD) has overall responsibility for the policy.	The policy is mature so School Inspection Division will take a quality assurance role to assess if schools are meeting national quality standards for school planning. SLIP is a vehicle for many national policies.
School inspectors are no longer involved in SLIP training, external reviews, or day-to-day monitoring of school SLIPs.	This frees up school inspectors to focus on inspection of national standards and is in line with the Education Act decentralisation of responsibilities to the school board and provinces.

3.2 Policy and Planning Division

The Policy and Planning Division (PPD) is the owner of the policy at the national level and is responsible for coordinating and monitoring the policy implementation. These include:

- Dissemination and communication about the policy.
- Coordinating national and provincial divisions to implement the policy.
- Collating data for the policy results framework.
- Planning for sufficient national budget for policy activities.
- Planning policy activities in the Corporate Plan and Annual Operational and Financial Plan.
- Reporting on progress to the Top Management Team and NEB.
- Managing the review of the policy in 2029.
- 3.2 Research and Evaluation Division
- The Research and Evaluation Division (RED) is responsible for the monitoring and evaluation of the NEP, including the relevant SLIP indicators. The division will:
 - Implement the necessary SLIP data fields in the EMIS.
 - Provide advice to PPD and PDoEs on SLIP data collection and reporting.
 - Conduct research on policy implementation, as required by the Secretary for Education.
 - Support PPD to evaluate the policy in 2028/29.

3.3 Teacher Registration and Professional Development Division

The TRPDD is responsible for national in-service for school heads and teachers. The division will:

- Develop a standard national in-service package for school heads on the SLIP Policy.
- Facilitate the approval of the package by the National Teacher Education Board of Studies.
- Ensure the package is available for download from education.gov.pg.
- Inform provinces, teacher training institutions, and school inspectors about the training package.
- Support PPD to train provincial trainers in the package.
- Support teacher training institutions to include the new policy in pre-service teacher training and school leader qualifications.

If required, collate and report disaggregated in-service training data on SLIP training.

3.4 School Inspection Division

The School Inspection Division (SID) is responsible for school inspections against the national quality school standards. The division will:

- Conduct school inspections, including a review of the school's SLIP and planning process.
- Review, and if necessary, revise the school inspection tool so it can assess standards in school planning.
- Collate and report data on SLIP quality.
- Coach school heads to improve school planning for improving learning.
- Monitor how provinces are implementing the policy.

School inspectors are no longer required to run SLIP training, be external reviewers for schools' SLIPs, or collect, collate, endorse, or review SLIPs.

3.5 School Grants Division

The School Grants Division (SGD) is responsible for the national GTFS grant. The division will:

- Update the GTFS Policy and guidance to ensure alignment with the SLIP Policy.
- Develop and disseminate financial forms which align with the revised SLIP focus areas.
- Provide support to provinces to improve school budgeting and financial reporting.

3.6 Related policies

The SLIP is a vehicle to implement many national policies including:

1. Standards Based Curriculum
2. 1-6-6 restructure
3. National Quality School Standards Framework
4. National School Minimum Standards Policy
5. GTFS Policy
6. Behaviour Management Policy
7. Gender Equity and Social Inclusion (GESI) in Schools Policy
8. Inclusive Education Policy
9. Teacher Professional Development Policy
10. WaSH Policy
11. Self Reliance Policy

3.7 Policy results framework

PNG NDOE

SCHOOL LEARNING IMPROVEMENT PLAN POLICY

NATIONAL RESULTS FRAMEWORK COVER NOTE

To be read in conjunction with the School Learning Improvement Plan Policy National Results Framework Excel Workbook.

INTRODUCTION

The SLIP Policy is intended to coordinate the development and implementation of School Learning and Improvement Plans (SLIPs) throughout the National Education System to improve access, equity, teaching and learning outcomes by strengthening school planning and promoting effective leadership, consultation and accountability.

The intended outcomes of the policy are described under one core objective: to improve access, equity, teaching and learning outcomes by strengthening school planning and promoting effective leadership, consultation, and accountability. A results framework comprised of 11 indicators across the six outcome areas has been developed to support NDoE and relevant stakeholders to track progress towards the policy objective and outcomes, and to inform policy reviews and implementation. This document presents key background information regarding the scope, principles and process for developing the SLIP Policy National Results Framework.

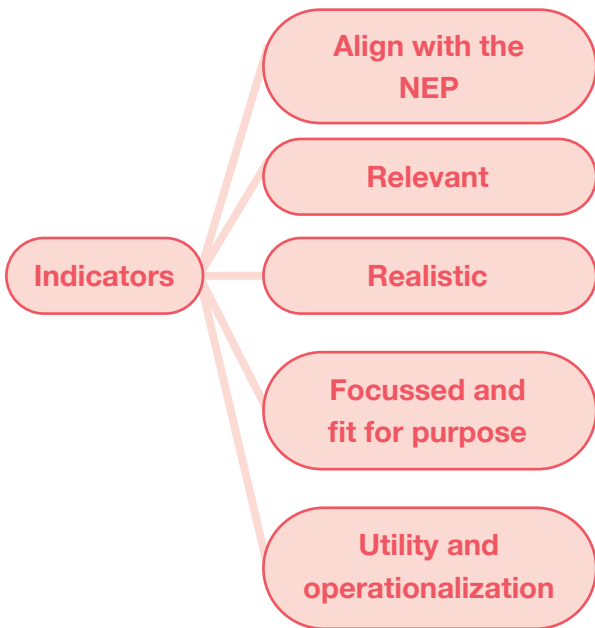
SCOPE OF THE SLIP POLICY NATIONAL RESULTS FRAMEWORK

The focus of the SLIP Policy National Results Framework is to measure change against the high-level results statements (objective and outcomes), reflecting national changes in the SLIP development and implementation. To be clear, the National Results Framework will not: monitor activities/ action taken at school or provincial level; or, monitor how the policy is operationalised.

GUIDING PRINCIPLES

To guide the development of the National Results Framework, a set of selection criteria and principles was identified.

Figure 1. Indicator Selection Criteria

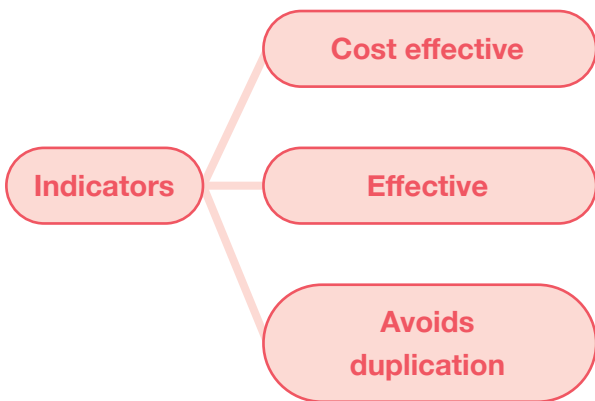


First, the initial selection of indicators had to meet the following criteria: align with the NEP, be relevant, be realistic, be focussed and fit for purpose, and have utility and operationalisation (Figure 1).

For example:

- Indicators had to align with the NEP
- Indicators had to relate to the objectives and / or outcome statements in the SLIP policy
- Change in the indicator was realistic
- Data produced by the indicator was expected to add value to programming and policy review dialogue.

Figure 2. Indicator Selection Criteria for data collection process.



Second, for indicators that met the first set of criteria, the data collection process for those indicators had to meet a second set of criteria. Data collection processes for selected indicators had to be: cost effective, efficient, and avoid duplication. (Figure 2)

For example, indicators for which data is collected through EMIS were prioritized, given that the data was readily available (efficient), there were no additional costs associated with collecting data, and using existing data avoids duplicative monitoring processes.

Third, the National Results Framework employs a ‘phased’ approach. The phased approach is a realistic strategy whereby initial achievements in the first few years, serve as a foundation for future and more complex progress towards universal SLIP development and implementation. The phased approach supports implementers to prioritise a small set of strategies relevant to their context over a period of time (3 – 5 years), focussing energy, activities and funding.

Using a phased approach, this first iteration of the National Results Framework can be considered to be in **Phase 1**.

The advantages of the phased approach are:

- Recognises that in the early stages of SLIP Policy rollout, the priority will simply be raising the profile of the SLIP Policy and tools e.g. increasing teacher, student and community awareness about SLIPs and their potential to support improved learning outcomes
- Restricts the number of indicators to a small set that is manageable
- Restricts indicators to only those that are currently measurable through existing data collection processes
- Provides a window of time during which NDoE departments and systems can establish communication and data sharing pathways for monitoring and measuring change
- Recognises the multiple ongoing discussions regarding development of other data collection tools (e.g. NASSA) that might be employed in future phases
- Recognises that currently there is no allocated budget for the implementation or monitoring and evaluation of the SLIP Policy
- Is adaptive and responsive to policy and system change

Figure 3. Slip Policy National Results Framework Phased Approach



Note: In the first phase, there aren't indicators for every objective and outcome results statement. This is OK! This is realistic and practical! As the policy is reviewed, as additional funding becomes available and as new NDoE data collection systems and tools are developed, adding indicators will become more feasible.

INDICATOR SELECTION



Figure 4. Indicator Selection Criteria

Figure 4 presents the key steps that were taken to select the initial set of SLIP Policy National Results Framework indicators.

The Policy objective and outcomes results statements formed the basis for the results framework.

Indicators from NDoE plans, policies, strategies and tools were then mapped to each of the Policy objectives and outcomes results statements.

Once mapped, indicators were assessed against the criteria and principles described above.

The final selection of SLIP Policy National Results Framework indicators was determined in consultation with NDoE Policy and Planning through a participatory workshop in January 2024.

NEXT STEPS

With key elements of the results framework in place, there are some important next steps that are required to support NDoE and relevant stakeholders to track progress towards the policy objectives and outcomes, against the agreed indicators.

Develop SLIP Policy situation analysis, based on existing data. This will require extracting relevant data from EMIS to produce a national situation analysis and a starting point from which to measure change.

Develop SLIP Policy situation analysis at the provincial/ district and possibly the LLG level in the form of 'snapshots'. This data can be used by provincial DoE officers and schools to inform SLIP improvement plans and strategies.

Based on the sub-national 'snapshots', sub-national priority setting and action planning can be undertaken as part of the PEIP

Based on the sub-national 'snapshots' school-level priority setting and action planning can be undertaken as part of SLIP development and implementation and targeted training for school staff and administrators.

Results Area	Ind No.	Indicator	Disaggregation	Responsible	Reference	Data collection source	Frequency	Baseline
Objective		Improve access, equity, teaching and learning outcomes by strengthening school planning and promoting effective leadership, consultation, and accountability.						
Outcome 1	1.1	Ensure every school develops, implements, and reviews a school improvement plan to enhance development, accountability, and service delivery	School level, province, district, PARI	PDoE	NEP 7.2 (Major Outcome)	EMIS	Annual	
	1.2	Percentage of schools meeting minimum standards for school planning.	School level, province	SID		NASSA/NQSSF	Annual	
	1.3	Percentage of schools received inspector visit to support SLIP development and/ or review	School level, province, district, PARI	GES	NEP Minor Outcome 3.2 NEP Minor Outcome 7.2	Annual Report	Annual	
Outcome 2	2.1	Implement a consistent model for school improvement planning.	School level, province, gender	PDoE	NEP Minor Outcome 7.3	ID	Annual	
	2.2	Number of education officers trained in SLIP Policy implementation.	Role, province, gender	PPD		Training reports	Annual	
Outcome 3	3.1	Provide a pathway to implement national policies, standards, and priorities at the school level.	Policy	NDoE		Policy Review	Bi-annual	
	3.2	Percentage of SLIPS that have sections dedicated to relevant NDoE policies (WASH, GESI, IE, Behaviour Management etc)	School level, province, district, PARI	PDoE	NEP Minor Outcome 2.3, 2.4	SLIP Review	Annual	
Outcome 4	4.1	Decentralise decision-making about school improvement to the school level.	School level, province, district	SID	NEP 7.5 (Minor Outcome 7.3)	EMIS	Annual	
	4.2	Percentage of schools completing external SLIP review every three years.	School level, province	SID	NEP Minor Outcome 7.3	NASSA/NQSSF	Annual	
Outcome 5	5.1	Strengthen accountability and transparency about the use of resources such as the Government Tuition Fee Subsidy.	School level, province, district, PARI	PDoE	NEP 7.2 (Major Outcome)	EMIS	Annual	
	5.2	Percentage of schools acquitting GTFS expenditures	School level, province, district, PARI	SGD		GTFS acquittal	Annual	
Outcome 6	6.1	Ensure that stakeholders are conscious of their responsibilities in school planning.	School level, province, district, PARI, gender	PDoE		Annual Report	Annual	

ANNEX

Templates for use

1. SLIP-01-2023 SLIP Committee Terms of Reference
2. SLIP-02-2023 SLIP Template
3. SLIP-03-2023 AAP Template
4. SLIP-04-2023 SLIP Internal Review Template
5. SLIP-05-2023 SLIP External Review Template
6. SLIP-06-2023 SLIP External Reviewer Terms of Reference
7. SLIP-07-2023 SLIP Quality Assurance Review Templat
8. SLIP-08-2023 SLIP Annual Data Template
9. SLIP-09-2023 SLIP Results Framework

SLIP-01-2023 SLIP Committee Terms of Reference

Based on real hands-on experience of SLIP in best practicing schools nationwide, this Terms of Reference template was developed to support and guide the establishment of effective SLIP Committees. The school board can adapt it for their own school.

SLIP COMMITTEE TERMS OF REFERENCE

Name of school	
Agency	
Province	
District	

1. Constitution of the committee

- 1.1 The SLIP Committee is a subcommittee of the <GOVERNING BODY⁶> of <NAME OF SCHOOL> and is established under the powers of delegation as per Division 6 of the Education Act 1983 and as required by the School Learning Improvement Plan (SLIP) Policy 2023.
- 1.2 The terms of reference for the subcommittee are approved by the <GOVERNING BODY>.
- 1.3 The SLIP, Annual Action Plan (AAP), and annual budget are approved by the <GOVERNING BODY>.

2. Functions

- 2.1 Represent the board, teachers, parents, and students to identify priorities to improve student learning, inclusion, and welfare.
- 2.2 Write the School Learning Improvement Plan and Annual Action Plan (AAP).
- 2.3 Conduct an Internal Review at the end of Year 1 and Year 2 of the SLIP.
- 2.4 Contribute to the External Review at the end of Year 3 of the SLIP.
- 2.5 The writing and review process follows the SLIP Policy and Guidelines.

3. Membership

- 3.1 The members of the Committee are:
 - School head
 - <GOVERNING BODY> chairperson (or delegate)⁷
 - Teacher representative⁸
 - Parents' representatives⁹
 - Students' representatives¹⁰
 - Education agency representative¹¹
- 3.2 The membership term begins at the start of the SLIP cycle and expires after the External Review is submitted to the <GOVERNING BODY>.
- 3.3 The school head is the chairperson of the SLIP Committee. The Committee will elect a deputy

6 Board of Management, Board of Governors, or Governing Council.

7 Large schools may appoint one male and one female board member.

8 Large schools may have two teachers' representatives.

9 One male and one female. Can be nominated by the Parents' and Citizens' Association. Parent representatives automatically resign if they no longer have children at the school.

10 One male and one female. Can be nominated by the Student Representative Council. Student representatives who leave the school automatically resign. Students younger than Grade 3 should not sit on the SLIP Committee, but students must still be consulted on their needs and priorities.

11 Church education agency schools only.

chairperson who can chair the meeting if the school head is absent.

- 3.4 A member may be terminated by the <GOVERNING BODY> non-compliance to SLIP expectations, no longer meeting the criteria for being a representative, or missing three consecutive meetings.
- 3.5 A member may resign in writing.
- 3.6 If a member resigns or is terminated, a replacement representative will be nominated.
- 3.7 Membership is voluntary without payment of a fee, allowance, or stipend.
- 3.8 The school head will provide orientation training to members.
- 3.9 Members must declare any conflict of interest.
- 3.10 The criteria for selection as a member are:
 - A member of the group they represent.
 - Able to consult with and represent their constituents.
 - Interested in improving learning, inclusion, and student welfare.
 - Reliable and well-respected member of the community.
 - Not a spouse or close family member of other members.

4. Meetings

- 4.1 Meetings are held at the time and location decided by the school head to write and review the SLIP and AAP.
 - Writing the SLIP: at least four meetings.
 - Internal Review and writing the new AAP: at least two meetings.
 - External Review: at least one meeting.
- 4.2 One week's notice must be given along with an agenda for the meeting.
- 4.3 Minutes of the meeting will be written and submitted to the members and <GOVERNING BODY> within five working days of the meeting.
- 4.4 Quorum is a majority of members present.

These terms of reference were approved by the <GOVERNING BODY> on <DATE>.

Chairperson

School head

Signed

Signed

Name

Name

Date

Date

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

Signed

Name of school head

Name of school board chairperson

Date

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

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			

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

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

2. SKILLS AND EXPERIENCE

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

3. CONDITIONS

- a. Up to two days' work at K_____ per day.
- b. 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					



DEPARTMENT OF EDUCATION



PNGAus Partnership