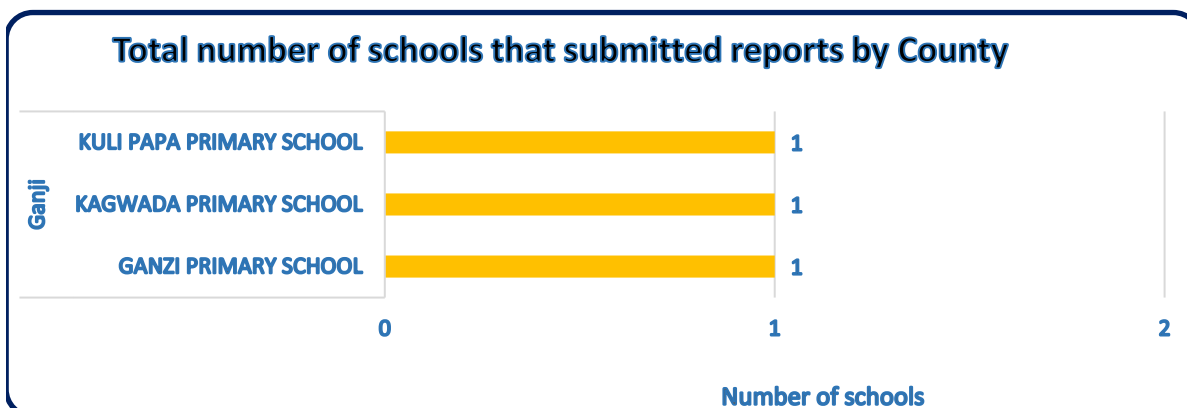




## County Summary of submitted School Performance Reports

Period Covered: 1<sup>st</sup> Term 2017

Name of County: Ganji	
Total Number of Schools in County	
Total number of schools that have submitted reports	3



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**1. Generalized results for the County summary of school performance reports.**

Key Performance Indicators	Value
<b>School Enrolment Growth Analysis.</b>	
Proportion of schools with actual average <b>number of learners enrolled</b> for the term above 80% of annual planned target.	33% (1/3)
Proportion of schools with actual average <b>number of learners with disabilities</b> enrolled in the term above 80% of annual planned target.	0% (0/3)
Proportion of schools whose actual average <b>proportion of learners enrolled in p1 that have attended ECDE</b> in the term is above 80% of annual planned target.	0% (0/3)
<b>School Attendance Performance.</b>	
Proportion of schools whose actual average <b>percentage of learners attending 80% or more instructional days in a term</b> is above 80% of annual planned target.	0%(0/3)
Proportion of schools whose actual average <b>number of child mothers enrolled in schools</b> is above 80% of annual planned target.	-
<b>School Finances Outlook</b>	
Proportion of schools whose actual average <b>total education financing</b> for the term is above 80% of annual planned target.	0% (0/3)
Proportion of schools whose actual average <b>number of girls receiving cash transfers</b> for the term is above 80% of annual planned target.	0% (0/3)
<b>Teaching and Support Staff</b>	
Proportion of schools whose actual average <b>total number of teachers</b> is above 80% of annual planned target.	33% (1/3)
<b>Capacity of Teaching Staff / School Managers.</b>	
Proportion of schools whose actual average <b>total number of trained teachers</b> is above 80% of annual planned target.	0% (0/3)
Proportion of schools whose actual average <b>number of teachers trained on the implementation of new national curriculum</b> is above 80% of annual planned target.	0% (0/3)
<b>Learning Outcomes Assessment.</b>	
Proportion of schools whose actual average <b>% of learners passing exit exams</b> is above 80% of annual planned target.	0% (0/3)
Proportion of schools whose actual average <b>percentage of early grade learners who achieved minimum proficiency standards in literacy</b> is above 30% of annual planned target	-
Proportion of schools whose actual average <b>percentage of early grade learners who achieved minimum proficiency standards in numeracy</b> is above 40% of annual planned target	-
Proportion of schools whose actual average <b>number of the learners repeating</b> is below 80% of annual planned target	0% (0/3)
Proportion of schools whose actual average <b>number of dropouts is below</b> 80% of annual planned target	0%(0/3)
<b>Curriculum and Instructional Materials.</b>	
Proportion of schools whose actual average <b>number of learners/teachers who lack textbook/instructional materials in Mathematics</b> is above 80% of annual planned target.	0% (0/3)
Proportion of schools whose actual average <b>number of learners/teachers who lack textbook/instructional materials in English</b> is above 80% of annual planned target.	0% (0/3)
<b>Inspection and Supervision.</b>	
Proportion of schools whose actual average <b>total number of times inspector / supervisor visited the school</b> is above 80% of annual planned target.	0% (1/3)
Proportion schools whose actual average <b>number of teachers receiving an observation score above 70%</b> is above 80% of annual planned target.	0% (0/3)
Proportion of schools whose actual average <b>number of teachers attending 80% or more of the total instructional days in a term</b> is above 60% of annual planned target.	33%(1/3)
Proportion of schools whose actual average <b>proportion of teachers complying with teaching practice in record keeping</b> is above 50% of annual planned target.	33%(0/3)
<b>School Child Friendliness and Clubs</b>	
Proportion of schools whose actual average <b>CFS Index</b> is above 90%.	
Proportion of schools with <b>average total number of classrooms</b> is above 90%.	0%(0/3)
Proportion of schools whose estimated number of out of school children in the catchment area is above 80% of annual planned target.	0%(0/3)

**School Governance and Implementation of Policies**

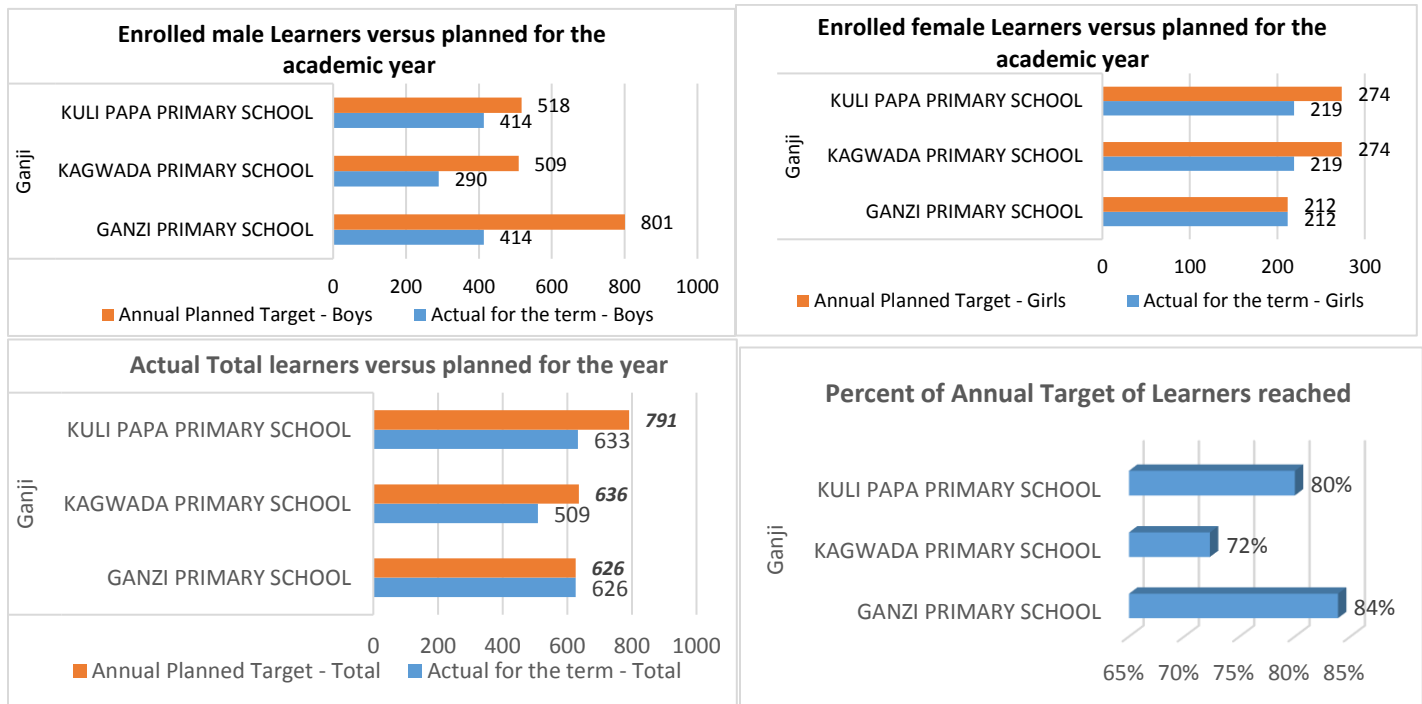
Proportion of schools whose actual average total number of meetings conducted is above 80% of annual planned target.

0%(0/3)

**2. School Enrolment Growth Analysis.**

**2.1 Distribution of Learners in school.**

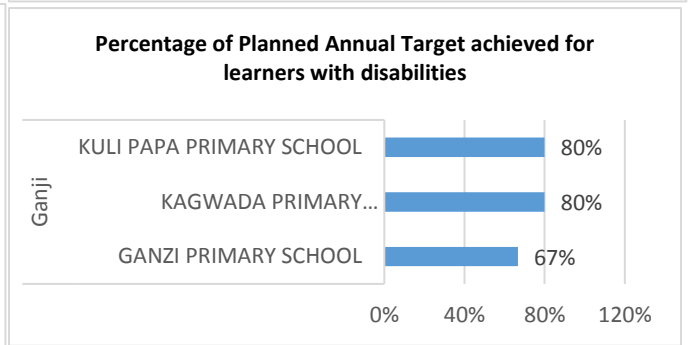
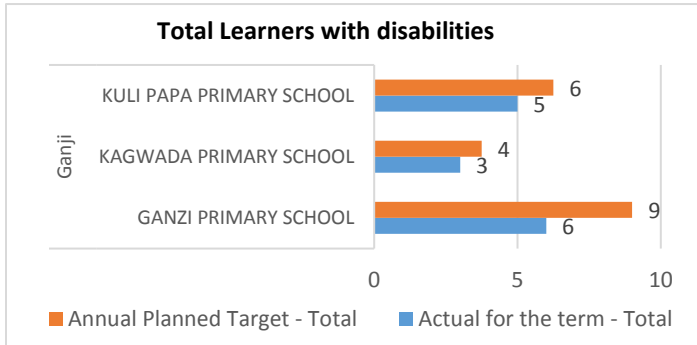
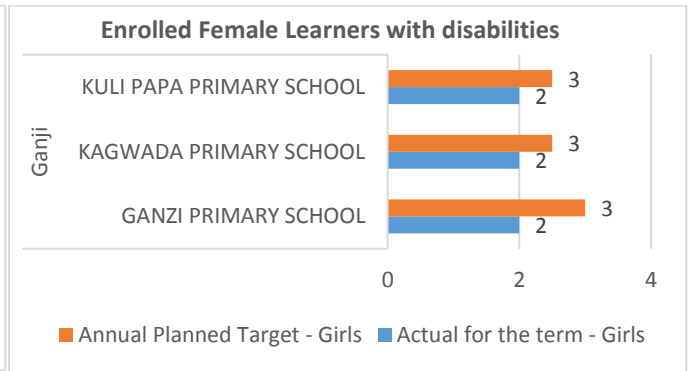
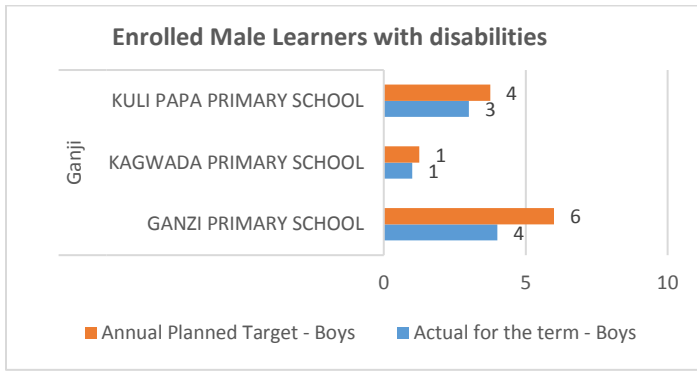
This section provides graphical illustration of learners as distributed across Ganji County based on submitted School Performance Reports. From the graphs below, Kagwanda and Kuli Papa primary schools had the highest achievement in girls’ enrolment as compared to Ganzi primary in the county.



All the schools failed to meet the percent of the annual target of learners set for enrolment. Kuli Papa achieved 81%, Kagwanda 83% while Ganzi achieved 60%. In total 1544 boys and 1533 girls, a total of 3077 learners were enrolled by first term out of the annual target of 3788 learners. This translated to 81% enrolment of the planned target. More work needs to be done to improve the enrolment of boys and girls in the county especially Ganzi Primary school. However, it is imperative that the County Education Director focuses on enrolling more learners.

**2.2 Distribution of Learners with disabilities.**

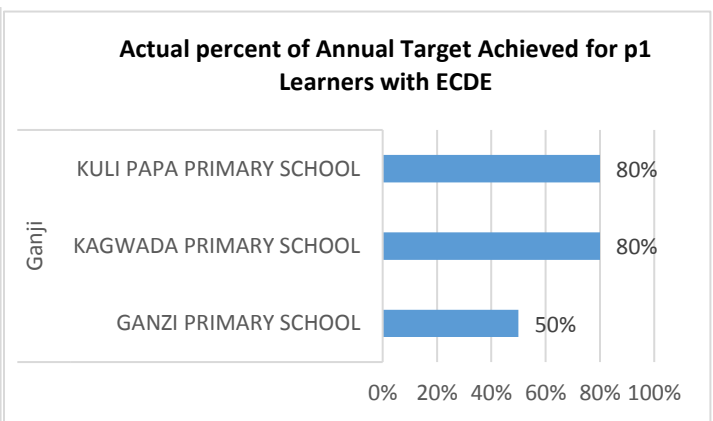
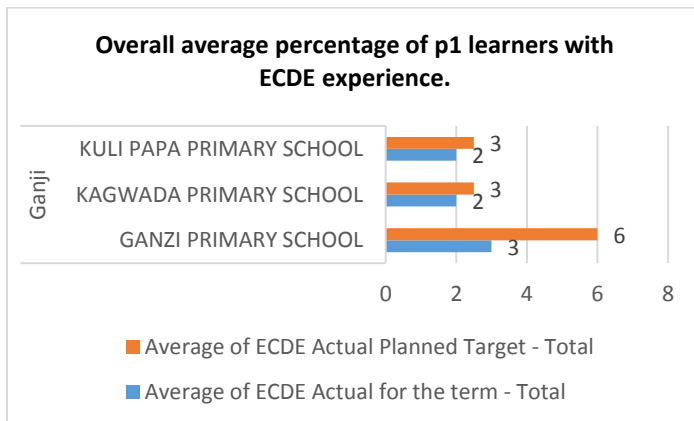
Data on the distribution of learners with disabilities in Ganji County is presented in the graph below. The data have been presented disaggregating male and female learners in numbers and percentages.

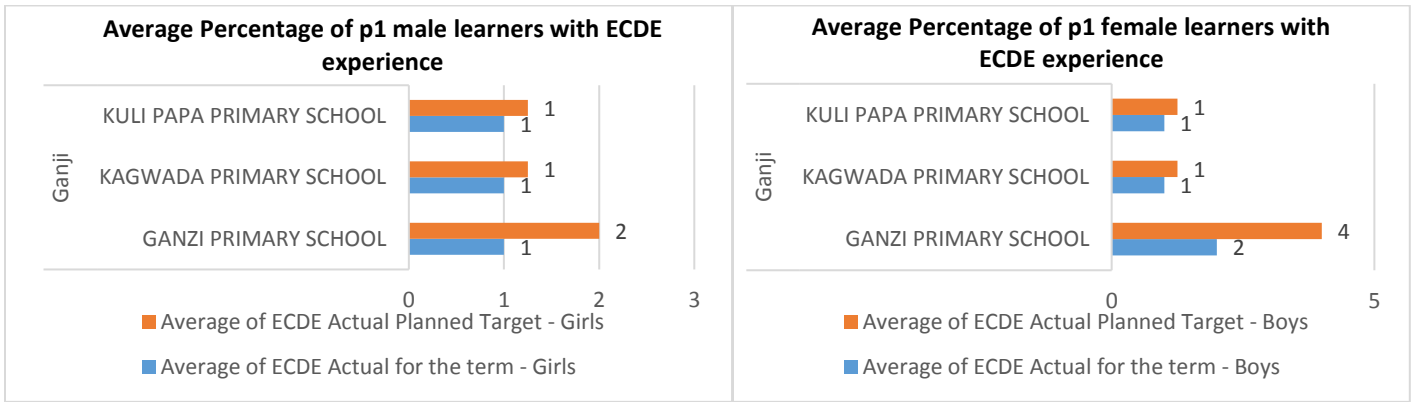


The analysis in the graphs above revealed that, Ganzi primary had the highest number of learners with disabilities despite registering only 60% of the annual target. Despite the low numbers enrolled, Kagwanda and Kuli Papa, all achieved 80% of their annual targets. The analysis calls for more work on ensuring that all the children with disabilities are enrolled in schools in the county, especially in Ganzi.

### 2.3 Distribution of Learners in p1 that have undergone ECDE.

This section presents data on ECDE in Ganji County. Early Childhood Development Education (ECDE) is a priority area for GESB 2016-2022 and critical for enhancing learning outcomes in the Early Grades eventually the later Grades.

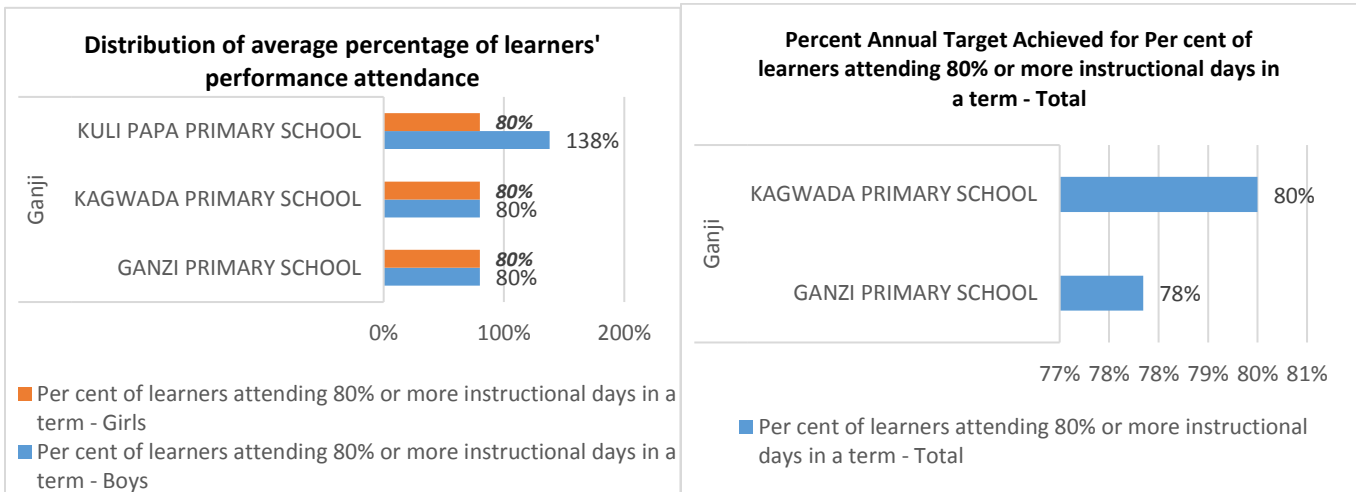




The analysis showed that most schools in the county registered high numbers for P1 learners with ECDE. Ganzi enrolled the highest number of overaged learners in ECDE. However, all the schools in the study, Kagwanda, and Kuli Papaprimary reached 75% and above in enrolment against the annual targets in the county. Therefore the education director in the county should focus on more enrolment for the learners. The county office should create awareness on the need to take children to the ECDE 2 year’s pre-school education before p1.

### 3. School Attendance performance

This section deals with the data collected and analyzed on school attendance by learners. The graphs below reveal that schools in Ganji County had no serious challenges in terms of attendance. The schools registered high percentages achieved against the annual targets. Libya II, Kagwanda and Ganzi registered above 80% attendance of the 80% or more instructional days in a term of the annual target in attendance.



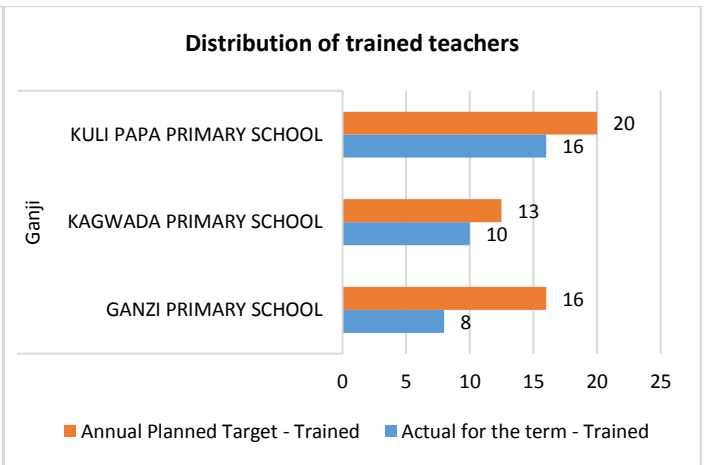
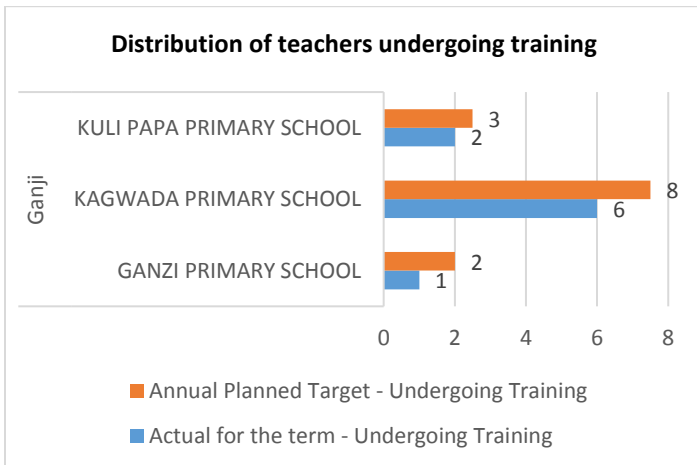
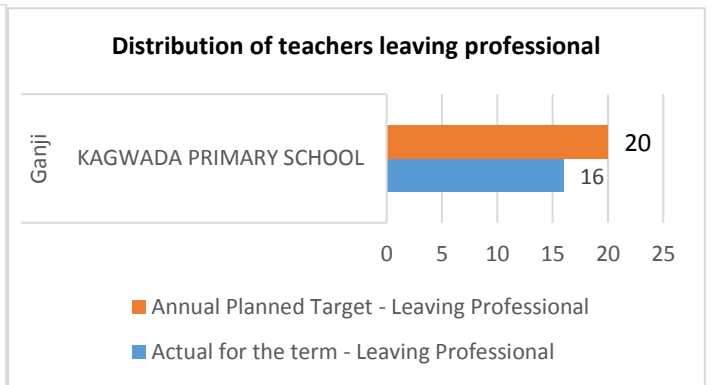
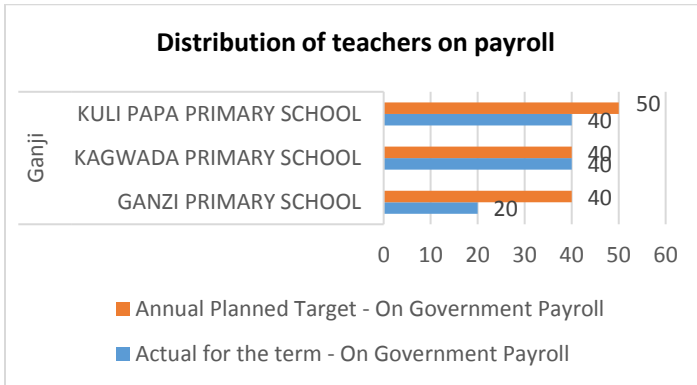
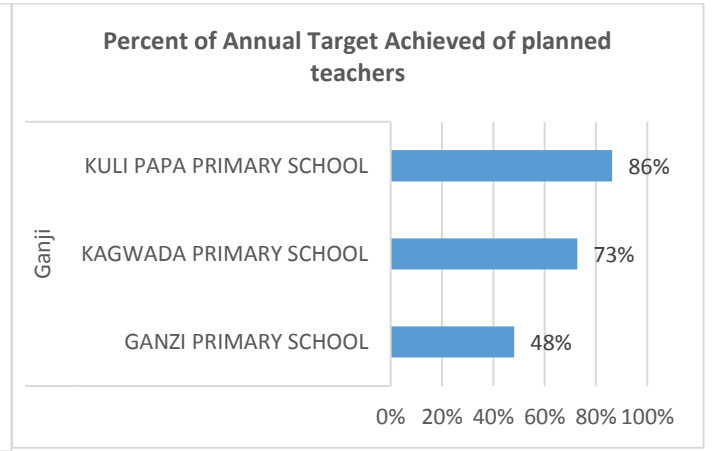
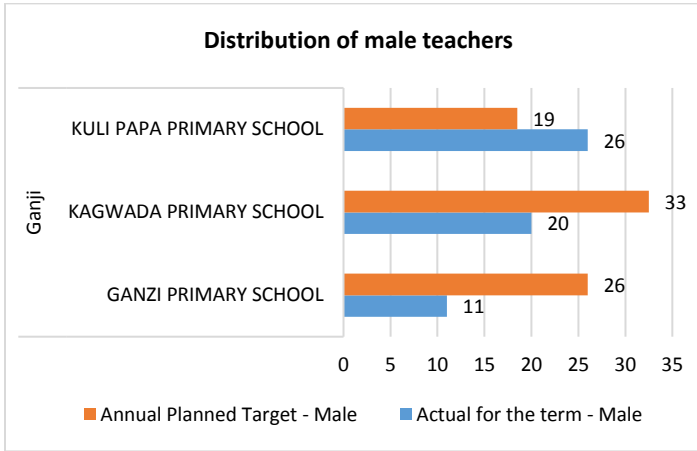
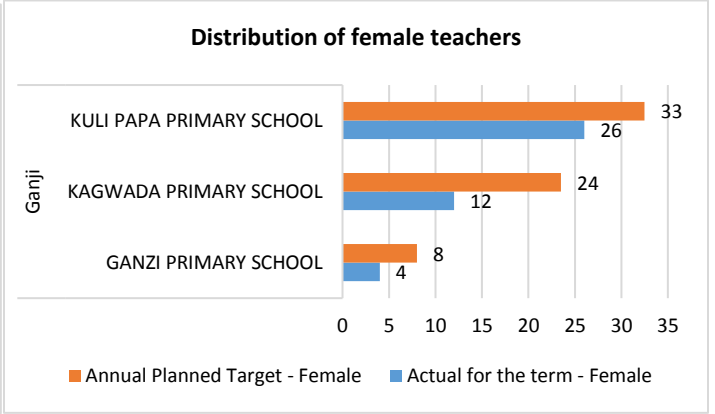
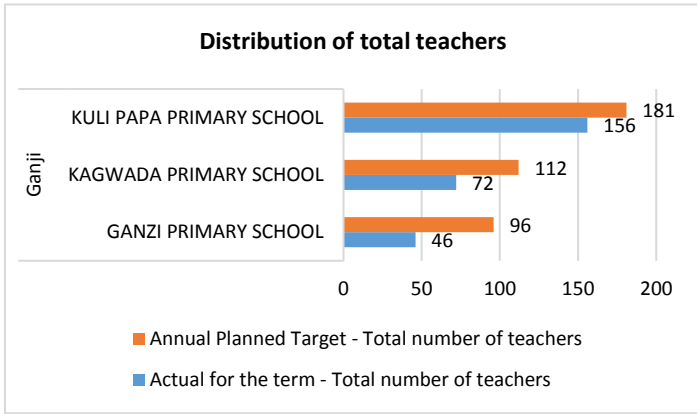
The County education administrators should endeavor to have all learners attend school without failure in order to benefit from instructions.

### 4. School finances outlook

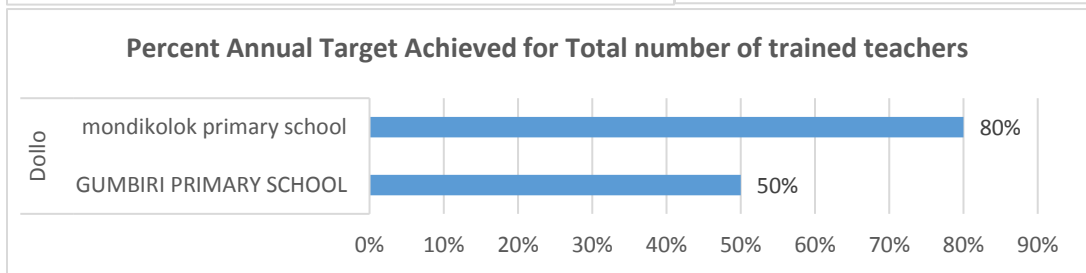
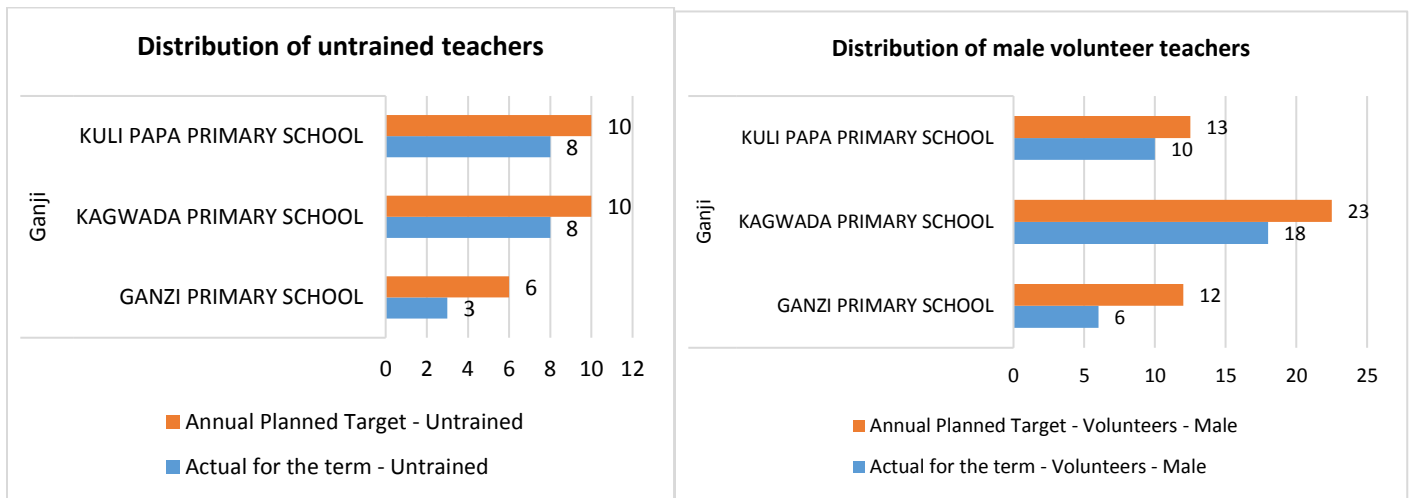
There was no data reported by schools that submitted data.

### 5. Teaching and Support Staff.

The section addresses staffing in schools in Ganji County in terms of the total number, female teachers and male teachers, trained and untrained teachers. Those on government payroll and volunteers. The graphs below shows data as captured in each category.



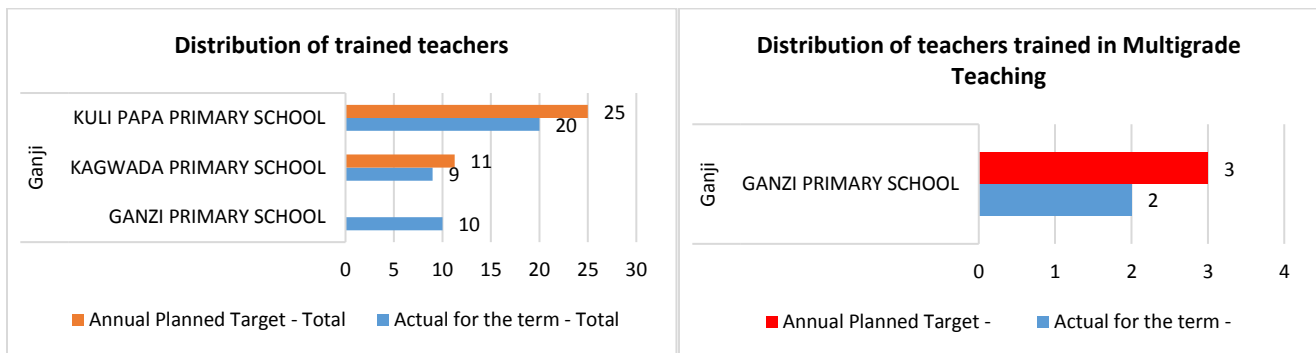




There is notable shortage of teachers in the county schools. The data presented shows that out of the annual target of 80 teachers, 60 were on duty in Ganzi. There were more female teachers 32 as compared to males who were 28. Looking at the percentages of the teachers who were trained in school management, Kagwanda primary school had the lowest at 4%. This is an indicator of low capacity which should be addressed by the director of education in the county.

## 6. Capacity of Teaching Staff / School Managers.

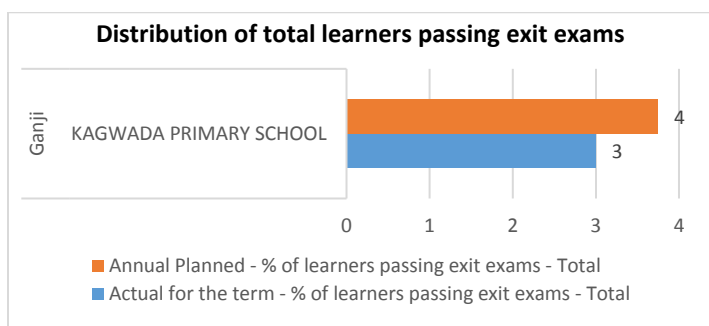
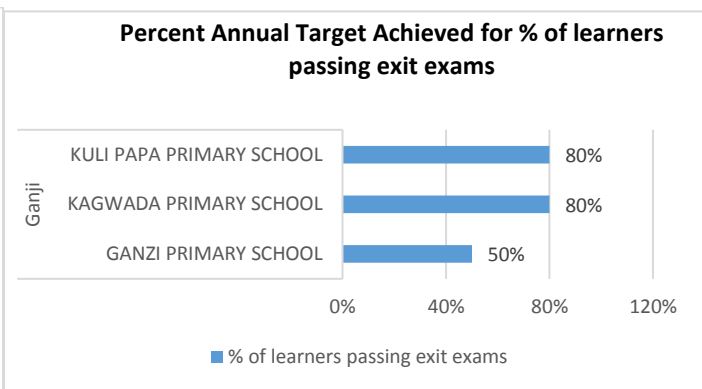
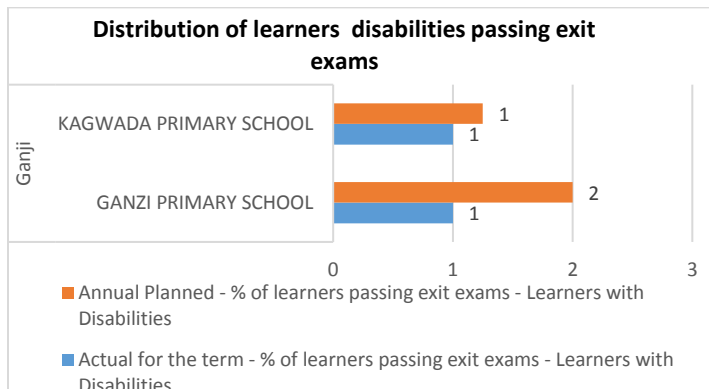
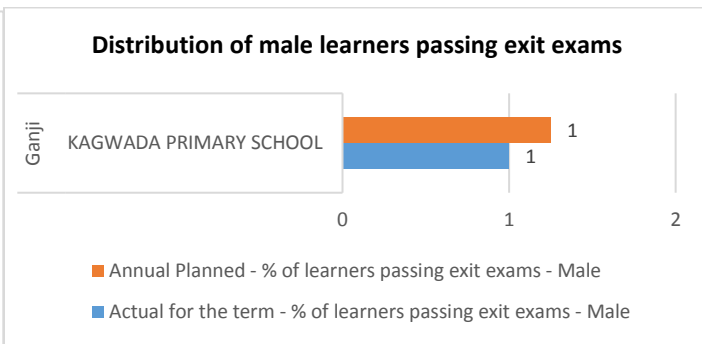
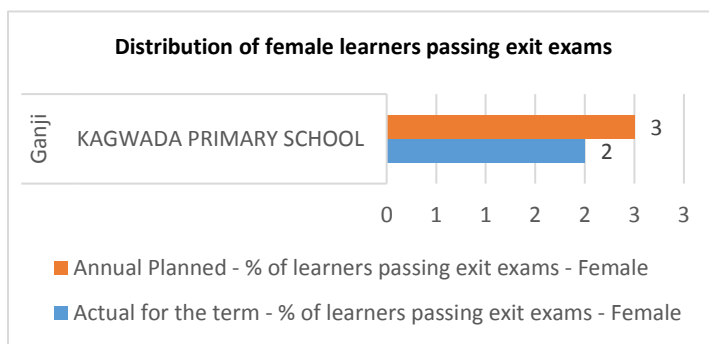
This section presents data as analyzed for capacity building initiatives for teachers in schools and their status of training levels in school management in Ganji County. The graphs below show the findings.



In the capacity training in school management in schools in Ganji County, data on Kagwanda shows that 57% of the teachers were trained, 100% volunteers and none was undergoing training. It is necessary to have all schools train their teachers in all the aspects of school management.

## 7. Learning Outcomes assessment.

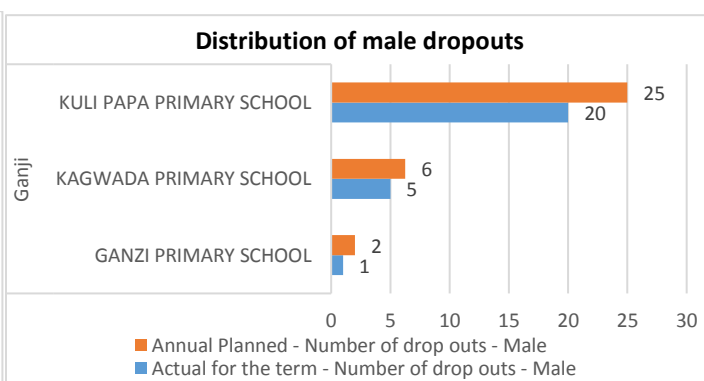
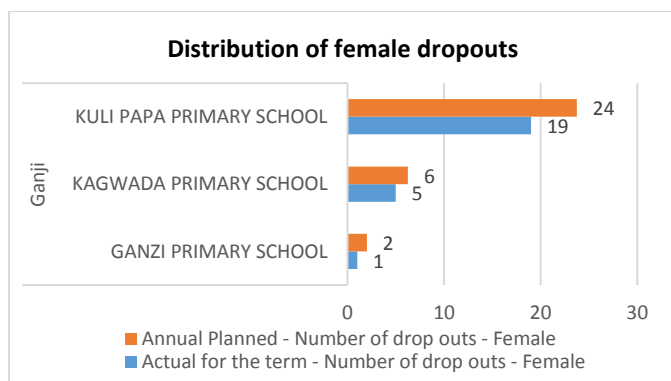
This section presents detailed results of the learning outcomes and covers exit exams, drop outs, repeaters, and literacy and numeracy assessments in Ganji County schools.

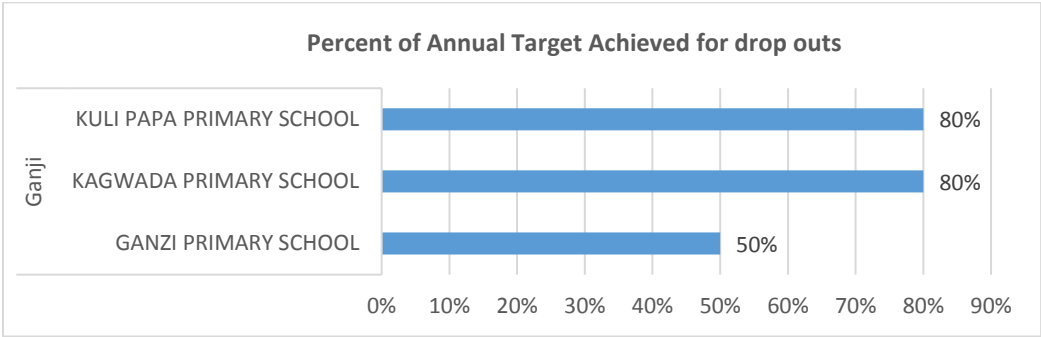
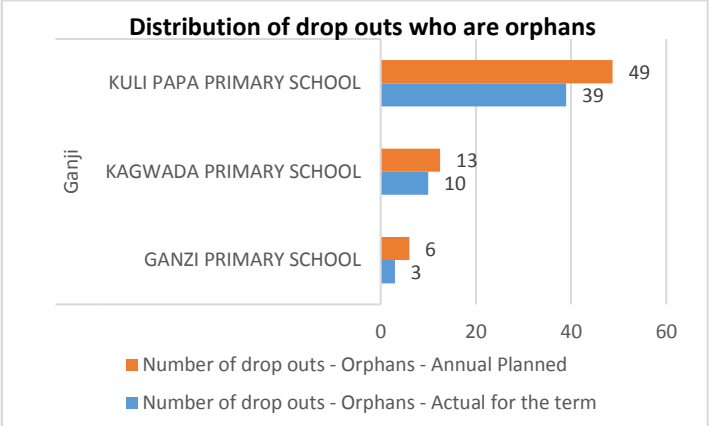
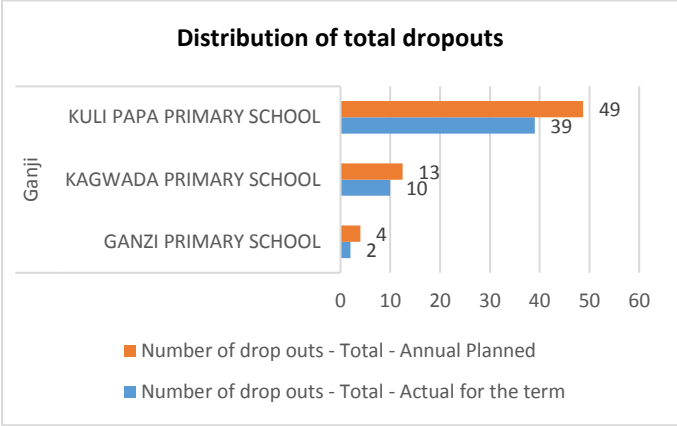


The comparative analysis of female and male learners in school in Ganji County shows that Kuli Papa and Ganzi perform exemplarily well compared to the performance in other schools like Kagwanda whose data show 0% in exit examinations and 80% pass among the learners with disability. These performances can be made better with more training of teacher professionalism and the approaches to the new curriculum.

## Distribution of drop outs across the County

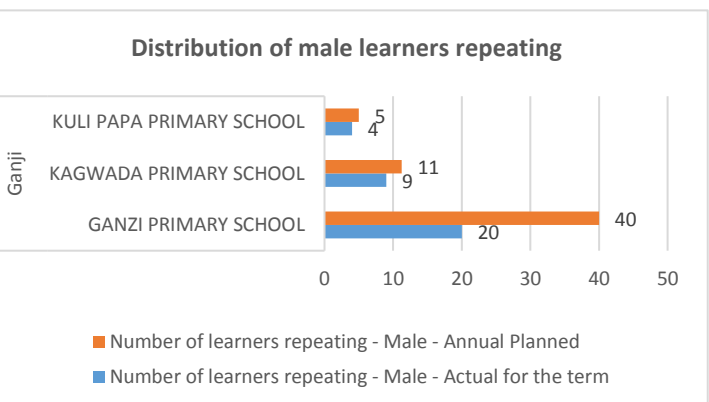
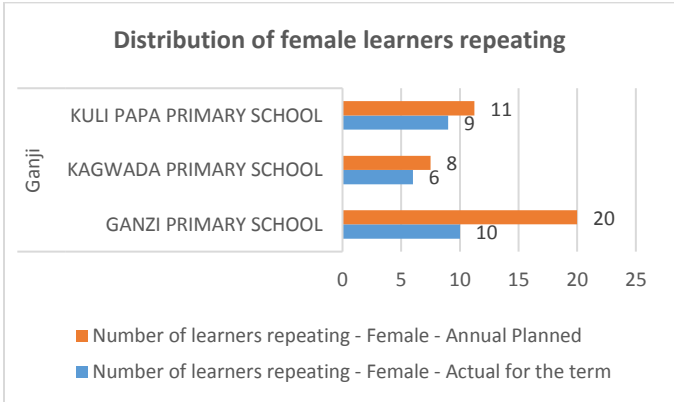
This section presents data on the distribution of dropouts from the schools across Ganji County disaggregated in male and female.

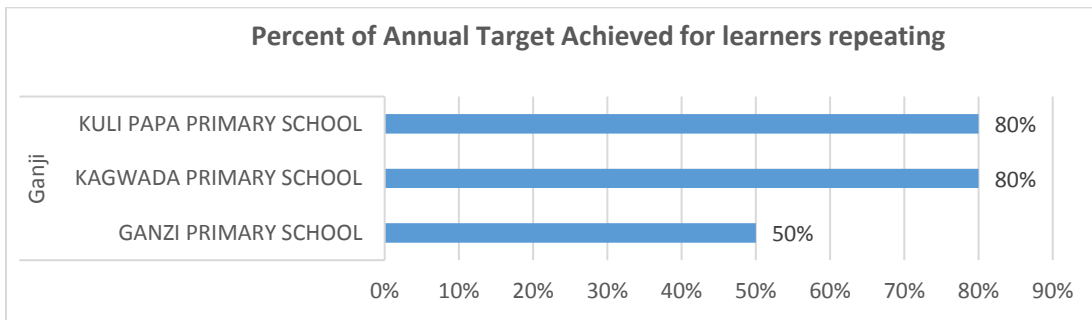
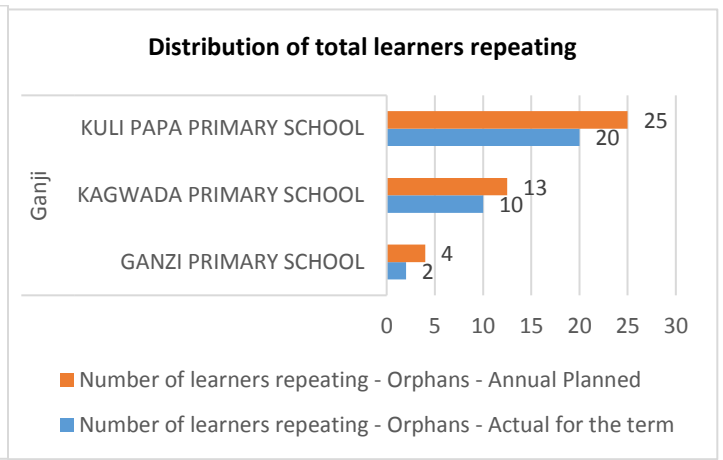
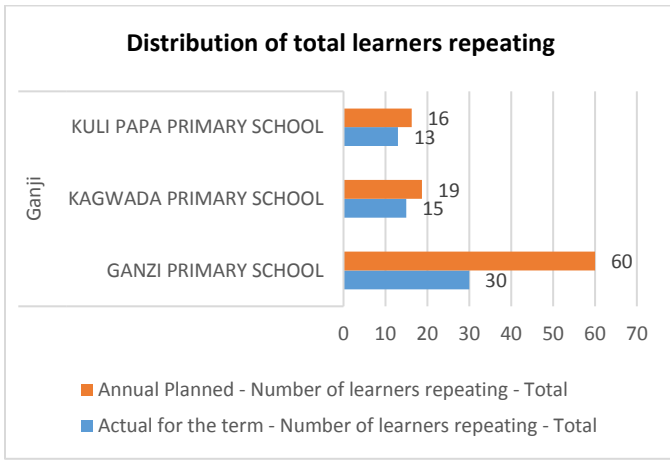




**REPEATERS**

This section addresses the issue of repeaters in schools in Ganji County. The issue of repeaters is worth thinking about because it is one of the causes of dropouts.

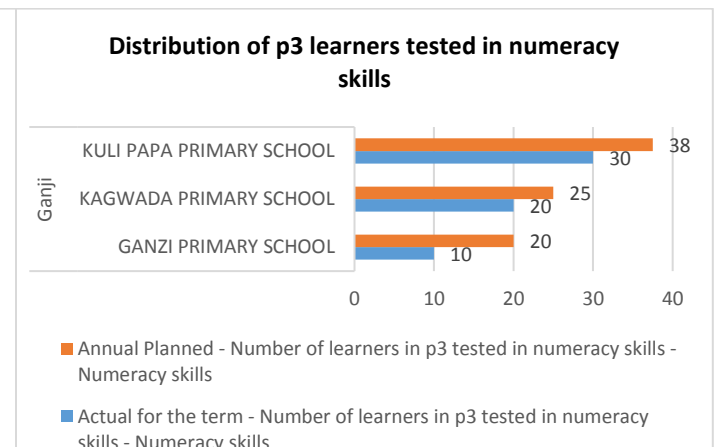
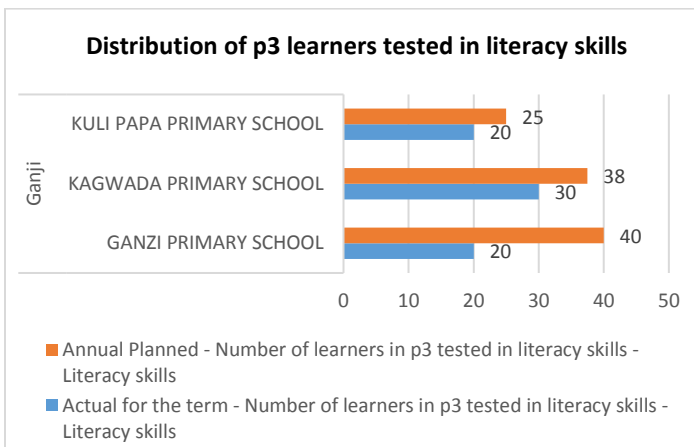


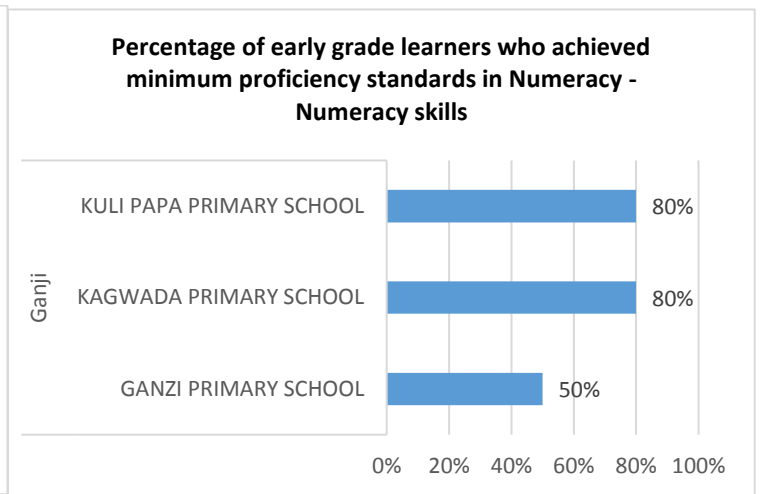
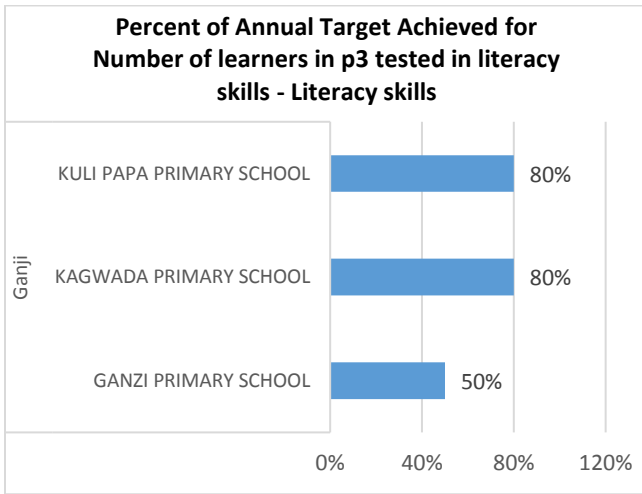


The graph above illustrates that there is a high rate of repeaters for both the female and male learners. The rate in the three schools was reported to be alarming. All the schools were found to experience 100% rate of repeaters. The County Education Director should focus on inspection assessments in the county to establish the cause and come up with a lasting remedy.

## Literacy and Numeracy

The figures above present's data on the dropout rate in schools in Ganji County. Kuli Papa primary, Ganzi, show that there was an 80% dropout rate among the all genders. This is quite discouraging. The County Education Director should plan to employ legal mechanisms to curb this vice by all means. These may include undertaking research to establish the real reasons to the problem.





The figures above present's data on the dropout rate in schools in Ganji County. Kuli Papa primary, Ganzi, show that there was an 80% dropout rate among the all genders. This is quite discouraging. The County Education Director should plan to employ legal mechanisms to cub this vise by all means. These may include undertaking research to establish the real reasons to the problem.

## 8. Curriculum and Instructional materials.

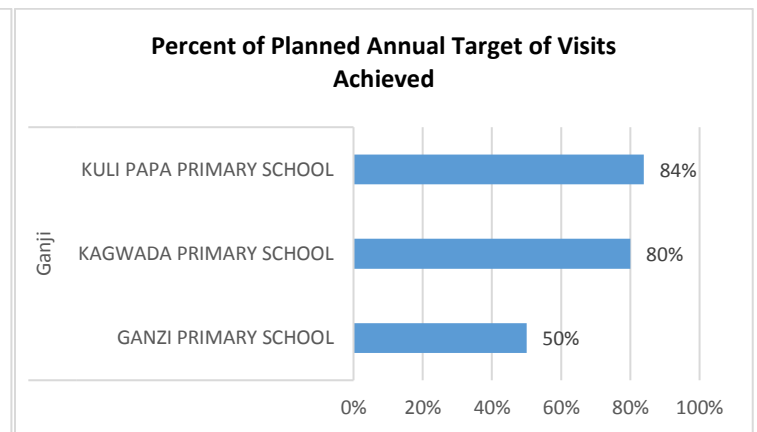
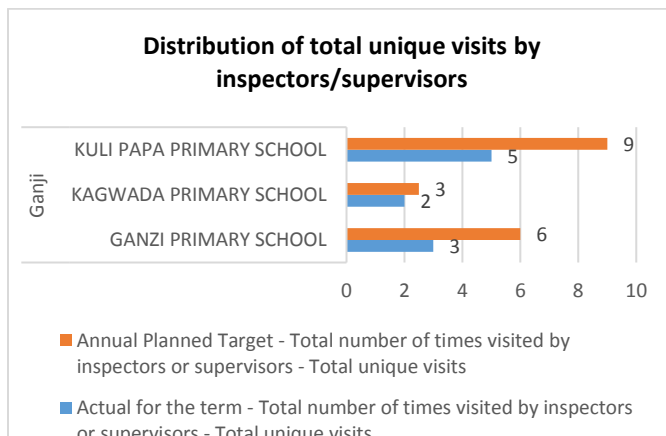
This section addresses the issues of the provision and adequacy of instructional materials per subject in schools in Ganji County.

The data presented shows that Kagwanda and Ganzi are in dire need of instruction materials in all subjects. The Data above clearly shows that schools in Ganji County experience over 80% inadequacy in all subjects. The CEO in Ganji County do an audit of instructional materials in schools and organize for provision of the materials to desired rates in all subjects.

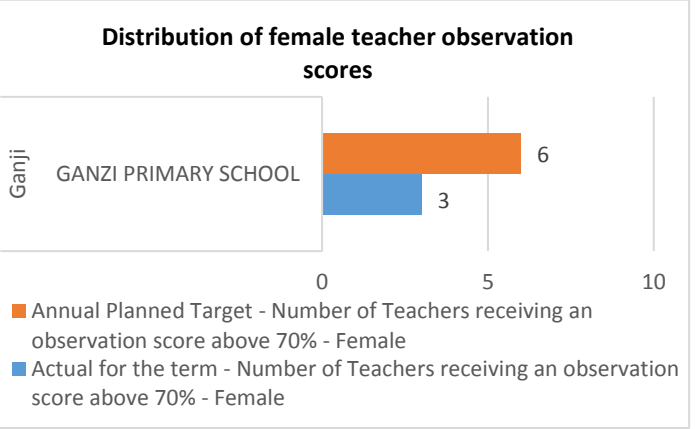
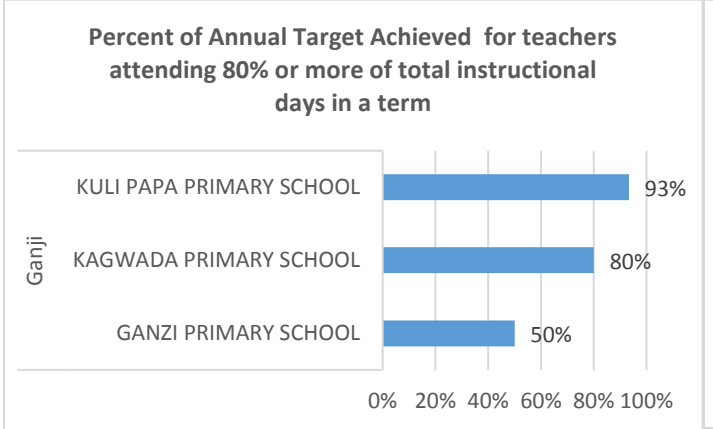
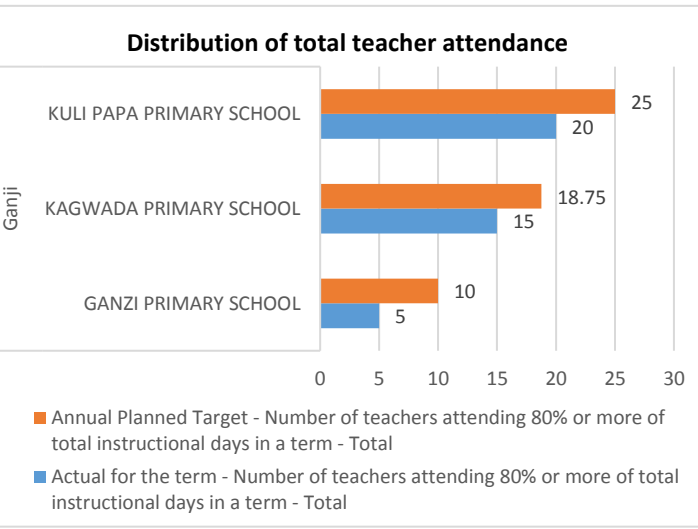
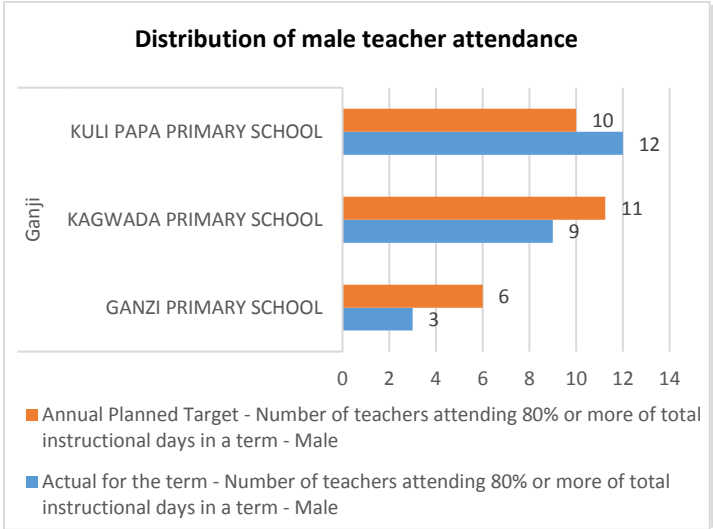
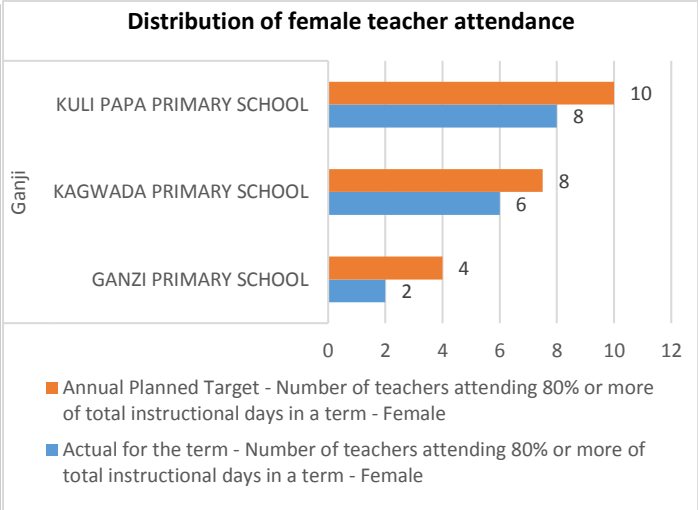
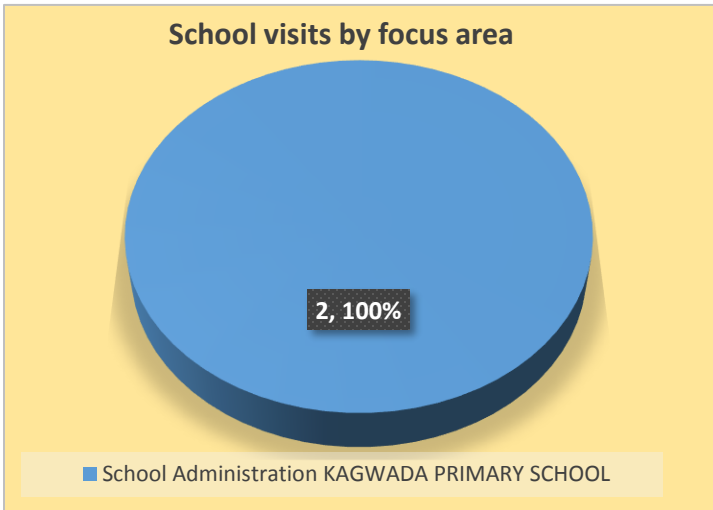
## 9. Inspection and Supervision.

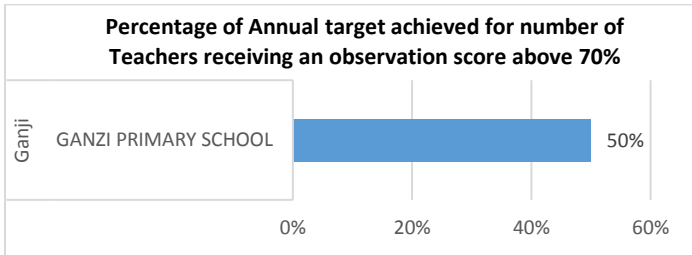
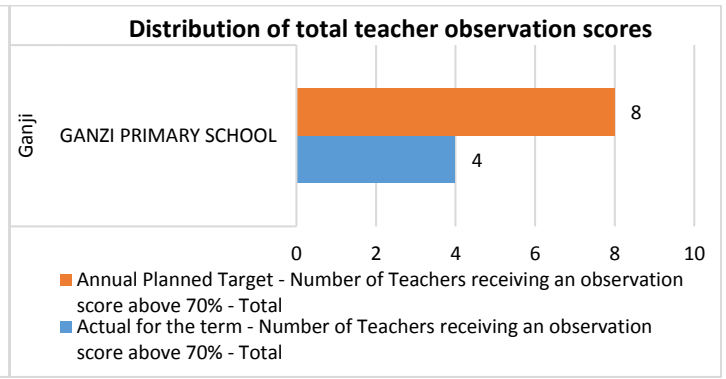
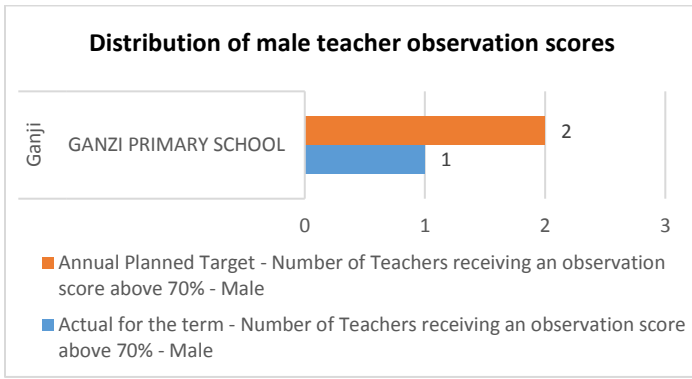
### 9.1. Frequency of Inspection and Supervision and educator effectiveness

This section addresses the frequency of inspection, supervision and education effectiveness in schools in Ganji County. The CEO needs to monitor inspection work plans to ensure that they cover all schools equitably.



School visits by focus area recorded 0% visits in Kuli Papa and Ganzi Primary schools. A clear indicator for no inspection in schools at all.





There were no data analyzed on the number of teachers attending 80% or more of the total instructional days in a term because there lacked data in schools.

## 9.2 Instructional Planning and Scheduling.

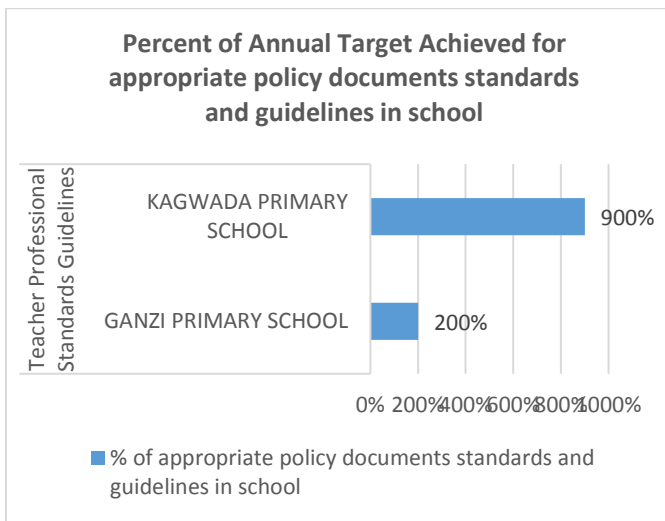
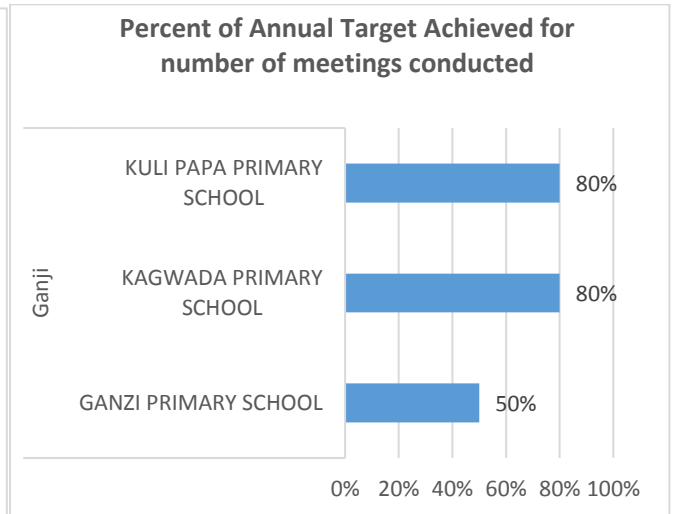
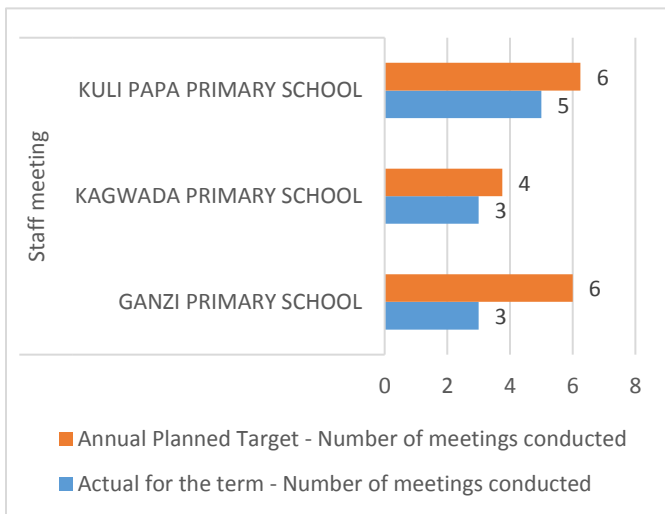
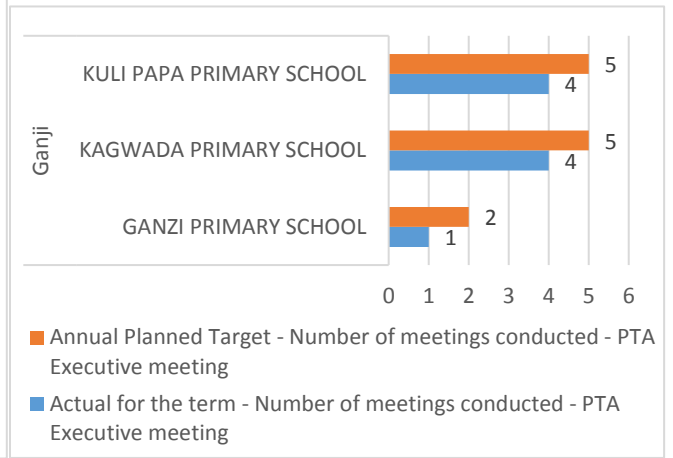
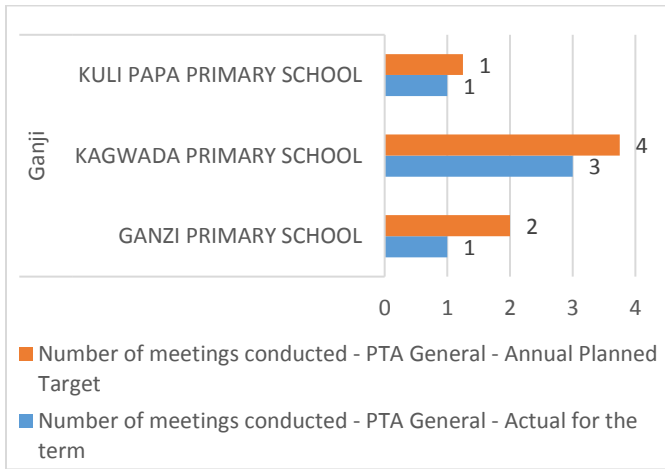
Percent of Annual Target Achieved for Proportion of teachers complying with Teaching Practice in record keeping. The data in the figure below shows that there lacked records in schools to show the details. The school administration should enhance in internal inspection, supervision and monitoring to improve the performance of other teachers in other schools.

## 9.3 Implementation Status of corrective actions from Inspection and Supervision visits.

There was no data provided for this section on correction actions.

## 10. School Child Friendliness and Clubs

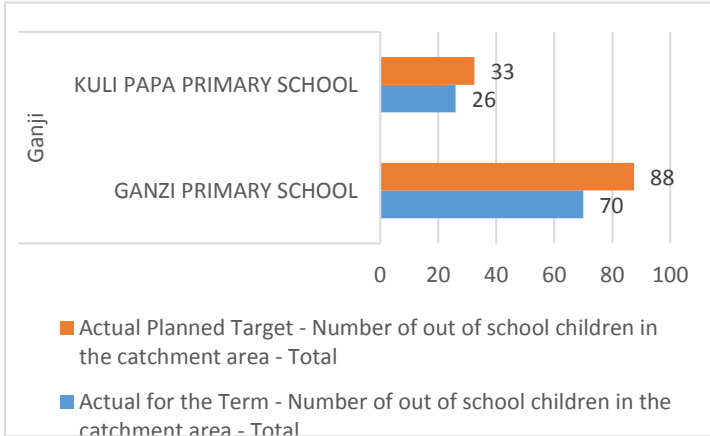
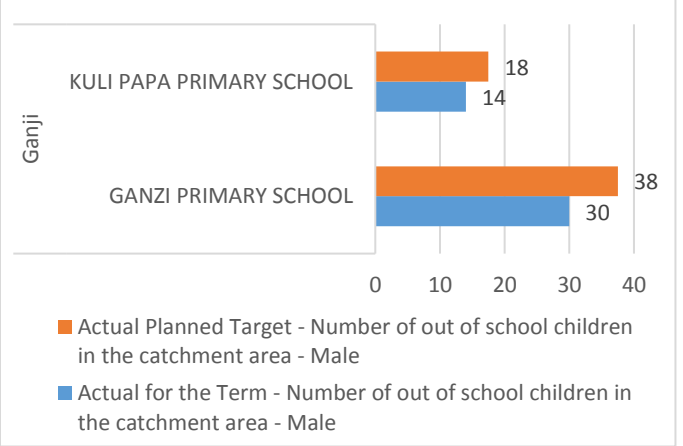
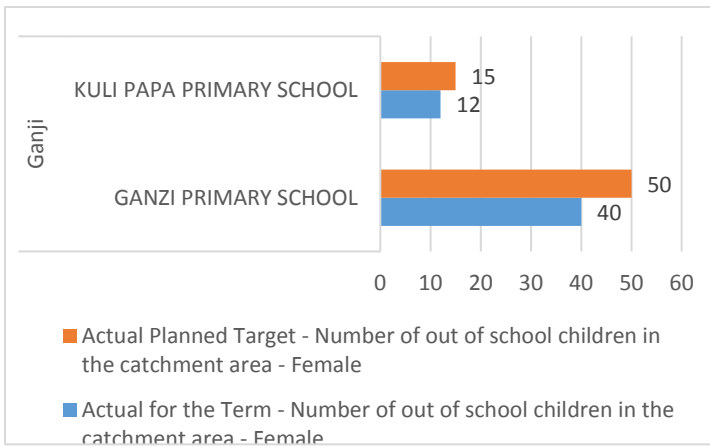
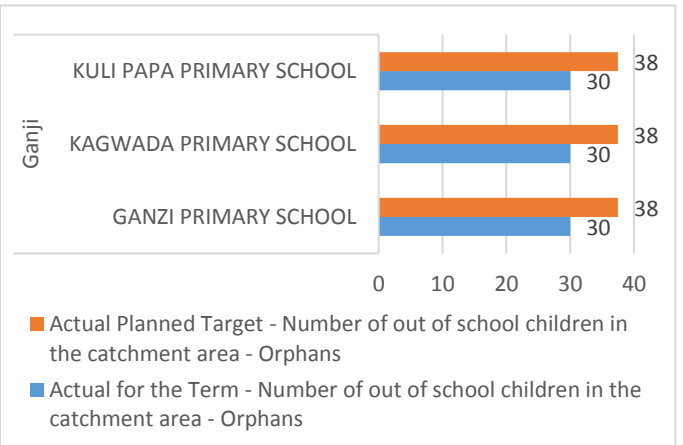
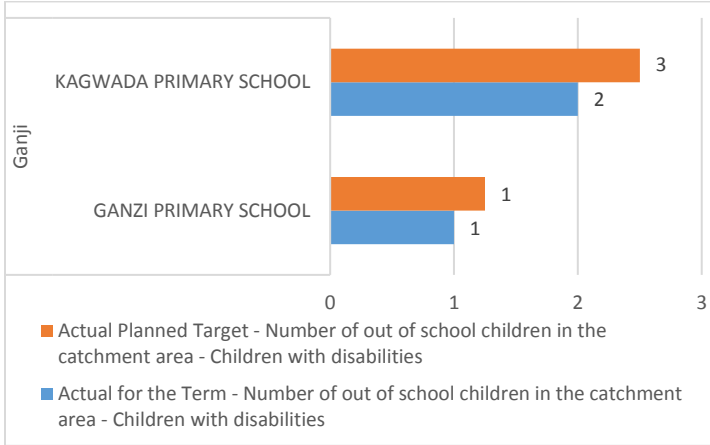
In terms of child friendly schools, the section addresses the Percent of Annual Target Achieved in the; Availability of School Feeding Program, clubs and societies, permanent classes and temporary classes in schools in Ganji County. The data presented below indicates that societies and clubs were not active, the feeding programme was well elaborate in terms of contributions from the school farm and garden, donations, partner support and community initiative. Schools were not well endowed with physical resources. This indicates that the CEO, BOG, PTA, SMC and the community have a building schools with permanent structures and teachers trained on the management of physical resources of the school.

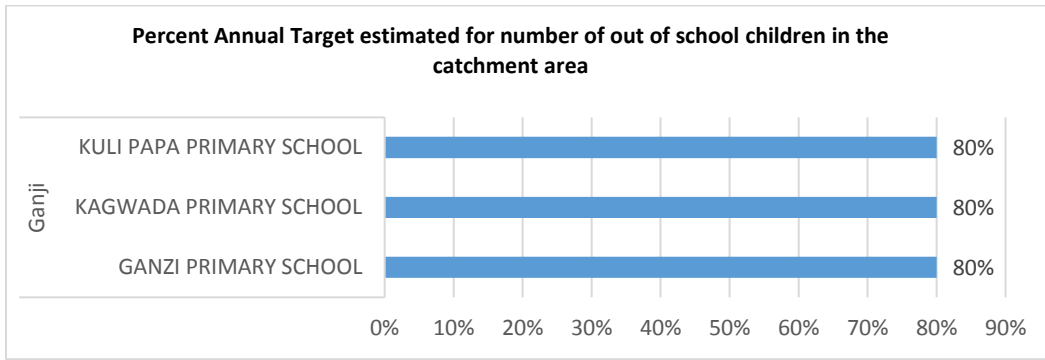




## 11. School Catchment Area.

This section captured data on the Percent Annual Target estimated for number of out of school children in the catchment area.



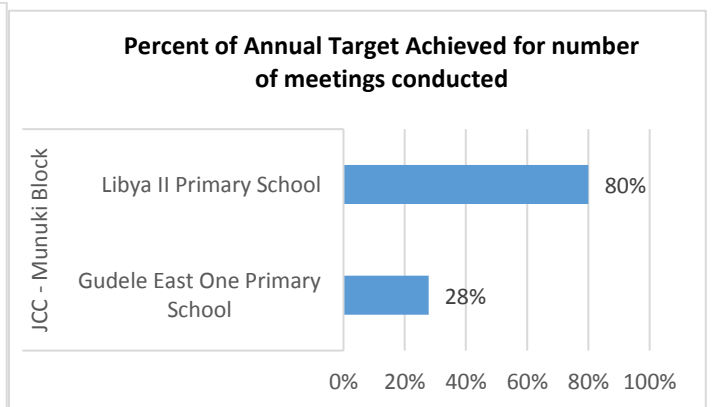
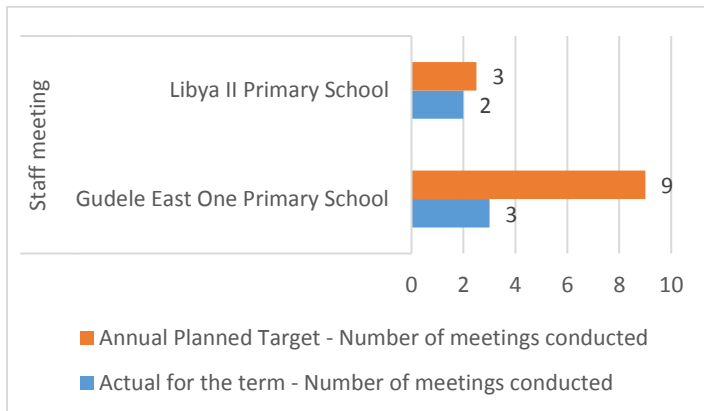
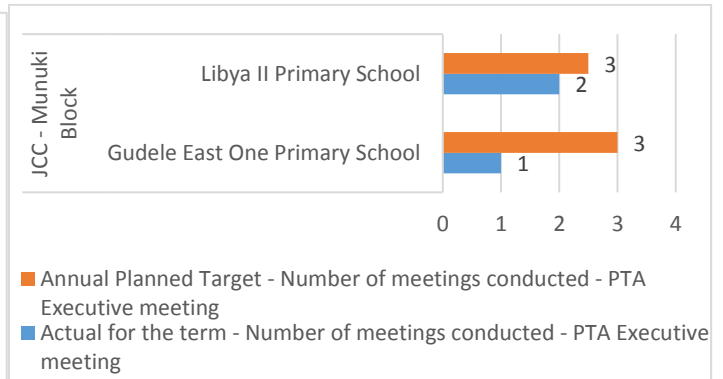
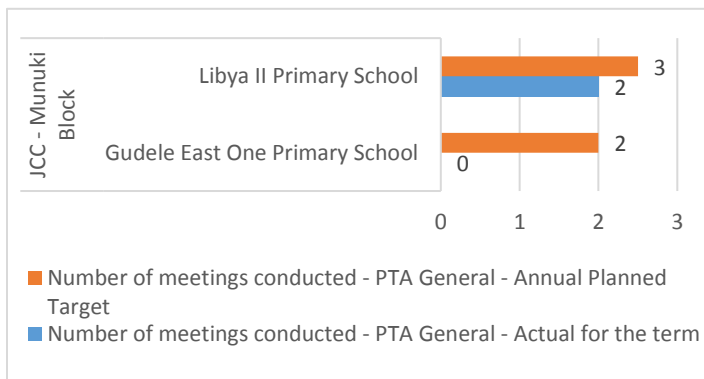


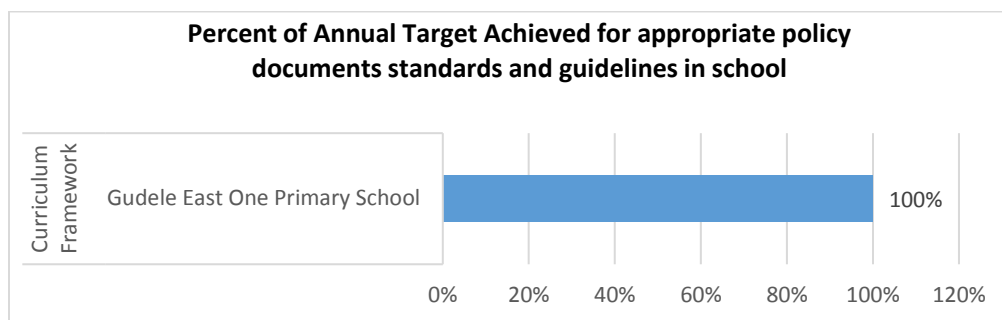
Ganzi primary school had the highest number of out of school children with 100% while Kagwanda primary had the lowest percentage of 56%. This results mean that the issue of out of school children still demanding for more intervention. The education director in Ganji County should strategize on getting all the school going children in schools.

## 12. School Governance and implementation of policies

This section presents data on the percentage of annual targets achieved for number of meetings conducted and the annual target achieved for appropriate policy documents standards and guidelines in schools in Ganji County.

Kuli Papa achieved 80% of the targeted meeting in a year while Kagwanda managed only 28%. On professional documents and guidelines, Kagwanda achieve 2000% of the annual set target. School calender 100%, curriculum framework 100%. This finding shows that schools in Kagwanda have a focus on management by democratic and consultative style where dialogue in dicision making takes precedent. The CEO should call for a management workshop for head teachers.





From the data analyzed, Kuli Papa primary school conducted 80% meeting and the Percent of Annual Target Achieved for appropriate policy documents standards and guidelines in school was also at 100%. This clearly shows that in some schools there was more focus on administrative issues than procedure causing imbalance in management. The education director should intensify inspections and training for head teachers and deputies.

### 13. ISSUES, RECOMMENDATIONS FOR CORRECTIVE ACTIONS FROM THE REPORT

S/No	Issue	Section (Graph)	Recommendation	Responsible	Timeframe	Status
1	Annual targets on enrolment not achieved in most schools	2.1 enrolment	1. Create more awareness of free primary education	1. County Education Officer, BOG PTA	By Dec 2017	Open
2	Pre-school (ECDE) experience in Kagwanda primary was good	2.3 ECDE	1. Embrace the policy on ECDE before school for all children under 6	1. County Education Directors	By Jan 2018	Open
3	Low school attendance	3.0 Attendance	Improve the CFS situation in the schools	1. County Education Officer, BOG PTA	By July 2017	Open
4	Attendance of learners with disability not sufficient	Learners with Disabilities	1. Assess why female learners with disabilities in Juba Block are the highest.	1. Directors of General Education, Planning.	By July 2017	Open
5	Inconsistent accountability by schools on capitation grant.	School Finances Outlook (capitation grant)	1. Conduct inspection exercises in all school with the audit unit to ascertain the effect of capitation grants on community financial contribution to schools.	1. County Education Office	By July 2017	Open
6	Only 2 schools in the Ganji County had above 80% of the annual planned girls' cash transfers.	Girls Cash Transfers	1. Determine extent of coverage in the other counties using SAMS data	1. County Education Office	By 2018	Open
7	Under staffing of teachers	Teacher and Support Staff	1. Review the target in view of the pupil	1. County Education Office	By July 2017	Open

S/No	Issue	Section (Graph)	Recommendation	Responsible	Timeframe	Status
			s to teacher ratio of 11:1.			
8	Few numbers of teachers have been trained on Accounting and Record keeping	Capacity of Teachers	1. Develop basic orientation package for Accounting and Record keeping	1. County Education Office	December 2017	Open
9	Very low numbers of trained teachers in Multi-grade teaching, School Based Assessment, and School Development Plans, Teacher Professional Code of Conduct.	Capacity of teachers	1. Intervene with in-service training for Multi-grade Teaching, School Based Assessment and School Development Plans.	1. Director of Quality Promotion.	2017 – 2018	Open
10	The number of school in the county reporting figures on clubs is not more than 50%	School Child friendliness	1.Counties should support schools to report on existing clubs	1.County education directors	Report on CFS clubs by July 2017	open
11	School feeding programme not achieving planned target	School Child friendliness	1. Partners, private and community should increase support of school feeding programmes	1.County/Directors of general education, planning & AES	Report on CFS clubs by July 2017	open
12	Most schools in the county are not complying with teaching practices, recordkeeping and scheme of work but not put in use appropriately apart from Kagwanda primary	Instructional Planning and scheduling	1. Enhance inspection.	1. County Education Directors, school head teachers and teachers	Comply with the teaching practice by June 2017	open
13	School visits tend to focus more on school administration rather than on learners welfare and the quality of education	Inspection and supervision	1.Should shift focus from school administration to quality and learners center	1. Inspectors and supervisors.	By July-August 2017	

## 14. LESSONS LEARNT

S/No	Description	General Education Strategic Plan Focus Areas
1	Attendance of both teachers and learners faces a lot of challenges in the county	Access
2	Enrolment of the girls and learners with disabilities seems to be the lowest	Access
3	Accountability for Capitation grants not recorded in some schools	Access
4	Data for very important information was missing from some schools.	Quality
5	There were inadequacies in the provision of learning space and materials	Quality