



**GOVERNMENT OF SINDH  
SCHOOL EDUCATION & LITERACY DEPARTMENT**

**Karachi, dated, the 4<sup>th</sup> October, 2017**

**NOTIFICATION**

**No. SO(G-III)SELD/RSU/KPI/HT/2017: Following Key Performance Indicators of Senior Principal / Senior Head Master / Head Mistress (Head Teacher) are hereby notified as under:**

The Head Teacher is the institutional head of a School. However, there is a difference between the Head Teacher of Primary and Elementary, Secondary/ Higher Secondary Schools. The key difference is with regards to DDO powers which are enjoyed by only Secondary and Higher Secondary School Head teachers. Furthermore, there is not an official position of HM in primary schools whereas there is a sanctioned post of HM in Secondary/ Higher Secondary School.

In this section, key focus is to align the role of the Head Teacher with key performance indicators which not only set out a direction in which a Head Teacher must focus but also create an effective mechanism to evaluate his/ her performance.

**DOMAIN-I: ACCESS:**

As the administrative and academic head of school, the head teacher is required to lead drives to ensure universal access to education for children from relevant age groups in catchment areas. He/she shall devise and implement enrollment campaign in close coordination with TEO and residents of the local community on periodic basis. He/She shall also endeavor towards ensuring a conducive and enabling learning environment in school. Being the administrative head, he/she is also responsible for adopting appropriate measures for availability of all basic facilities at the school premises. This context provides the basis for identifying performance indicators and appraisal standards for the office head teacher.

**1. KPI-1: INCREASING ACCESS**

Improving access to quality education is a key role to be performed by the head teacher.

<b>KPI-1: Increasing Access</b>		
<b>Performance Indicator (PI)</b>	<b>Performance Appraisal Criteria</b>	<b>Means of Appraisal</b>
<b>PI-1.1:</b> Enrolment in ECE class at taluka level	Percentage change in enrolment	M&E, Enrollment Record
<b>PI-1.2:</b> Students enrolled in primary level at taluka level	Percentage change in enrollment	M&E, Enrollment record
<b>PI-1.3:</b> Students enrolled in Secondary level at taluka level	Percentage change in enrollment	M&E, Enrollment record
<b>PI-1.4:</b> Education Completion rate	Percentage change in issuance of School leaving certificates at the completion of grades 5, 8, 10 (as the case may be)	M&E, School Enrollment and Leaving Record
<b>PI-1.5:</b> Community Involvement	Number of periodic SMC meetings	School record
	2-3 times meeting of general body	Minutes of meeting

**2. KPI-2: Dropout Rate**

Education Sector in Sindh faces a major challenge of dropout of student at various levels. The Head Teacher can substantially reduce the incidence of dropout by adopting various

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measures including effective liaison with the community (particularly the parents), ensuring teachers' presence, and provision of conducive to learning environment. The reduction in dropout is indicative of a functional education facility and a performing head teacher.

<b>KPI-2: Reducing Dropout Rate</b>		
<b>Performance Indicator (PI)</b>	<b>Performance Appraisal Criteria</b>	<b>Means of Appraisal</b>
<b>PI-2.1:</b> Dropout Rate (Grade-wise)	Percentage change in dropout rate	M&E, School record
<b>PI-2.2:</b> Transition rate Primary to Middle (applicable in case of elementary and secondary schools only)	Percentage change in transition rate in comparison with previous year	M&E, School record
<b>PI-2.3:</b> Transition rate Middle to Secondary (applicable in case of secondary and higher secondary schools only)	Percentage change in transition rate in comparison with previous year	M&E, School record

### 3. KPI-3: Improve School Infrastructure & Provision of Missing Facilities

This indicator may include the condition of the schools and how well it is maintained; facilities provided in the school; teaching/learning environment and availability and quality of furniture and fixtures available. The Head Teacher shall notify TEO and DEO for steps to ensure that the school has basic facilities like boundary wall, drinking water, toilets, library and science labs. Following key performance indicators and appraisal criteria and means are proposed.

<b>KPI-3: Improve School Infrastructure &amp; Provision of Missing Facilities</b>		
<b>Performance Indicator (PI)</b>	<b>Performance Appraisal Criteria</b>	<b>Means of Appraisal</b>
<b>PI-3.1:</b> Identification and communication of infrastructure needs in the schools	Timely intimation to the TEO and DEO offices regarding infrastructure needs	Correspondence record,

### 4. KPI-4: Creating Safe Schools

One of the key responsibilities is to make sure that schools are safe and friendly places for the students to study and learn. A school shall be place where the student feels safe and protected so it may help nurture their creativity. For this purpose, a Head Teacher must carry out regular rounds of the premises and observe student – teacher relationship in every class and observe the student learning process.

<b>KPI-4: Creating Safe Schools</b>		
<b>Performance Indicator (PI)</b>	<b>Performance Appraisal Criteria</b>	<b>Means of Appraisal</b>
<b>PI-4.1:</b> Provision of Safe and Enabling Environment	Compliance with notified minimum safety standards	M&E

## DOMAIN-II: QUALITY:

Improvement in standards of education may be achieved by improving quality of teaching. Head Teacher can provide meaningful input to his/ her teaching staff about how to increase the quality of education by taking into consideration the student learning outcomes. Head Teacher's performance with regard to improved standard of education may be assessed by student performance in SAT and Board examination.

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### 1. KPI-1: Improved Quality of Education and Learning Outcomes

Working to ensure better quality of education services is one of the key responsibilities of head teacher.

<b>KPI-1: Improved Quality of Education and Learning Outcomes</b>		
<b>Performance Indicator (PI)</b>	<b>Performance Appraisal Criteria</b>	<b>Means of Appraisal</b>
<b>PI-1.1:</b> School Improvement Plan (SIP)	Preparation and sharing of SIP with DEO	Copy of School Improvement Plan, Correspondence record
<b>PI-1.2:</b> Students-teacher ratio per class	Adherence to prescribed student teacher ratio per class in all schools	M&E, SEMIS
<b>PI-1.3:</b> Performance of students in Examinations and Assessments	Percentage change in successful candidates in exams conducted by Boards of Intermediate and Secondary Education	BISE Results
	Percentage change in successful students in SAT	SAT Result

### 2. KPI-2: Professional Development of Teachers

The quality education delivery is based upon the availability of a qualified and well-trained teaching force. Head teacher is responsible in developing professional skills of his/ her teaching staff. For this purpose, he/she must identify and recommend individuals for the relevant training programs. Additionally she may also endeavor to provide technical support to the teachers on teaching learning process.

<b>KPI-2: Professional Development of Teachers</b>		
<b>Performance Indicator (PI)</b>	<b>Performance Appraisal Criteria</b>	<b>Means of Appraisal</b>
<b>PI-2.1:</b> Identification of Teachers for Relevant Training	Timely Identification and communication of teachers for relevant training	Correspondence Record
<b>PI-2.3:</b> Classroom Visits	Number of classes where teaching/learning was observed on periodic basis	Classroom observation record
<b>PI-2.4:</b> Sessions with teachers on pedagogy	Number of meetings with teachers on topics related to pedagogy	Minutes of meeting

### 3. KPI-3: Ensuring Teachers Attendance

The availability of teachers is fundamental to ensure delivery of quality education. It is the responsibility of HT to ensure that the teachers are present in their respective classrooms for teaching and learning activities. Therefore it is an important indicator for assessing the performance of Head Teacher.

<b>KPI-3: Ensuring Teachers' Attendance</b>		
<b>Performance Indicator (PI)</b>	<b>Performance Appraisal Criteria</b>	<b>Means of Appraisal</b>
<b>PI-3.1:</b> Teachers' Attendance	Average attendance of teachers in the schools	M&E, School Records

### 4. Implementation of Curriculum, Teachers Guides and Textbook

A Head Teacher is the primary and the most direct source of information regarding the school curriculum and the provision of textbooks. The Head Teacher must make sure that a copy of the curriculum of every class is kept on campus and is accessible to every teacher. He/ She must also make sure that teacher's guide is provided to every teacher and they all read and understand it well enough to design everyday lessons for complete coverage of the curriculum.

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<b>KPI-4: Implementation of Curriculum, Teachers Guides and Textbook</b>		
<b>Performance Indicator (PI)</b>	<b>Appraisal Criteria</b>	<b>Means of Appraisal Verification</b>
<b>PI-4.1:</b> Submission of Curriculum and textbooks Requisition	Timely requisition sent to the TEO	Correspondence record
<b>PI-4.2:</b> Provision of new/ revised textbooks	Collection of textbooks from taluka warehouse	Inventory Record, M&E
	Distribution of books to students	Inventory record, M&E

### 5. KPI-5: Co-Curricular Activities

A Head Teacher must plan and organize co-curricular for holistic development of students. This may include field trips, sports activities, speeches and other educational and physical activities.

<b>KPI-5: Co-Curricular Activities</b>		
<b>Performance Indicator (PI)</b>	<b>Performance Appraisal Criteria</b>	<b>Means of Appraisal</b>
<b>PI-5.1:</b> Planning & Coordinating Co-Curricular Activities around the year in the district	Preparation of yearly school Co-Curricular Activities Calendar	Annual Co-Curricular Activities Calendar
	Budget proposed for Co-Curricular activities in the annual budget for the school	Correspondence Record
	Utilization of SSB budget w.r.t. co-curricular activities.	Utilization

## **DOMAIN-III: GOVERNANCE/MANAGEMENT**

At the school level Head Teacher leads two major functions i.e. management of academic activities and administration of the education facility. Both of these functions are crucial for provision of quality education to enrolled students. These two functions entails a diverse range of activities including, but not limited to, academic planning, school/classroom supervision and monitoring, coordination with education managers at various tiers, effective liaison with the community, periodic assessment of learning outcomes and organizing co-curricular activities. Effective management at the school level lies at the heart of a vibrant education system. It is therefore critical to identify key performance indicators for Head Teacher in this context and to ascertain an objective framework for appraising it.

### 1. KPI-1: Management, Monitoring and Supervision of Schools

In order to manage the schools in a respective district DEO is expected to visit the schools for monitoring the quality of education services being provided. This includes both surprise and planned visits.

<b>KPI-1: Management, Monitoring and Supervision of Schools</b>		
<b>Performance Indicator (PI)</b>	<b>Performance Appraisal Criteria</b>	<b>Means of Appraisal</b>
<b>PI-1.1:</b> School Supervision/Monitoring	Percentage of schools visited during the academic year	M&E, attendance record
<b>PI-1.2:</b> Data collection and management	Timely sharing of up-to-date data with TEO	School Record

### 2. KPI-2: Financial Management

A Head Teacher needs to be able to prepare realistic budgetary proposals based upon school needs and have the capacity of utilizing those budgets properly for the good of his/ her students, teachers and school building. He/she must ensure that the requests for budgetary releases are being made in a timely manner He/she will also ensure that the funds are used in a timely manner and in accordance with the school improvement plan.

24/1/2017



<b>KPI-2: Preparation of Annual Budget Estimates and Effective Utilization of Budget</b>		
<b>Performance Indicator (PI)</b>	<b>Performance Appraisal Criteria</b>	<b>Means of Appraisal</b>
<b>PI-2.1:</b> Preparation of Budget Estimates	Timely submission of school Budget Estimates	Record
<b>PI-2.2:</b> Utilization of Budget	Ratio of amount utilized to amount allocated	Accounts record, Expenditure detail
	Percentage of SSB funds utilized	Accounts record, Expenditure detail
	Percentage of SMC budget utilized	Accounts record, Expenditure detail

### 3. **KPI-3: Maintenance/ Effective Use of a Calendar and Annual Work Plan**

A Head Teacher should develop and implement an annual calendar in his/ her school so all the important events are carried out on time. Furthermore, it will help in planning educational activities efficiently. With respect to the annual calendar, the performance Appraisal Criteria may be as follows.

<b>KPI-3: Maintenance &amp; Effective Use of Annual Activity Calendar and Work Plan</b>		
<b>Performance Indicator (PI)</b>	<b>Performance Appraisal Criteria</b>	<b>Means of Appraisal</b>
<b>PI-3.1:</b> Timely preparation of Annual Calendar and Work Plan	Preparation and sharing of Annual calendar of Activities in office and Work Plan	Availability Annual Calendar and Work Plan
	Interactions with Education Managers and relevant departments to prepare the annual calendar and work plan	Correspondence

### 4. **KPI-4: Procurement**

Head Teacher must prepare an annual procurement plan based on school's need assessment for all requirements for goods, works and services in line with the approved budget allocation. The Head Teacher should initiate all the procurements after securing funds (releases) and at a reasonable time. All procurement must be done in accordance with SPPRA Rules and maintain all the procurement notices, bidding documents for all the procurements undertaken by the office for record purposes.

<b>KPI-4: Procurement</b>		
<b>Performance Indicator (PI)</b>	<b>Performance Appraisal Criteria</b>	<b>Means of Appraisal</b>
<b>PI-4.1:</b> Procurement of Required Goods and/ Services	Compliance with relevant procurement rules	Records

### 5. **KPI-5: Human Resource Management**

Head teacher needs to ensure that the available teaching and non-teaching staff is effectively deployed for performance of required functions. He/she needs to ensure that proper documentation regarding the personnel is maintained at school level and relevant information is shared with TEO. He/she also needs to establish and maintain effective communication with education managers at all tiers. Being head of the institution, he/she needs to motivate and lead all the teaching and non-teaching staff to achieve highest professional standards.

<b>KPI-5: Human Resource Management</b>		
<b>Performance Indicator (PI)</b>	<b>Performance Appraisal Criteria</b>	<b>Means of Appraisal</b>
<b>PI-5.1:</b> Maintenance of School Personnel Record School Personnel Record	Data files sent to TEO	Correspondence record

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 20/12/2017

**ABDUL AZIZ UQAILI**  
**SECRETARY TO GOVT. OF SINDH**

**No. SO(G-III)SELD/RSU/KPI/HT/2017:**

**Karachi, dated: 4<sup>th</sup> October, 2017**

A copy is forwarded for information & necessary action to:

1. The Chief Program Manager, Reform Support Unit, School Education & Literacy Department.
2. The Director School Education (Elem Sec & H. Sec/Primary) All.
3. The Director General, All.
4. The Directors/Project Director All.
5. The District Education Officers, All.
6. The TEOs Primary (M/F) All.
7. The Principals/Head Masters/Head Mistress, All.
8. The PS to Minister, Education & Literacy Department.
9. The Special Secretary School Education & Literacy Department.
10. The Additional Secretary (GA/C), School Education & Literacy Department.
11. The P.S to Secretary, School Education Department, Government of Sindh.
12. Office Order File.
13. Official Website



SINDH EDUCATION &  
LITERACY DEPARTMENT



*PSR*  
*04/10/2017*  
**(MOHAMMAD QASIM ABBASI)**  
**SECTION OFFICER (G-III)**